

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**EMERGENCY RESPONSE CRISIS MANAGEMENT - A GRANT COMPETITION TO  
IMPROVE & STRENGTHEN SCHOOL ERCM PLANS**

**CFDA # 84.184E**

**PR/Award # Q184E060064**

OMB No. 1890-0009, Expiration Date: 06/30/2008  
Closing Date: JUN 22, 2006

## \*\*Table of Contents\*\*

### Forms

1. Standard Face Sheet (ED 424) _____	e1
2. Standard Budget Sheet (ED 524) _____	e2
3. SF 424B - Assurances Non-Construction Programs _____	e4
4. Disclosure of Lobbying Activities _____	e6
5. ED 80-0014 Certification _____	e7
6. ED 80-0013 Certification _____	e9
7. 427 GEPA _____	e10
MESA GEPA Statement _____	e12

### Narratives

1. Project Narrative - (Table of Contents Provide an itemized listing .....)	e13
MESA_TOC_ERCM 2006 _____	e14
2. Project Narrative - (Program Abstract Provide a one-page, double-sp.....)	e15
Abstract _____	e16
3. Project Narrative - (Need for project (20 points) In determining t.....)	e17
MESA_Needs_ERCM 2006 _____	e18
4. Project Narrative - (Quality of the project design (40 points) In.....)	e30
MESA_Project Design_ERCM 2006 _____	e31
5. Project Narrative - (Quality of the management plan (20 points) .....)	e36
MESA_Management Plan_ERCM 2006 _____	e37
6. Project Narrative - (Adequacy of Resources (5 points) In determin.....)	e43
MESA_Adequacy of Resources_ERCM_2006 _____	e44
7. Project Narrative - (Quality of the project evaluation (15 points.....)	e45
MESA_Evaluation_ERCM 2006 _____	e46
8. Project Narrative - (Partner Agreements Please complete the "Partne.....)	e49
Partner Agreements MESA ERCM _____	e50
9. Project Narrative - (Program Specific Assurance Please complete the.....)	e63
Program Assurance_MESA_ERCM 2006 _____	e64
10. Project Narrative - (Appendices Appendices should be limited only t.....)	e65
MESA_Appendices_ERCM 2006 _____	e66
11. Project Narrative - (Assurance of Competitive Preference Priority Qu.....)	e100
Assurance_Priority 1_MESA_ERCM 2006 _____	e101

12. Budget Narrative - (Budget Justification Applicants should provide.....)	e102
MESA_Budget Narrative_ERCM 2006	e103

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

# Application for Federal Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 06/30/2008

## Applicant Information

### 1. Name and Address

Legal Name: Mesa Public Schools  
Address: 63 E Main Street, #101

Mesa  
City

AZ  
State

2. Applicant's D-U-N-S Number 078990504

3. Applicant's T-I-N 866000481

4. Catalog of Federal Domestic Assistance #: 84 184E

Title: Emergency Response Crisis Management - A Grant Competition to Improve & Strength...

5. Project Director: Mike Kalember

Address: 63 E Main Street, #101

Mesa  
City

AZ  
State

85201 - 7422  
ZIP Code + 4

Tel. #: (480) 472-0000 Fax #: ( ) -

E-Mail Address: MJKALEMB@MPSAZ.ORG

### Organizational Unit

Maricopa  
County

85201 - 7422  
ZIP Code + 4

6. Novice Applicant  Yes

7. Is the applicant delinquent on any Federal debt?  No  
(if "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.)  F

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

9. State Application Identifier:

## Application Information

10. Type of Submission:

--PreApplication

Non-Construction

11. Is application subject to review by Executive Order 12372 process?

No - Program has not been selected by State for review.

13. Are any research activities involving human subjects planned at any time during the proposed project period?  No (Go to item 14.)

13a. Are **all** the research activities proposed designated to be exempt from the regulations?  No

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

12. Proposed Project Dates:

Start Date:	End Date:
<u>10/01/2006</u>	<u>03/31/2008</u>

14. Descriptive Title of Applicant's Project:  
Comprehensive Emergency Preparedness and Response Plan

## Estimated Funding

15a. Federal	\$	876,577	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	876,577	.00

## Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

Debra Duvall

b. Title

Superintendent

c. Tel. #: (480) 472-0000 Fax #: (480) 472-0489

d. E-Mail Address: DLDUVALL@MPSAZ.ORG

e. Signature of Authorized Representative



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Mesa Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 152,250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 152,250
2. Fringe Benefits	\$ 41,978	\$ 0	\$ 0	\$ 0	\$ 0	\$ 41,978
3. Travel	\$ 7,430	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,430
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 66,800	\$ 0	\$ 0	\$ 0	\$ 0	\$ 66,800
6. Contractual	\$ 598,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 598,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 866,958	\$ 0	\$ 0	\$ 0	\$ 0	\$ 866,958
10. Indirect Costs*	\$ 7,369	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,369
11. Training Stipends	\$ 2,250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,250
12. Total Costs (lines 9-11)	\$ 876,577	\$ 0	\$ 0	\$ 0	\$ 0	\$ 876,577

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Mesa Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Debra Duvall

**Title:** Superintendent

**Date Submitted:** 06/13/2006



### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):</b> Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services (including address if different from No. 10a)</b> (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Debra Duvall Title: Superintendent Applicant: Mesa Public Schools Date: 06/13/2006	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

---

Explanation for Statement (2)

**Attachment:**

Title :

File :

---

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Comprehensive Emergency Preparedness and Response Plan**

PR Award Number: **Q184E060064**

Name of Authorized

Certifying Representative:

Debra Duvall

Title:

Superintendent

Applicant:

Mesa Public Schools

Signature:

Date:

\_\_\_\_\_  
06/13/2006

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal contract, the awarding of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Mesa Public Schools	
Name of Authorized Representative Debra Duvall	Title Superintendent
Signature _____	Date 06/13/2006

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : MESA GEPA Statement

File : C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006

Final\e-grants sections\MESAGEPA Statement.doc

## **GEPA Statement**

---

Mesa Public School (MPS) will serve as the lead educational agency creating a comprehensive, inclusive, up-to-date, all hazard/crisis community emergency preparedness and response plan. This planning effort will be executed by an integrated, cooperative network of first responders and stakeholders operating as a unified crisis management team (CMT). As such, many of the stakeholders, including parents, students, responding agencies and school staff are Hispanic. More than 32% of the student population is of Latino/Hispanic ethnicity. This proposal directly addresses the needs of this target audience by increasing resources to overcome Hispanic language barriers in all four program phases and train existing Spanish speaking staff, faculty, and paraprofessionals in area of protocol and develop emergency related material in Spanish to be distributed to parents. In addition a website, in both Spanish and English, will be developed, providing links to general information regarding emergency preparedness and MPS. All computer/communications tools will be capable of both English and Spanish translation as well. Finally, during the planning process, in addition to key stakeholders, the school district's Crisis Management Team (CMT) will include a Hispanic Community Liaison as well as a member of the Native American community who will serve in an advisory capacity, as needed. The inclusion of these community members weaves into the framework a mechanism for developing a heightened awareness of rapidly changing cultural/linguistic needs in regards to emergency preparedness and crisis planning.

Students with disabilities are also of concern. With a school district of 86 schools, the situations and challenges each special needs student faces will be a part of the database entry process. In this way, every child will be accounted for and staff trained as to how to appropriately mitigate each student's challenge and ensure their safety. Students with physical restrictions, vision or hearing problems, emotional disturbances, communication disorders, and possible medication needs will be identified by the CMT team and scenarios with special needs students will be used in tabletop training exercises, drills and other training materials.

# Project Narrative

## Table of Contents

**Provide an itemized listing of each section of the application package, including page numbers.**

### Attachment 1:

**Title: MESA\_TOC\_ERCM 2006 Pages: 1 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_TOC\_ERCM 2006.doc**



**Table of Contents**

---

---

Application for Federal Education Assistance (ED Form 424)	
Project Abstract _____	1
Project Narrative	
Magnitude of the Need _____	2-12
Project Design _____	13-17
Management Plan _____	17-23
Adequacy of Resources _____	23
Evaluation _____	24-26
Budget Information Form (ED Form 524) and 18 Month budget narrative _____	27-31
Appendices _____	32
Assurances	
Non-Construction Programs (ED Form 424B)	
Certifications Regarding Lobbying (ED Form 80-0013)	
Disclosure of Lobbying Activities (Standard Form – LLL)	
Certification Regarding Debarment (ED Form 80-0014)	
A narrative response to the GEPA 427 provision	
Copy of Letter to State Single Point of Contact on letterhead	
Partner Agreements	
Program Specific Assurance	
Competitive Preference Priority 2 Qualification Assurance	

# Project Narrative

## Program Abstract

**Provide a one-page, double-spaced abstract that describes the need to be addressed by the project, summarizes the proposed activities, and identifies the intended outcomes.**

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\Owner\My Documents\Rebecca\paeno\Mesa Public Schools\e\_grant sections\Abstract\_MESA\_ERCM\_06.doc**

## **Abstract**

---

Mesa Public School (MPS) will serve as the lead educational agency creating a comprehensive, inclusive, up-to-date, all hazard/crisis community emergency preparedness and response plan. This planning effort will be executed by an integrated, cooperative network of first responders and stakeholders operating as a unified Crisis Management Team (CMT). This proposed project will improve the critical capacity of MPS, first responders, and government officials to prepare for, respond to, and initiate recovery efforts in the effect of natural disasters, manmade emergencies, contagious diseases and pandemic flu, and terrorist attacks and activities.

**Need:** After a thorough review and assessment of MPS' emergency response practices, it became clear that preparedness, response and recovery were all in need of restructuring. The Arizona Department of Education and the Arizona Division of Emergency Management have identified the minimum standards for school emergency response plans. At this time, Mesa Public Schools, the state's largest school district, works with an emergency response plan that does not meet minimum requirements.

**Summary of activities:** Clearly, the most effective response to any emergency event needs to be derived from a carefully crafted, pre-orchestrated, comprehensive and time-phased action plan supported by knowledge-based decision making and a coordinated resource employment effort. First, training for the crisis management team as well as school personnel will be provided within project activities. Second, the plan calls for collection and dissemination of critical information using the most current technology available. Third, MPS will take the lead in working with all school staff within the district, serving as the catalyst for bringing together all essential partners. Fourth, MPS will secure contracting services to benefit from an expansive range of services throughout the period of developing the partnerships and collecting and entering appropriate data.

**Outcomes:** The overarching purpose of the plan is to create and enhance a safe learning environment and secure safer communities. In order to achieve this goal, a series of project specific objectives will be met. The end result of the project will be a comprehensive community emergency preparedness and response plan built on a firm foundation of strong collaboration and cooperation. In this way, MPS' project provides long-term change and improves their capability to meet the needs of the community at large and their most vulnerable students, while ensuring that all efforts are aligned with changing circumstances and threats.

## **Project Narrative**

### **Need for project (20 points)**

**In determining the need for the proposed project, the following factors are considered:**

**a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (10 points)**

**Note: Under this criterion, we will look for a clear and convincing demonstration of significant need - such as a recent vulnerability and needs assessment-to improve and strengthen the LEA's emergency response and crisis management plan.**

**b. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)**

**Note: Under this criterion, we will look for a description of gaps and weaknesses in current plans and overall preparedness as well as how the proposed plan will address those gaps.**

#### Attachment 1:

**Title: MESA\_Needs\_ERCM 2006 Pages: 11 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Needs\_ERCM 2006.doc**

## 1. Need for the Proposal

1(a). Magnitude of the Need. Mesa Public Schools (MPS) is Arizona's largest school district. Located in the City of Mesa (Arizona's third largest city), it serves 86 schools (K-12) and nine administrative, maintenance, transportation and storage facilities (four included in this application). Located 12 miles southeast of downtown Phoenix with Chandler and Gilbert to the south, the Salt River Indian Community to the north, and Tempe to the west, Mesa is part of the greater Phoenix metropolitan area in Maricopa County. Identified as America's largest "boomburb" by the Fannie Mae Foundation, Mesa surpasses Miami, Florida; Minneapolis, Minnesota; Pittsburgh, Pennsylvania; St. Louis, Missouri; and Wichita, Kansas in size and population and is recognized as the 41st largest city in the nation.<sup>1</sup> Mesa's population of 440,000 is expected to surpass 567,000 by 2020 and is keeping with the state's growth overall. Arizona remains one of the fastest growing states, ranking sixth in net population gain between 1995 and 2000. Much of the increase in Arizona is aligned to the growth in Maricopa County alone, which is the fourth most populous county in the US and projected to swell from 2,528,700 people in 1995 to 4,948,400 people in 2025, an increase of nearly 2.5 million, or nearly a 96% increase -- an exponential increase in the number of households to be served by MPS in the next 20 years.<sup>2</sup>

MPS has a current enrollment of 75,401 students.<sup>3</sup> The district has 11,000 employees, making it the 16th largest employer in the state.<sup>4</sup> In addition to the City of Mesa, MPS serves students from the Salt River and Fort McDowell Native American Communities. In light of this, the population served by MPS jumps to approximately 468,052 (city of Mesa population 440,000) touching 185,585 households. 52,091 Mesa residents live in poverty; another 44,000 function with a disability; 15% have not finished high school; 78% did not finish college; 64,799 were foreign born with 75% of these from Latin America; 93,019 speak a foreign language at home; and 2,519 grandparents are raising their grandchildren. The median household income is \$41,230; 143,000 residents are 0-19 years and over 59,000 are 65 and over. Approximately 104,000 Mesa residents moved within Mesa in the last year,

---

<sup>1</sup> GPEC Information Center, <http://www.gpec.org/eresponse/mesa.htm>

<sup>2</sup> Mesa Chamber of Commerce

<sup>3</sup> Institute of Education Sciences, National Center for Education Statistics, CCD report

<sup>4</sup> Mesa Chamber of Commerce

living in a different house than they did a year ago.<sup>5</sup>

In the last 20 years the student population has undergone a radical cultural change. For example, In 1980 the school population at Stevenson Elementary was 90% Caucasian, 83% of the students came from two-parent homes, and English was the first language in nearly 100% of those homes. Today, over 51% of the student population is minority and one in four speaks a language other than English at home. The October 2005 issue of *The East Valley Tribune* stated: "in the past 25 years the District's Hispanic population has increased 251%." Intrinsicly woven into this massive growth in the general population are issues of poverty, language barriers, crime and a host of needs to be met by the local schools. The impact of this growth directly affects the community MPS serves.

Recent police reports indicate staggering increases in crime rates from 2004 to 2005, including a 100% increase in murder, rape 217%, and robbery 45%. Incidents on school grounds alone are up 40% in two years. (Appendix A).

**Hazards** – This large, demographically diverse community faces threats both universal and unique as evidenced by the US Department of Homeland Security's determination of MPS' location in an Urban Areas Security Initiative (UASI) jurisdiction. (MPS is requesting consideration for competitive preference under Priority One (1) since they are located in the Phoenix area UASI jurisdiction.) The USAI classification is typically given to areas where vulnerability is heightened. While Homeland Security officials will not identify the specific reasons behind the rating, it is clear a variety of reasons contributed to this classification. The Phoenix-metropolitan area is home to the state capital as well as the county seat. The area is also home to military contractors, a military base, a vulnerable system of waterways and dams and several commercial airports, of which one is the fifth busiest in the nation. In addition to safety concerns related to this growth and demonstrated by an increased number of violent incidents in the community and at schools, Mesa's geographic location leaves the city vulnerable to **natural disasters** including extreme heat, floods, monsoons, fire, and more unique threats such as killer bee swarms. As recently as June 2006, dust storms ravaged the area, two consecutive days they shut down SkyHarbor International Airport for periods of time due to visibility and wind conditions.

**Extreme Heat** - One of the most pressing hazards affecting MPS are the extreme temperatures experienced in this

---

<sup>5</sup> <http://www.census.gov/acs/www/Products/Profiles/Single/2003/ACS/AZ.htm>

region for prolonged periods of time, especially in the event power is lost. "Heat is the number-one weather killer in this country. Extreme heat and humidity associated with heat waves directly killed on average at least 237 people a year in...1994-2003."<sup>6</sup> From 1993-2002, 253 deaths in Arizona were attributable to heat exposure, the highest average annual age-adjusted rate of death from heat exposure (five deaths per million) among U.S. states. The rate of death from heat exposure in Arizona for persons aged  $\geq 25$  years was three to seven times higher than that for the United States overall.<sup>7</sup> (See Appendix B for a list of extreme temperatures.) Stagnant atmospheric conditions and poor air quality contribute to heat related illness, particularly for those in densely populated areas like Mesa.

***Flooding-heavy rain*** – Population growth is pushing more people to build homes in higher-risk areas, such as agricultural lands, deserts, washes, and areas beyond those protected by existing infrastructure. This increases risks to life and property, and impacts school safety and crisis management plans. It is anticipated that over 90% of the County's present and projected population will live within the watersheds with presently delineated floodplains and floodways. However, growth is also projected in areas where delineations are not yet completed.<sup>8</sup> According to the Flood Control District of Maricopa, normally dry rivers and washes can become raging rivers in minutes. Fully 80% of Mesa Public Schools are in close proximity to flood areas. In 1980 the Phoenix-metro area was dramatically affected by flooding. Then Governor Bruce Babbitt declared a state of emergency and ordered of an evacuation of 200,000 people. Flood waters destroyed or damaged 11 of the 13 bridges crossing the Salt River, isolating a large portion of the population including those in the Mesa area, severed a 66" sewer line serving 500,000 people, and destroyed electrical towers and other structures with damages totaling approximately \$63.7 million. The Salt River Project, located in and near the Phoenix-metro area, is a system of rivers controlled by six storage dams, two of which were constructed by the Bureau of Reclamation. Total storage capacity of Salt River reservoirs is more than 2.4 million acre-feet. The combined storage capacity of the two reservoirs on the Verde River is 317,715 acre-feet. In the event of a failure in the system or breach of any of the dams, there are a series of dams north and east of Mesa which

---

<sup>6</sup> (2005 <http://www.crh.noaa.gov/mkx/heatwave.php>)

<sup>7</sup> (<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5425a2.htm>)

empty into the Salt River and flow on the northern edge of Mesa. Roosevelt Dam is the largest, holding almost three million acre-feet of water at maximum capacity. The breach of this system or any part of it could be devastating.

**Monsoon season** - Maricopa County faces an annual monsoon season from July through September. The monsoon thunderstorm is most pronounced and lasts longer in Maricopa County, often providing nearly a third of the annual rainfall. Monsoon storms have resulted in loss of life and significant property damage. In July 2002, the areas of Central Phoenix and Tempe were shocked with three inches of rain in a three hour period. Arizona also ranks 19th in the nation for fatalities due to lightning, 30th for lightning injuries, and 23rd for lightning flashes per square mile.

**Downbursts/microbursts** - Tornadoes also present a potential hazard, and are most commonly reported during severe thunderstorms, common during the monsoon. In addition, strong winds resulting from downbursts are quite common during the monsoon season in the desert. A "downburst" is a strong downdraft that induces an outward burst of damaging winds on or near the surface that can easily exceed 100 mph. On August 14, 1996, a severe thunderstorm, and its accompanying downburst, hit the northwest portion of the Phoenix Metro area, ripping off tile roofs and causing \$160 million in damage. A record wind gust of 115 mph was recorded at the Deer Valley Airport, and some locations went without power for several days.<sup>9</sup>

**Africanized bees** – Commonly known as "killer bees," these insects will viciously attack people and animals that unwittingly stray into their territory, often resulting in serious injury or death. More than 14 counties in Arizona have reported Africanized honey bees, with Maricopa County reporting several attacks in the last five years.

**Fire Hazards** - Based on projected growth, eight additional fire stations will be needed by the next decade to supplement the existing 17. From 2003 to 2004 the number of fire calls rose 9%, and this figure will continue to rise as the population dramatically increases. Based on 2003-2004 data, the third highest amount of commercial fires for Mesa are public assembly (20%) and educational property (10%). These values are approximately 10% higher than national averages. On May 19, 2006, MPS was immediately affected by an apartment complex fire that left 150 homeless. Two MPS sites were used as evacuation centers; MPS staff opened the facilities and coordinated

---

<sup>8</sup> [http://www.azcentral.com/advert/mfc\\_05/index.html](http://www.azcentral.com/advert/mfc_05/index.html)

<sup>9</sup> (source: <http://www.wrh.noaa.gov/psr/general/history/index.php?page=top>).



services. In 2005, a large grass field east of Bush elementary caught fire resulting in the lockdown of area school facilities. MPS is also used as shelter facilities during large fires in the area .

Week of June 12, 2006,, a truck carrying 4 times the amount of explosives that were used in the Oklahoma City bombing crashed and caught on fire on the 202 freeway in M esa. The accident occurred within one mile of Whittier and Whitman Elementaries and 1-2 miles from Westwood High, Carson Junior and Elementary Schools. While the highway was shut down and the accident mitigated, this demonstrates the magnitude of the types of incidents that can happen near MPS schools. This type of scenario will be included in the emergency plan better enabling responders to have all the information needed to respond if schools are impacted.

**Transportation hazards** - While there are two smaller airports located within the Mesa City limits, SkyHarbor International Airport, located in Phoenix, poses substantial hazards to MPS. Most of the air traffic at the airport comes in and out over Mesa, with all runways aligning directly with north Mesa. As a result, many of the district's 86 schools are directly in the flight path of SkyHarbor International Airport, which, according to Airports Council International, is now the fifth busiest U.S. facility in terms of passengers, and ninth busiest worldwide, placing Phoenix ahead of regional competitors (Las Vegas and Denver). In addition, the Air National Guard utilizes Sky-Harbor for training and missions. Since almost all district schools lie in close proximity to or directly in flight paths of not only this airport but also Williams Gateway and Mesa Falcon Field (both within Mesa's city limits), schools are extremely vulnerable to accidents, falling objects, and terrorist activity. In November of 2005, a Cessna 150 executing touch-and-go practice at Mesa's Falcon Field Municipal Airport crashed in a nearby parking lot only a mile from Bush Elementary. If this had occurred on the grounds of Bush Elementary, the results would have been devastating. Seven schools lie either to the north or south of Falcon Field and suffer a high vulnerability to small plane crashes. Another transportation issue is train traffic. Eighteen (18) MPS sites are a mile or less of Southern Pacific Railroad. Trains traveling these tracks often transport fuel, combustible materials, and toxic chemicals, and a derailment would pose a potential hazard to those in the general vicinity

**Hazardous Materials** - Scorecard, a non-profit environmental monitoring group, ranks Arizona in the top 10% of the dirtiest/worst states in the nation in terms of chemical release or waste generation. The EPA's August 1995 National Biennial RCRA Hazardous Waste Report also identified potential hazards in this area, and listed 17 companies in

Mesa that operate large quantity generators. In addition, Maricopa County has nine superfund sites, and four of the top six are located within 15 miles of Mesa. This creates a tenuous situation where water and or air quality can be suddenly compromised, and evacuation and public and parent education and notification are required.

***Nuclear Hazards*** - The Palo Verde Nuclear Generating Station (PVNGS) is located 55 miles west of downtown Phoenix in Maricopa County. The Ingestion Exposure Pathway, defined as a radius of approximately 50 miles surrounding PVNGS, delineates the point at which food or drinking water could become contaminated because of a release of radioactive materials into the atmosphere. If an accident occurred, MPS would be integrally involved in the evacuation process and corresponding communication with parents and the community in general.

***Health-related hazards*** – In addition to the heat-related hazards discussed earlier, MPS also faces challenges from whooping cough (pertussis). Unfortunately, Arizona experienced a significant increase in cases in 2005 (Arizona Department of Health Services) with a statewide outbreak declared on May 19, 2005. The outbreak lasted four months, with Maricopa County ranking the highest in the state with more than 500 reported cases. According to the World Health Organization (WHO), "An influenza pandemic (or global pandemic) occurs when a new influenza virus subtype appears, against which no one is immune." Outbreaks are expected to occur simultaneously, preventing shifts in resources that commonly occur in other natural disasters. An influenza pandemic is considered a high-probability, even inevitable." MPS recognizes pandemic flu as a potential hazard to be addressed. This project will enable MPS to develop a district plan that aligns with the Arizona Influenza Pandemic Response Plan and promotes an effective and coordinated response.

***Social/Emotional related hazards*** - The socio-economic challenges facing Mesa's student population and associated risks and hazards are also increasing dramatically. The statistics at just one elementary school, which gives one a look into the district, are staggering. At Stevenson Elementary (2004-2005), there were 693 discipline violations, and this year to date discipline violations are at 764 with two weeks left in the school year. In the area of disorderly conduct, Stevenson saw an 800% increase in incidents and a 900% increase in threat related incidents. Violations for fighting increased by 340% over the prior year while suspensions increased by 371%. Unfortunately the same trends are emerging at other schools across the district. Multiplied by 86 schools, the magnitude of the need is alarming, heightening concern regarding the emotional and social vulnerabilities facing MPS. IN 2005, MPS

administered the Knowledge, Attitude and Behavior 2005 Survey. A compilation of high school stats revealed: 46% of senior high students reported seeing a weapon on campus; 17% reported personally carrying a weapon on campus; 11% claimed to have previously belong to a gang; 6% claimed current gang activity. At the junior high school level, results were just as alarming: 47.1% reported seeing another student with a weapon; 18.3% reported carrying a weapon; 32.8% were offered drugs at school; 11.9% accepted drugs at school. There were 4,425 suspensions at the junior high level. This past year, Smith Junior High School has undergone 11 police or county requested lockdowns. To complicate things further, due to budget constraints the number of School Resource Officers (SROs) at the junior high schools will drop from 14 to seven next year, followed by the complete elimination of all officers the following year. This reduction comes at a time when suspensions in the elementary schools in the 5<sup>th</sup> and 6<sup>th</sup> grades are dramatically increasing, by as much as 500% in some schools. This same group of students will soon be entering the junior high school, where SROs are being eliminated.

1(b). Gaps and Weaknesses - MPS' May 2006 Preliminary Assessment of Vulnerabilities and Hazards (Appendix C), in which individual schools performed specific school-related assessment rankings regarding threat levels/vulnerabilities, revealed profound gaps in planning and service. With both natural and manmade threats and an emergency response plan that is inadequate and out-dated, a need exists to improve and strengthen the LEA's emergency response and crisis management plan.

. Gaps in preparedness, services, emergency response and crisis management can be described by looking at noncompliance with state guidelines, missing updated facility information, lack of collaboration between responsible agencies, inadequate training for school employees, officials and first responders, insufficient plans for children with disabilities and non-English speaking populations, the absence of a specific plan for infectious diseases, and lack of family and community education, partly due to language/cultural barriers. Weaknesses include a lack of sufficient coordination with local emergency responders, lack of sufficient plan alignment with regional, state and national Homeland Security Plans, insufficient preparation of those responsible for implementing the plan, insufficient use of and reference to the plan, communication breakdown (both technical telephone and chain of command), insufficient emergency supplies on hand, systemic vulnerabilities, funding cutbacks, and personnel cutbacks.

These gaps and weaknesses were vividly apparent in a recent incident in the district at Poston Junior High

School. On May 15, 2006, before regular school hours, the lawn custodian struck a stand pipe valve for a two inch high pressure natural gas line with a lawn tractor, snapping off part of a valve and sending natural gas flooding into the area just outside the cafeteria. Only 100 students and staff were on campus for this early "A" hour, and these seven classrooms were promptly evacuated. When the Mesa Fire Department arrived on scene, they were met by the school principal who had obtained her school site map which supposedly indicated the location of the gas shutoff valves. But her map was outdated, and did not reflect the installation of an additional gas line that took place the previous year. Ultimately, the City of Mesa Utility Department was summoned to respond and turn the gas off. The elapsed time resulted in natural gas venting freely into the cafeteria where kitchen staff had already begun their daily food preparation. In the end, the lack of updated facility information created an approximate 30 minute delay in turning off the gas and securing the site, resulting in the school staging arriving students off campus and forcing the adjacent elementary school into lockdown.

It is important to note that Arizona Revised Statutes (ARS), 15-341 (A) (34) requires each school site to have an emergency response plan that meets the minimum state requirements. The AZ Department of Education and the AZ Division of Emergency Management have identified the minimum standards for school emergency response plans (Appendix D). At this time, Mesa Public Schools, the state's largest school district, works with an emergency response plan that does not meet minimum requirements. In addition, responses to pandemic flu and infectious diseases are not covered by the district's plan even though the state of Arizona is mandating inclusion of such a plan in LEA crisis plans. More importantly, the MPS current plan does not outline specific scenarios related to each school but simply includes an outline of responses for school officials to follow. Mesa recognizes the need to come into compliance but, to date has lacked necessary resources.

### **MPS Gaps/Weaknesses**

MPS currently has strong collaborative relationships with all required critical partners and first responders in the Mesa Community but there has been little coordination with all critical partners. While this has allowed for the development of some common procedures and protocols, due to limited resources much of the interaction is superficial in nature and MPS remains unable to realize full compliance with the 2003 state mandated requirements regarding emergency response plans. Other areas of particular weakness are noted below:

- The dramatic shift in the ethnicity of the population is creating cultural and linguistic challenges related to emergency preparedness and response. Currently there are no trained translators to assist in an emergency. There are few bi-lingual informational pieces or actual directional signs for use in the event of an emergency.
- The community currently views the schools as a resource for food, medical information, and services. School nurses, counselors and psychologists are trained in crisis response. Banner Hospital conducts wellness clinics with nurse practitioners at three of MPS' campuses. In an emergency, the community will immediately look to the schools for these services and more. The lack of collaborative planning between the local hospitals, mental health and health services will affect the community's overall effectiveness in responding to major emergencies.
- The MPS infectious disease plan was found to be inadequate especially in the area of pandemic flu. As a result, MPS will participate with its partners in a Bio-Emergency/Infectious Disease Response Course, providing key information necessary to help MPS prepare for the role of an "Alternative Care Sites" (ACS). In this capacity, MPS will create contingency plans, equip for and conduct distance learning, and quite possibly be involved in coordinating between local government, businesses, and services.

While some collaborative training has taken place, due to the size and scope of the area and the large population, additional training to ensure quick and effective response among partners is needed.

**Table #1 - Summary Rubric: Gaps, Weaknesses and Strategies**

<b>Prevention/Mitigation</b>	
<b>Gaps</b>	<b>Strategy</b>
Current non-compliance AZ Dept of Education, AZ Division of Emergency Management's, 2005 mandated development of a comprehensive district plan and individual school emergency response/crisis management plans.	Develop a comprehensive plan that complies with the AZ statues that goes beyond minimum requirements and includes all recommended requirements. The comprehensive plan will include well-developed plans for individual schools and takes into account the demographics served and neighboring community needs and vulnerabilities.
Lack of collaborative planning events designed to bring MPS together with critical partners (law enforcement, public safety, public health, mental health, local government) for the purpose of developing a comprehensive Emergency Response and Crisis Management Plan (ERCMP).	Increase inter-agency and collaboration between critical partners and community stakeholders (Hispanic community liaison and Native American Advisor).

Insufficient resources dedicated to identifying new gaps in regards to rapidly increasing Hispanic, non-English speaking parents/family members regarding this populations preparedness, response and recovery to emergency situations.	Place a Hispanic community liaison on the MPS CMT.  Solicit input from Native American community advisor.  Conduct in-depth vulnerability/hazards assessment on a consistent basis which includes individual school analysis in all areas including socio-economic areas.
Due to limited resources, lack of focus on identifying new hazards and vulnerabilities, at the school-level, and the incorporation of these into district plan.	
Under appreciated significance of the social/emotional vulnerabilities at the junior high school and elementary levels due to rapidly changing socio-economic conditions.	
Insufficient collaboration of MPS mental health professionals, health services professionals, and security to identify full-range of factors/vulnerabilities	Increase collaborative opportunities and training opportunities between MPS mental health, health services and security personnel.
Inconsistent incorporation of NIMS terminology throughout individual school plans.	Examine all current plans and future plans to ensure incorporation of NIMS terminology.
<b>Preparedness</b>	
Outdated emergency response data in current emergency response database.	Contract with expert emergency services provider to develop technologically accessible database that includes updated information that is accessible to critical partner first responders and MPS personnel anytime, anywhere.
Non-existence of emergency response data based that can be accessed via technology, off-site and onsite, and contains the needed information that first responders as well as school administrators/CMT team and community critical partners need immediate access to in the event of an emergency or crisis.	
Time consuming methods currently for collecting and analyzing facility data.	
Insufficient development of a collaborative plan between all critical partners regarding communications with public in the event of emergency (i.e. what statements are made, who makes the statements, what information is communicated).	Develop coordinated communication plan and communication materials agreed on by all critical partners and MPS that will increase effectiveness of public awareness regarding emergency response procedures, etc. for all student families in MPS staff/families and overcome current cultural/linguistic barriers.
Lack of resources to handle language barriers encountered during emergency situations (also applies to preparedness stage).	
Lack of public awareness of safety procedures and protocols that overcome cultural/linguistic barriers.	
Lack of signs, flyers, etc. to communicate safety procedures to public available for use that overcome cultural/linguistic barriers.	

Inadequate inclusion of pandemic flu plan response strategies within MPS's infectious disease plan. This project would allow development of a comprehensive plan that would fit into the overall infectious disease plan protocol and procedures.	Develop and incorporate into overall MPS plan on infectious disease plan that includes pandemic flu that includes strategies for conducting "business" during such an event.
Inadequate or missing contingency plans for how "business" will continue with mass absences due to illness/infection/pandemic flu (also applies to response phase).	
Lack of parental and student involvement regarding emergency preparedness.	Bring school-site committees in for individual planning regarding emergency preparedness and crisis response. Develop area and school events that focus on this area for students and family to increase awareness and communication among/between critical partners, MPS, and parents/students.
Limited internal communications and understanding among/between the health/mental health areas and security.	These individuals will be included in facilitated meetings and specific trainings where they can gain understanding and facilitate communications.
<b>Response</b>	
Insufficient development of a plan that considers the specific needs of all populations including children with disabilities and those students whose language is other than English.	Refocus attention on the refinement of a specific plan that ensures the safety of all students with disabilities during a crisis/emergency.
Limited Hispanic speaking employees trained in emergency protocol and procedures that have been assigned and will be made available to translate during emergency/crisis situations.	Establish and maintain training program for Spanish language translators (MPS employees) that provides strong foundational knowledge of emergency preparedness procedures and protocol. Include tabletop simulations that allow practice prior to actual event.
Lack of resources to handle language barriers encountered during emergency situations (also applies to preparedness stage).	Design and print materials for distribution and use during an emergency/crisis situation that ensure effective communication and mitigate cultural/language barriers. Broadcast on school district and city cable TV.
Lack of regularly scheduled and collaboratively planned/administered training, drills/exercises for district staff/students, critical partners, and local first responders in the area of emergency response and crisis management.	Develop plan for regularly scheduled drills with school staff and critical partners including students and parents where appropriate.
Inadequate evaluation of drill performance that involves all critical partners and MPS.	Develop ongoing strategy for the consistent and continual evaluation of drill performance that involves all critical partners and MPS.
Insufficient emergency supplies located at critical spots throughout the district (also applies to recovery phase)	Purchase and distribute supply buckets to each classroom and all critical areas at Mesa Public Schools. Important to note: the grant will only pay for the buckets and flashlights. The district will assume the cost for purchasing the rest of the supplies and will update/refresh annually.
<b>Recovery</b>	
Under developed plan for delivering mental health and health services to student, staff and parents	Increase inter-agency and collaboration between critical partners and community stakeholders

during the recovery phase.	
Inadequate communications with selected emergency response providers in regards to policies, procedures and protocol during the recovery phase of an emergency/crisis situation.	Develop mechanism for collaborative planning that focus on increasing effectiveness of communications during this phase regarding policies and procedures as well as roles/responsibilities.



## **Project Narrative**

### **Quality of the project design (40 points)**

**In determining the quality of the design of the proposed project, the following factors are considered:**

**a. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (15 points)**

**Note: Under this criterion, we will look for the applicant's use of the four phases of crisis response planning (Prevention/Mitigation, Preparedness, Response, and Recovery) to strengthen and improve emergency management plans at the district and school building level. Applicants should also include details about their plan to develop a written infectious disease plan that includes pandemic flu.**

**We expect that applicants will propose comprehensive approaches that do not rely heavily on equipment and technology purchases.**

**b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (10 points)**

**Note: Under this criterion, we will look for the applicant's intent to develop a plan that takes into consideration the specific needs of each school. Applicants should describe how each school will develop an emergency management plan that is customized based upon its particular vulnerabilities and student population. Applicants should also discuss how they will address the needs of individuals with disabilities and special needs in their emergency management plans.**

**c. The extent to which the proposed project encourages parental involvement. (5 points)**

**Note: Under this criterion, we will look for the applicant's plan to communicate and disseminate emergency response policies and procedures to parents.**

**d. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (10 points)**

**Note: Under this criterion, we look for the applicant's plan to provide relevant training and/or exercises to school staff, safety/crisis teams, and students.**

#### Attachment 1:

**Title: MESA\_Project Design\_ERCM 2006 Pages: 4.75 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Project Design\_ERCM 2006.doc**

## 2. Quality of Program Design

2(a) Research and Effective Practice. The MPS grant project was developed in accordance with the national all-hazard, four-phase emergency criteria established in NFPA 1600, Standard on Disaster/Emergency Management and Business Continuity Programs. The project was developed after a careful review of the Department's Practical Information on Crisis Planning: A Guide for Schools and Communities. Incidents worldwide have clearly demonstrated how managing emergencies, from prevention and mitigation to recovery, remains a complex challenge. The design of this proposal recognizes effective response to, and recovery from, a school incident or disaster will demand coordinated efforts of our entire community. All manuals, training codes, and icons for possible use in computer enhanced aspects of the program will meet universally understood FEMA standards. All computer/communications tools will be capable of both English and Spanish translation. The project design incorporates a community-based approach that allows MPS to capitalize on the knowledge, experience and training of not only the MPS Crisis Management Team but of critical first responder key partners, including the Mesa Police Department, Mesa Fire Department, City of Mesa, Maricopa County Public Health, Prehab of Arizona (local community mental health agency) and Mesa United Way. Finally, the project design provides extensive consulting services including orientations, database creation, pre-plan tactical meetings and training to realize the project's anticipated outcome and guiding goals. Measurable objectives and instruments for measurement of each goal can be found in the Evaluation section. Following is an overview of the project's projected outcome and goals.

<b>Project Outcome:</b>	To improve and strengthen Mesa Public Schools emergency response and crisis management ability by developing a comprehensive, community-wide, collaborative plan that addresses the needs of all populations, develops protocols to prepare for coordination of multiple hazards, continually evaluates vulnerabilities/hazards and revises/updates yearly.
<b>Goal #1</b>	Introduce a new standard for district-wide; school-based emergency preparedness by developing a collaborative, comprehensive emergency response plan focusing on Prevention/Mitigation, Preparedness, Response and Recovery that is supported by an up-to-date emergency response database; targeted training for MPS staff, students, critical partners and the community; a complete infectious disease plan with plans for pandemic flu and schools equipped with basic supply buckets.
<b>Goal # 2</b>	Build capacity of MPS to effectively plan, develop, revise and annually update the district's ERCMP by implementing an infrastructure for emergency preparedness/crisis management that promotes ongoing, community-wide participation, planning, and communication with all critical partners, MPS staff, parents and students.
<b>Goal # 3</b>	Develop resources that will assist special populations in overcoming barriers due to cultural differences, language, disability, etc. that would prevent understanding emergency plans.

By identifying the current gaps in services and developing project goals and objectives that are designed to

close those gaps, MPS will address all four requirements mandated: prevention/mitigation, preparedness, response, and recovery. In addition, the MPS proposal has project activities directly tied to the development of a written infectious disease plan that addresses possible infectious disease outbreak such as pandemic influenza and includes a plan for disease surveillance (systematic collection and analysis of data which lead to action being taken to prevent and control a disease), school closure decision making, business continuity (processes and procedures established to ensure that essential functions can continue during and after a disaster), and continuation of educational services.

In addition, the design incorporates a number of collaborative training, data gathering and planning activities that will be delivered by a qualified emergency services vendor contracted with after the award of the grant, including:

1) **Data Collection** –The hired contractor will arrange for data collection at each school site. A team (two consultants) will visit each school to complete a review of the data booklet distributed at the orientation meeting, and identify any missing items, creating an action item list to be completed by a specified date. The team will take 80-100 digital photos of the facility, including interior, exterior, utility shutoffs, and hazardous materials, depending on the complexity and density of the facility.

2) **Data Entry**- All data provided in the data booklet will be imputed as well as data from the physical site assessment and digital photos. Data accuracy will be ensured by conducting an internal audit of the data and the review of all data with facility stakeholders to obtain final approval.

2(b) Project is appropriate to needs of the target population. An initial school-by-school vulnerability assessment was conducted in 2006 that highlighted vulnerabilities at each school site (Appendix C). Since each school is unique, and serves a specific student population, each school demands a customized plan to meet the needs of their specific student population and address particular vulnerabilities and hazards. Once these individual school plans are developed and integrated into the overall district plan they will be carefully monitored and updated as changing circumstances warrant. In addition, MPS will conduct crisis drills once or twice per year and assemble the CMT team once a semester to assess the need for updates and changes. At the completion of sessions, the team will identify weaknesses in incident planning, operational sensitivities, and complex or high-risk evolution that requires plan modification, additional resources, or supervisory oversight. In addition, each school will review their vulnerabilities/hazards in relationship to the current plan and make changes to address any gaps, etc.

The district has over 7,000 students classified as special education students and those who have physical disabilities. In order to ensure their safety, the MPS project will develop a comprehensive plan adequately integrating these students and their vulnerabilities into the overall Emergency Response and Crisis Management. This process includes the identification of each student's special needs, the development of a constantly updated confidential roster of students with special needs, the identification of current accommodations, modifications and services needed for this special population, a program that inform and trains adults in regards to emergency response and crisis management strategies pertaining to special needs students, and a process for teaching crisis response strategies to students with disabilities. The above process that will be adopted by the MPS CMT follows recommendation in the ERCM Express, regarding heightened awareness of and planning for students or staff that have special needs for medicines, power supplies, or medical devices that are not likely to be available in emergency shelters and establishment of alternative arrangements for these necessities. The project will also address the needs of Hispanic families. More than 32% of the student population is of Latino/Hispanic ethnicity. In regards to prevention, literature has not been developed that can be given to Hispanic speaking parents so they know the correct procedures and protocol. In regards to response, employees who are Spanish speaking have not been trained in the correct protocol and procedures, and they are not always available. This proposal will directly address the needs of this target audience by increasing resources to overcome Hispanic language barriers in all four program phases and train existing Spanish speaking staff and faculty in the area of protocol as well as develop emergency related material in Spanish to be distributed to parents.

2(c) Parental Involvement. MPS recognizes that the true first responders in most emergencies are parents. In collaboration with the City of Mesa, MPS will work with the city to prepare and distribute a brochure, in both Spanish and English, with overall suggestions/recommendations for Emergency Response. It will contain information on simple things that they can put in place at their home and with their families. Mesa Fire Department and Mesa Police also agree to work with MPS to develop material for inclusion in the brochure. This information will be distributed to all City of Mesa employees, all MPS Employees and, through students, to all families with students attending school at MPS.

In regards to involving parents/students and communicating with them at the individual school site level, MPS plans to do the following: 1) sponsor school information nights to promote Emergency Preparedness; 2) include specific site information into each school's handbook distributed to all parents at the beginning of the school year; 3) develop a website, in both Spanish and English, providing links to general information regarding emergency preparedness and MPS; 4) Present a summary of the district's emergency response preparedness plan at various parent-teacher organization meetings and site-based parent/teacher/students meetings; and 5) Develop and produce "infomercials" periodically aired on the MPS cable television. These infomercials will cover emergency response policies, procedures, etc. An agreement with the City of Mesa has also been reached to broadcast segments on emergency response and crisis planning on the city's community channel 11. .

2(d) Extent to which the proposed activities constitute a coherent, sustained program of training.

A number of facilitated meetings and specialized trainings are among the activities proposed in this application, representing a coherent and sustainable program of training. It is of critical importance that the mental health, health services and security personnel will be included in the preplan tactical meetings to help increase understanding of roles among these three groups. The following is a description of planned facilitated meetings.

**Preliminary introduction meeting** - All stakeholders and MPS Crisis Management Team (CMT) members, including the responder community as well as designated school personnel, will attend an orientation meeting. The goals of this meeting include: 1) offering an overview of the MPS Emergency Response and Crisis Plan to all stakeholders; 2) reviewing the current state of the emergency preparedness plans for the school district; 3) explaining the steps for successful implementation; 4) reviewing the data parameters collected by the field team; 5) review the methodology; 6) obtain an agreement of common terminology among the responder groups; 7) distribute and review data booklets; obtain agreement to project timelines and deliverables by all stakeholders; and 8) schedule site visits.

**Preplan strategy meeting** - The contractor will be responsible for coordination and scheduling this meeting in conjunction with the project coordinator and the Crisis Management Team Members. This meeting will promote pre-event collaboration amongst the various responding agencies and the facility stakeholders. This type of preplanning is intended to save a significant amount of time for an incident commander when an event actually occurs. The goals of the meeting will be to: 1) reinforce inter-agency partnership pre-emergency event; 2) identify key tactical elements;

3) gain consensus on a tactical plan; and 4) identify tactical elements on an aerial with appropriate site plan. All data points defined during the meeting will be entered into the data base by the contractor. All new data points added will be reviewed with the facility stakeholder to obtain final approval of data accuracy.

In addition, training activities included in the project design regarding the database and drills/simulation will encompass database training, tabletop simulations, and language translator training (Communicating During A Crisis. This course will be for employees of MPS who speak Spanish and who will be responsible for translation during a crisis), and a Bio-Emergency/Infectious Disease Response course. This course will provide key information necessary to help MPS prepare for the role of an Alternate Care Site (ACS) and to develop within their Infectious Disease Plan specific strategies for dealing with Pandemic Flu. From this MPS will be able to create a basic response plan to an infectious disease. By including mental health and health services providers in the discussion and training, it will enable partners to establish communication protocols; help them to understand how their community deals with surge capacity at the local hospitals when they are overwhelmed with patients; assist partners in determining how and where to set up field treatment; how to determine traffic flow inside the inoculation area (forms etc.); where and how to set up quarantine areas; where to set up mass morgues as well as determine how and when to move medication from the strategic stockpile to the alternative care sites -- who provides security, what are the routes, the school's role/responsibility; and finally how to set criteria to determine priority of response. Training for the planning team will be crucial for the team to become leaders in the areas of assessing private community assets need to be cataloged as resources; how to create contingency plans and conduct mass community evacuation; and strategies for business continuity issues.

## **Project Narrative**

### **Quality of the management plan (20 points)**

**In determining the quality of the management plan, the following factors are considered:**

**a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)**

**Note: Under this criterion, we will look for the applicant's plan to manage the development and implementation of emergency management plans at all schools covered by the project. Applicants should include a detailed project implementation timeline.**

**b. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipient or beneficiaries of services, or others as appropriate. (10 points)**

**Note: Under this criterion, we will look at the quality of the applicant's planned coordination and collaboration with community partners including, the head of the local government, community-based law enforcement, public safety, public health, and mental health agencies in the strengthening and improvement of the plan. This description should go beyond simply stating the roles and responsibilities discussed in the absolute priority. We will also look for the applicant's description of how their project is coordinated with their State or local Homeland Security Plan and how they plan to support implementation of the National Incident Management System.**

#### Attachment 1:

**Title: MESA\_Management Plan\_ERCM 2006 Pages: 5.75 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Management Plan\_ERCM 2006.doc**

**3. Quality of the management plan**

3(a). Adequacy of the Plan. MPS has a long and exemplary history of stewardship of federal grant monies and has accomplished all project activities on time and within budget. Mesa Public Schools is the state's largest school district in terms of both students and funds, with an annual budget of over a half-billion dollars. MPS has a dedicated Office of Federal and State Grants which oversees approximately \$45,000,000 in grants annually. In addition, many MPS directors have experience successfully administering federal grants and funds and meeting all reporting requirements. The district has a Research Office which supports timely data collection and reporting efforts.

Following is a project timeline that outlines the activities and timeframe for completion.

**Project activity timeline.**

Month	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 5			Quarter 6		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>PLANNING</b>																		
Review Plans	X	X	X	X	X	X												
Update Plans							X	X	X	X	X	X						
Project Planning Meetings with Critical Partners	X			X			X			X			X			X		
Infectious Disease Plan Development Meetings	X			X			X			X			X			X		
<b>TRAINING</b>																		
Train Administrators (School Planning for Emergencies)			X	X														
Tailor Disaster Training for Teachers						X	X											
Train Teachers Disaster Preparedness												X	X	X	X	X	X	X
Train Administrators, Site Teams, First Responders					X	X	X	X	X	X	X	X	X	X	X			
Train Language Translators				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Train health services, mental health, CMT in Bio-Terrorism/Infectious Disease Planning										X	X	X	X	X	X	X	X	X
Develop Site Team Training		X	X	X														
Assign site teams		X	X															
CPR/First Aid Training for parents, classified staff, etc.				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>DRILLS/ PRACTICE</b>																		
Site Emergency Drills			X			X			X			X			X			X
Revise Checklist							X						X					



Month	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 5			Quarter 6		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plan Tabletop Exercise		X	X									X	X					
Tabletop Exercise & Evaluation				X	X	X								X	X	X		
Mock Disaster & Evaluation		X	X											X	X			
<b>SUPPLIES and COMMUNICATIONS</b>																		
Order, purchase supplies for classroom kits		X	X															
Assemble classroom kits/distribute kits					X	X												
Develop/publish website				X	X													
Develop communication pieces in English/Spanish					X	X												
Develop school policies for inclusion in handbook/Distribute handbooks					X	X				X	X							
Conduct informational meetings at school sites/Announce plan to public													X	X	X	X	X	X
Disseminate infomercials on district cable and city cable channels													X	X	X	X	X	X
<b>PROJECT EVALUATION</b>																		
Develop/.review facilities hazard checklist	X	X										X	X					
Site Inspections		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Meetings with evaluator to assess progress towards goals			X			X			X		X			X				X
Evaluation Reports						X					X							X

3(b). Diversity of Perspectives. MPS will include coordination and collaboration with community partners including, the head of the local government, community-based law enforcement, public safety, public health, and mental health agencies in the strengthening and improvement of the plan. In addition to these key stakeholders, the school district's Crisis Management Team (CMT) will include a Hispanic Community Liaison as well as a member of the Native American community who will serve in an advisory capacity, as needed. Specific names and roles/responsibilities of all critical partners and members of the CMT are in Appendix G. The inclusion of these community members weaves into the framework a mechanism for developing a heightened awareness of rapidly

changing cultural/linguistic needs in regards to emergency preparedness and crisis planning. This very nature of this community-based approach will allow MPS to develop a tightly integrated crisis management plan that clearly defines roles and responsibilities of first responders in the four phases of effective crisis management: Prevention/mitigation, Preparedness, Response and Recovery. It will also ensure consensus among all partners for a finalized emergency response plan. "Safeguarding Our Children: An Action Guide" suggests "school safety depends on the ability of the school to partner with the greater community." The MPS community-based approach will ensure community support for school efforts, help with coordination of school and community resources, offer support for family-school collaboration, and enhance resource sharing as well as reduce fragmentation. The design also includes intensive collaboration between schools in the district with invitations extended to five parochial schools. The project will build on the strengths of MPS' current emergency response planning efforts, which includes school-wide discipline plans, selected staff training in emergency response, an overall district plan for responding to emergencies, and other programs for drug prevention and prepared school emergency response teams at schools. The project will provide the necessary resources needed to enhance the current plan making it truly comprehensive -- developed through community input and supported by building diagrams, shared strategies and coordination between all first responders.

**Grant Funded Positions**

<b>Position</b>	<b>Responsibilities – Time Commitment</b>	<b>Qualifications /Experience</b>
Project Coordinator	80%. Oversee all activities related to the grant. A specific job description is included in Appendix E)	Experience in emergency response management and crisis planning. Mike Kalember, Director of MPS Security, will assume this role. A resume is in Appendix E.
Administrative Assistant	100%. Provide support to the project coordinator throughout the life of the grant.	Demonstrated administrative experience. Familiarity with database creation and navigation. Some knowledge of emergency response procedures is desired. Familiarity with MPS is also desired.

**Contracted Positions**

<b>Position</b>	<b>Responsibilities – Time Commitment</b>	<b>Qualifications /Experience</b>
Evaluator	Perform all responsibilities related to overall program evaluation. Prepare reports as required by the grant and as outlined in the evaluation section.	Experienced federal grant evaluator with specific expertise in the area of emergency preparedness and crisis planning. Joe O'Reilly will supervise the evaluator at no cost to the project.
Emergency Response/Crisis	Facilitate meetings and trainings identified in grant. Gather and enter	A contractor will be hired that is preferably is on the Homeland Security vendor list; experience will be

Management Expert/Contractor	data, construct data base. Conduct tabletop simulations and exercises as outlined.	required in the area of emergency planning for schools, community collaboration, and data system design, implementation and support.
------------------------------	--	--

Crisis Management Team members will include administrative MPS personnel listed below as well as several other key MPS Administrative personnel. The following will perform oversight, at no cost to the project, in the following areas (resumes in Appendix E): Joe O'Reilly (evaluation); David Shuff (mental health activities and meeting needs of special population students and students with disabilities); Nadine Miller (oversight of development of infectious disease plan and pandemic flu plan); Deanna Villanueva-Saucedo (Hispanic community liaison). In addition, the CMT will include a Native American Community Representative to serve in an advisory capacity regarding cultural issues that might have an impact or affect emergency planning preparedness for this population

MPS' plan is directly aligned with the Arizona Homeland Security Plan's goal of working with county, local, and private sector entities to put into place information, communications technology and operational strategies that support government efforts to provide services to individuals. This infrastructure is the same as MPS' plan in that the elements serve as the foundation for efforts to prepare for, mitigate, prevent, respond to and recover from critical incidents. The planning team will share their progress and solicit feedback from the local Homeland Security Office, as well as take advantage of state protocols and technology, such as a tie-in with the state's 2-1-1 telephone system for referrals on health and human services. While no current provision for school districts is included in the state plan, it does call for an overall all-encompassing effort that involves far more than being prepared for terror attacks. State, county and local officials must work together to adopt an all-hazards approach to homeland security that links efforts to prevent and respond to different types of catastrophic events.<sup>1</sup> Names/positions of MPS and critical partners on the CMT are detailed in Appendix G. Below is a summary rubric of project management activities and responsibilities:

<b><i>Prevention/Mitigation Phase (natural and man-made disaster assessment)</i></b>	
<b>Activities</b>	<b>Responsibility</b>
Conduct in-depth evaluation of risk factors and individual school site vulnerabilities at the 90 sites identified.	CMT, MPS administrators, principals, counselors, Mesa Police Dept., Mesa Fire Dept., contracted emergency service provider, Hispanic community liaison, community mental health providers, City of Mesa, parents, students.

<sup>1</sup> Securing Arizona, A Roadmap for Arizona Homeland Security, Napolitano, Janet.  
[http://www.governor.state.az.us/press/Securing\\_Arizona.htm](http://www.governor.state.az.us/press/Securing_Arizona.htm)

Incorporate NIMS terminology throughout existing plan and in all new plan components including infectious disease/pandemic flu.	MPS staff and CMT.
Identify any gaps and prioritize action steps needed to provide prevention or mitigation of known risks, including facility modification with special attention to special needs students.	CMT, MPS administrators, principals, counselors, Mesa Police Dept., Mesa Fire Dept., contracted emergency service provider, Hispanic community liaison, community mental health providers, City of Mesa, parents, students.
Work with school mental health practitioners, teachers, counselors, disability specialists, Hispanic community liaison, parents and students to identify needs of special populations and special needs students.	MPS staff, CMT, MPS disability specialists, parents, students principals, counselors, Hispanic community Liaison, parents, students in cooperation with MPD, MFD and community mental health practitioners.
<b>Preparedness Phase</b>	
<b>Activities</b>	<b>Responsibility</b>
Review NIMS baseline and determine/identify any areas of non-compliance.	MPS staff, CMT, grant personnel.
Determine critical locations of utilities, chemicals and other hazardous materials.	CMT, contracted emergency service provider, grant personnel.
Review currently established sites for staging law enforcement and public safety officials during an emergency with critical community partners revising as deemed appropriate. Revise as necessary to meet requirements of AZ state plan which aligns with Homeland Security.	CMT, grant personnel, MPD, MFD, City of Mesa.
Review with CMT team and critical partners current evacuation routes and shelter locations including parent-student reunification sites for district as well as individual school sites. Revise as deemed appropriate to align with AZ state plan.	CMT, MPD, MFD, City of Mesa
Collect and enter data into database, including aerial and other photographs to provide a complete blueprint of all site locations, staging areas, evacuation routes and reunification areas.	Grant personnel, contracted emergency service provider, CMT.
Develop infectious disease/pandemic flu plan to be incorporated into overall district emergency response plan.	CMT, contracted emergency service provider, MPS health services director, health services staff
Coordinate development and obtain agreement/consensus among all critical partners for a Community Emergency Preparedness and Response Plan that is integrated/align with the City of Mesa, the state of Arizona and Homeland Security.	CMT, grant personnel, critical partners
Formally recognize NIMS through an executive order resolution by the MPS School Board.	CMT, grant personnel, MPS
Identify any "holes" in NIMS compliance and develop plan for district and critical partner compliance with NIMS.	MPS staff, grant personnel
Establish a timeline to complete NIMS implementation	CMT, grant personnel, MPS staff, critical partners
Establish the use of the Incident Command System (ICS) as outlined in NIMS	CMT, grant personnel, MPS staff, critical partners
Notify Mesa community of plan completion.	CMT, MPS, local media, community liaison
Develop website on emergency preparedness and procedures for access by community and parents via the MPS website	CMT, MPS, local community partners
Develop agenda for parent forums to communicate completion of plan at school sites.	CMT, School administrators, MPS staff, Counseling and Guidance Staff
Work with Hispanic Community liaison to develop appropriate	CMT, local media, MPS staff, grant personnel

channels for communicating plan including development of materials for distribution to Hispanic speaking community	
Schedule training. Identify appropriate participants. Conduct training for Hispanic speaking MPS employees re: emergency preparedness.	MPS Administrators, CMT, contracted emergency services provider.
Schedule and conduct training with mental health professionals, health services and security personnel to increase understanding of each other's role in district process.	MPS Administrators, CMT, contracted emergency services provider.
<b>Response Phase</b>	
<b>Activities</b>	<b>Responsibility</b>
Develop procedures for notifying all stakeholders during emergency incidents using standardized NIMS protocol where appropriate.	CMT with assistance from critical partners
Create practice drills for teachers and students to ensure that plans and NIMS protocols are effectively implemented.	MPS staff, grant personnel, CMT
Repeat practice drills, including testing of NIMS protocol.	MPS staff, grant personnel, CMT
Monitor response time and schedule debriefing for CMT to determine modifications that need to be made in the ERCMP.	Critical partners –City of Mesa Fire, City of Mesa Police, community mental health partners, CMT
<b>Recovery Phase</b>	
<b>Activities</b>	<b>Responsibility</b>
Coordinate Emergency Preparedness and Response Plan with current MPS response plan.	MPS staff, MPS health services, MPS guidance and counseling, MPS security staff
Develop systematic building inspection and clearance program for event aftermath to quickly return students and staff to normal environment and business as usual	MPS staff, CMT in coordination with Mesa police and/or fire departments.
Develop a plan to provide needed recovery including counseling services to students, staff and parents.	MPS staff and health services, MPS guidance and counseling, CMT, critical mental health partners
Plan coordinated debriefing with all agencies involved in crisis response as part of the program evaluation	CMT, MPS staff, all involved agencies and critical partners

MPS is an integral part of the local government, its use of NIMS will be achieved in close coordination with its critical partners. MPS believes that its participation in its local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner. Specific activities related to NIMS are outlined above. Mike Kalember has already completed the IS-700 NIMS introductory course thus complying with the requirement that the appropriate personnel take this course. MPS plans to have additional key personnel on its CMT also take this course since they will be the primary individuals involved in emergencies.

# **Project Narrative**

## **Adequacy of Resources (5 points)**

**In determining the adequacy of resources, the following factor is considered:**

- a. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to provide such support.**

**Note: Under this criterion, we will look for the applicant's plan for continuous improvement and sustainability of partnerships after the period of Federal funding ends. Applicants should also provide a plan for continuous assessment and improvement of emergency management plans after the period of Federal funding ends.**

### Attachment 1:

**Title: MESA\_Adequacy of Resources\_ERCM\_2006 Pages: 0.75 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Adequacy of Resources\_ERCM 2006.doc**

#### **4. Adequacy of resources**

In support of program sustainability and promotion of emergency preparedness, the Response Teams training course will be used to create a team of safety "experts" within the school district who will assure that safety preparedness a priority for all school personnel. This is critical as in some cases, school personnel are the "first responders" to an emergency event. Some key roles for training include: conduct needs assessment (prevention/mitigation) analyze physical security issues at each site, conduct a SWOT Analysis (Strengths, Weakness, Opportunity, Threat), review site layout or CPTED (Crime Prevention Through Environmental Design) issues, conduct safety surveys with staff and students, serve as steering committee to develop or update crisis response plans as new issues emerge (preparedness). In addition to periodic CMT training, MPS will implement a system to create/update plans, based on the outcome of the needs assessment; create a mechanism for systematic plan review; ensure district procedures and policies are incorporated into plans; ensure communication channels, common terminology and chain of command issues are defined and implemented; and ensure ongoing training for staff and students (response/recovery). MPS will schedule trainings, report on staff participation, provide ongoing communication to promote a safety mindset, and oversee realistic practices and simulations. The cost for updating and maintaining the database as well as costs associated with training and equipping schools with emergency supplies will all be absorbed by MPS in our annual budget. Sustainability has been carefully planned for each. For summary rubric of Goals/Objectives with Sustainability Plans, see Appendix F.

## **Project Narrative**

### **Quality of the project evaluation (15 points)**

**In determining the quality of the evaluation, the following factors are considered:**

**a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)**

**Note: Under this criterion, we will look for a description of the evaluation plan that includes methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results Act (GPRA) measures established for this program. We will look for clearly identified project activities, objectives, and goals.**

**b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)**

**Note: Under this criterion, we will look for the applicant's plan to continuously monitor the project's implementation, including a review of improvements made to emergency management plans. In particular, we will look for the applicant's strategy for modifying their emergency management plans and procedures to incorporate feedback received from site assessments, practice drills, or after-action reports. Please refer to page 28 for additional information regarding project evaluation.**

#### Attachment 1:

**Title: MESA\_Evaluation\_ERCM 2006 Pages: 2.5 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Evaluation\_ERCM 2006.doc**



**5. Quality of the project evaluation**

5(a) Objective Performance Measures. To ensure objectivity, MPS will contract an independent evaluator. Smooth access by the evaluator to MPS personnel; systems; data; training; as well as updates of incident reports; incident and program evaluations; key personnel data; changes in threats and risks; federal and state mandates; and current facilities and operational data will be ensured by the oversight of the MPS Research and Evaluation Director. Upon award of the grant, the evaluator will examine the performance measures in this proposal and develop the necessary instruments and processes. A primary focus of the evaluation will be measurement of progress towards meeting the three performance measures as mandated by the Government Performance and Results Act of 1993.

<b>Goal #1 – Introduce a new standard for district-wide, school-based emergency preparedness by developing a collaborative, comprehensive emergency response plan or focusing on Prevention/Mitigation, Preparedness, Response and Recovery that is supported by an up-to-date emergency response database; targeted training for MPS staff, students, critical partners and the community; a complete infectious disease plan with plans for pandemic flu and schools equipped with basic supply buckets.</b>	
<b>Objective</b>	<b>Measurement</b>
1. By the end of the grant period, develop a comprehensive plan in collaboration with critical community partners, and in compliance as mandated by Arizona's Dept. of Ed – AZ. Division of Emergency Management and that aligns with the overall Emergency Response and Crisis Plan for the City of Mesa and Homeland Security.	<ul style="list-style-type: none"> <li>▪ Attendance rosters of critical partners at planning meetings.</li> <li>▪ Written evaluation of the final plan by City of Mesa to ensure alignment.</li> <li>▪ Correspondence with representative of Arizona State Homeland Security.</li> <li>▪ Completed plan submitted to State of Arizona.</li> </ul>
2. By the end of the grant period, develop a database that includes digital Imagery of all floor plans/site plans; hazardous materials and shut-off locations; interior/exterior building photographs and aerial view; and descriptive data such as building dimensions, fire codes, information on students/faculty with disabilities, evacuation/escape routes, triage and student/parent reunification locations, staging areas, etc.	<ul style="list-style-type: none"> <li>▪ Up-to-date database that is inclusive of items identified.</li> <li>▪ Review of database by critical partners to ensure that it is adequate.</li> <li>▪ Completed plan for annual review and updating of database for future years.</li> </ul>
3. Develop comprehensive section of ERCMP that adequately integrates these students and their vulnerabilities into the MPS preparedness planning.	<ul style="list-style-type: none"> <li>▪ Confidential roster developed of students with special needs.</li> <li>▪ Procedures outlining protocol for working with special need children.</li> </ul>
4. Development and implementation of training program for MPS staff	<ul style="list-style-type: none"> <li>▪ Attendance rosters at trainings on emergency response and crisis management.</li> <li>▪ Survey of staff on efficacy of training efforts.</li> <li>▪ Documentation of meetings related to emergency preparedness.</li> </ul>
5. Equip each school with basic emergency supply buckets.	<ul style="list-style-type: none"> <li>▪ Distribution of emergency supply buckets to each of the schools.</li> </ul>

6.	Inclusion of a solid infectious disease plan that has protocols and procedures for pandemic flu.	<ul style="list-style-type: none"> <li>▪ Documentation of health services critical partners' involvement in the development of the plan (rosters of meetings, etc.)</li> <li>▪ Completed plan that covers protocols and procedures for a variety of infectious disease outbreaks/emergencies.</li> <li>▪ Documentation of the inclusion of a plan for handling emergencies related to pandemic flu.</li> </ul>
7.	Demonstration of increased number of hazards addressed by the improved school emergency response plan as compared to the baseline plan (GPRA)	<ul style="list-style-type: none"> <li>▪ Review of current plan and deficiencies.</li> <li>▪ Comparison of the number of new hazards identified on completed plan at the end of the grant period.</li> </ul>
8.	Demonstration of improved response time and quality of response to practice drills and simulated crises(GPRA)	<ul style="list-style-type: none"> <li>▪ Drills and tabletop exercise reviews</li> <li>▪ Survey evaluation results of staff regarding quality of drills and tabletop exercises.</li> <li>▪ Survey results of critical partners participating in practice drills and simulated crises.</li> </ul>

<b>Goal #2 - Build capacity of MPS to effectively plan, develop, revise and annually update the district's ERCMP by implementing an infrastructure for emergency preparedness/crisis management that promotes ongoing, community-wide participation, planning, and communication with all critical partners, MPS staff, parents and students.</b>		
<b>Objective</b>	<b>Measurement</b>	
1.	To involve all critical partners and interested parents, community members, etc. in the development of the initial plan.(GPRA)	<ul style="list-style-type: none"> <li>▪ Attendance rosters of critical partners, community members at planning meetings.</li> <li>▪ Survey of critical partners regarding their satisfaction with planning procedures and final product produced.</li> <li>▪ Copies of communications sent to parents and community members regarding plan.</li> </ul>
2.	A commitment to, the sustainability and continuous improvement of school emergency response plans by the district and community partners beyond the period of Federal financial assistance.	<ul style="list-style-type: none"> <li>▪ A written plan that outlines the process for annual review and updating of plan.</li> <li>▪ Distribution of plan to all critical partners.</li> <li>▪ Schedule of upcoming drills, exercises and trainings for upcoming year.</li> </ul>

<b>Goal #3 - To develop resources that will assist special populations in overcoming barriers due to language, disability, etc. that would prevent them from understanding emergency plans.</b>		
<b>Objective</b>	<b>Measurement</b>	
1.	Increase resources to overcome Hispanic language barriers in all four phases.	<ul style="list-style-type: none"> <li>▪ List of resources developed.</li> <li>▪ Attendance rosters of training sessions for Hispanic speaking MPS employees</li> <li>▪ Copies of resources developed and distributed to the community</li> <li>▪ Survey of selected parents regarding the</li> </ul>

		resources and their usefulness.
2.	Cross train mental health, health services and security staff in regards to roles/responsibilities of each area as it relates to emergency preparedness and crisis management	<ul style="list-style-type: none"> <li>▪ Attendance rosters from trainings and meetings.</li> <li>▪ Surveys from staff attending trainings and meetings.</li> </ul>
3.	Consider cultural issues related to emergency response and preparedness for the Native American Community	<ul style="list-style-type: none"> <li>▪ Advisory capacity/communication with Native American Representative and the CMT.</li> </ul>

5(b) Performance feedback. The evaluator will conduct independent assessment activities, including site visits and discussions with school personnel, students, parents, and community partners. The evaluator will meet periodically with the Project Director, CMT and key partners to review progress and make recommendations to ensure the project's successful completion and help prepare necessary final reports. It is important to note that tasks related to objectives are distributed throughout the various phases of the project and across a numerous school sites and partner organizations, requiring the evaluator to have ongoing meetings with the Project Manager to continually evaluate progress towards goals as well as improvement to individual site crisis plans and the overall district crisis plan. Data will be collected, assembled and summarized bi- monthly, with a copy forwarded to the evaluator for continual review.

# Project Narrative

## Partner Agreements

**Please complete the "Partner Agreements" form which is listed on the right-hand side under DOCUMENTS & INSTRUCTIONS and labeled as: Partner Agreements. This agreement cannot be submitted electronically through e-Application.**

**Applicants must include signatures from the Authorized Representative of the LEA and at least two of the five required partners (law enforcement agency, public safety, public health, mental health, and local government) along with details of the roles and responsibilities of each partner in the improvement of the plan and a reflection of each partner's commitment to sustainability and continuous improvement of the plan. We have provided the sample Partner Agreement templates under DOCUMENTS & INSTRUCTIONS that you may use to demonstrate coordination with the required community partners.**

**Special Instructions: You must print out the "Partner Agreements", complete and fax it (along with the ED424) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within three (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.**

Attachment 1:

Title: **Partner Agreements MESA ERCM Pages: 13 Uploaded File: Mesa Partnership Agreement 2006.doc**

# MESA

## PUBLIC SCHOOLS

Dear Reviewers:

We are pleased to partner with the City of Mesa, Mesa Police Department, Mesa Fire Department, Maricopa County and Prehab in the development of our proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively develop a plan for our district that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the Crisis Management Team responsible for developing and implementing a system that will adequately serve the 75,000 students and 11,000 staff members of Mesa Public Schools. We welcome the opportunity to work alongside our critical partners to continually identify potential hazards and vulnerabilities, develop a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

As we move forward with this project, we developed the following foundational statements. These statements will guide our activities for the next 18 months as well as into the future. They will be cornerstones for us as we develop and implement a plan that will prepare our district and the Mesa community to deal with potential hazards that we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students and staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully designed plan for crisis management that outlines the most appropriate measures to prevent or mitigate trauma. Identifying potential new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.
- Mesa works together as a community. Our ability to anticipate and respond to a crisis is of the highest importance to the

Debra Dussell, Ed.D.  
Superintendent of Schools

65 East Main Street #100

Mesa, Arizona

85201-7422

[www.mpsaz.org](http://www.mpsaz.org)

(480) 471-9200

Fax (480) 471-0439

[ddussell@mpsaz.org](mailto:ddussell@mpsaz.org)

#### GOVERNING BOARD

Edgar Miles  
President

Debra Dussell  
Clerk

Michael Hochstetler  
Member

Rob Cristofani  
Member

Chris Hinkle  
Member

(480) 471-0281

Fax (480) 471-0439

[www.mpsaz.org](http://www.mpsaz.org)

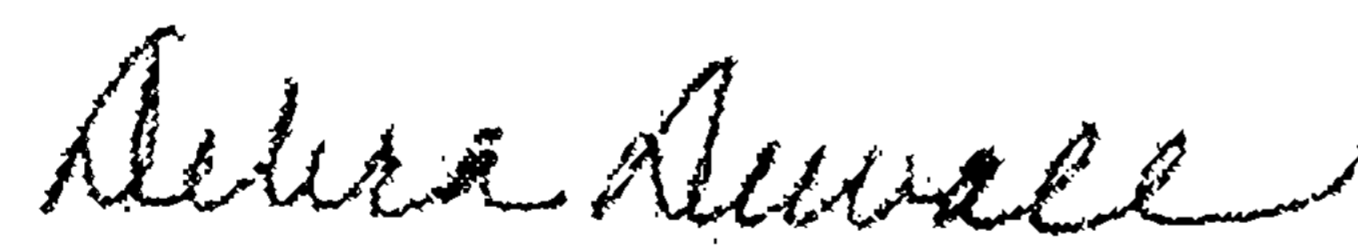
community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

Recognizing that we are a critical partner, we agree to do the following:

- Work closely with our partners to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in an orientation, lead tactical and training sessions to ensure that all team members are thoroughly familiar with the process designed for emergency preparedness, response and recovery. And we will communicate these processes to our parents, students and staff.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team, to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

This project will greatly improve our community's ability to respond most effectively in a time of crisis. I fully support this grant proposal and these efforts to improve the security of Mesa's students, staff, parents and community.

Sincerely,



Debra Duvall  
Superintendent



Maricopa County  
Department of Public Health

Public Health Emergency  
Management  
401 N. Central Ave., 10th floor  
Phoenix, Arizona 85002

June 9, 2006

David Shuff  
Deputy Superintendent  
Mesa Public Schools  
1025 N. Country Club Dr.  
Mesa, AZ 85201-3307

Dear Mr. Shuff:

We are pleased to support Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical stakeholder on the Mesa Public Schools Crisis Management Team, responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at Mesa Public Schools. We welcome the opportunity to work alongside Mesa Public Schools and the Crisis Management Team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the past 7 years we have worked with Mesa Public Schools on a number of projects including a Mass Vaccination Drill, simultaneously vaccinating students at 6 Mesa High Schools, consultation, training, and exercising with immunizations and prophylaxis of medications, and Weapons of Mass Destruction (WMD) training conferences.

We have enjoyed tremendous success in these areas and look forward to working with Mesa Public Schools on this project. We have also noticed a visible impact this has had on the community as well. This partnership has demonstrated the value that the collaboration of agencies brings to meet the needs of the community.

As we move forward with this project, we agree, as a collaborative team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that we may face in the future:

- The safety of the students and the schools is paramount. We will endeavor to join in the development of a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to develop a carefully designed plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potential new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

Public Health Emergency  
Management  
4041 N. Central Ave., Ste 600  
Phoenix, Arizona 85012

- Mesa is a thriving community. Our ability to anticipate and respond to a crisis is our responsibility and is critical to our community as well as Mesa Public Schools. Together, we will look ahead to identify potential hazards as well as vulnerabilities. We will work to design a comprehensive plan, implement the plan, maintain the plan, and use it for guidance and direction for the future.

Recognizing that we are a critical community stakeholder we especially agree to do the following:

*As public health officials, we recognize our critical role of protecting the health of the community in the event of a nuclear, biological, chemical, or communicable threat or incident within our community. We have and will continue to work alongside the Mesa Public School nursing/health staff to assist in their development of a standardized treatment protocol for non-life-threatening injuries and establishing triage commands as needed. We will continue our efforts to serve as a communication link between hospitals, schools, and family members.*

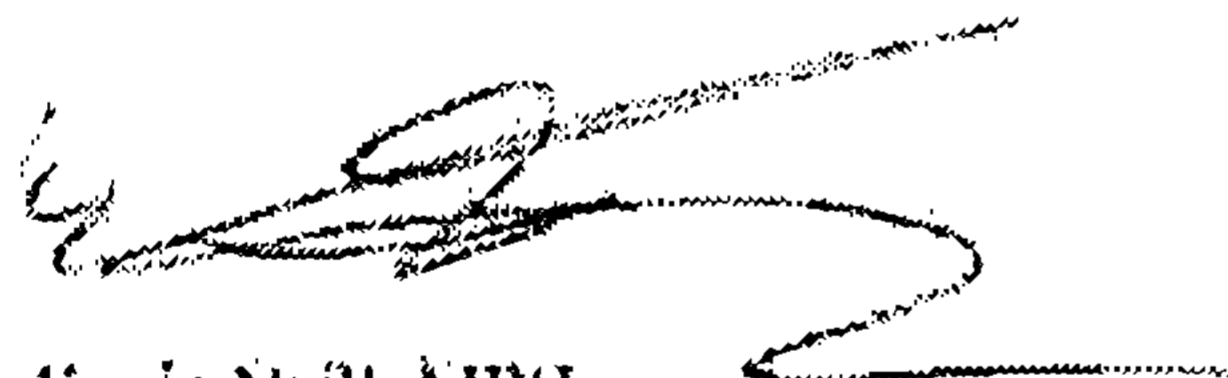
*We also recognize our roles/responsibilities in the area of crisis management: prevention/mitigation, preparedness, response and recovery that are outlined in the proposal.*

*In addition, we as a member of the Mesa Public Schools Crisis Management Team will:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the Mesa Public Schools Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Please feel free to contact me for further questions or comments at 602-372-2651

Sincerely,



Kevin Neill, MPH  
Director  
Public Health Emergency Management





Office of the City Manager

June 19, 2006

The City of Mesa is pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition.

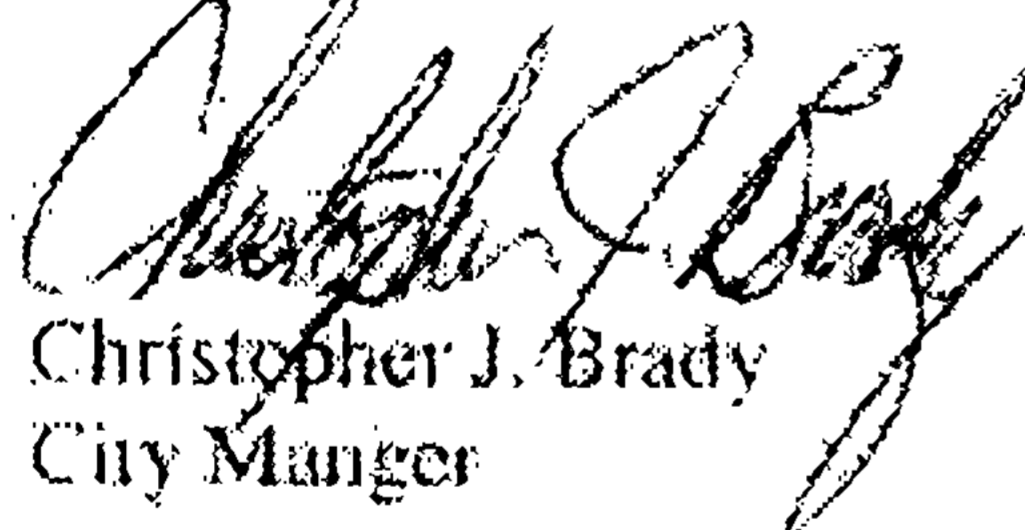
Funding of this proposal will have a dramatic impact on the ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

The City is committed to being a member on the Mesa Public Schools Crisis Management Team responsible for developing/implementing a system that will serve the 86,000 students and staff members at Mesa Public Schools. We welcome the opportunity to work with MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.


The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students and staff with the highest level of protection possible.

We look forward to a successful partnership with Mesa Public Schools on this important project.

Sincerely,

  
Christopher J. Brady  
City Manager

CB:rm

20 East Main Street Suite 750  
P.O. Box 1466  
Mesa Arizona 85211-1466  
480.644.3333 Tel  
480.644.2175 Fax  


May 31, 2006



The Mesa Fire Department is pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.


Over the years we have worked with MPS on a number of public safety programs/projects:

Bicycle safety,	Car Seat installations
Flu Preparedness Task Force,	PRAISE (home safety)
Immunization exercises,	Drowning Prevention,
Junior Fire setter program	Drivers Safety Program.
Baby Sitter 1 <sup>st</sup> Aid.	Family Tree (Injury prevention for pre-school students)
To name a few.	

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the students attending schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully designed plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

40 North Center Street, Suite 115  
P.O. Box 1466  
Mesa, Arizona 85211-1466  
480.644.2101 Tel  
480.644.4460 Fax  




Mesa Fire Department  
Fire Administration  
ISO 9001:2015 Certified Fire Department



- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

Recognizing that our partnership is critical to the team, we specially agree to do the following:

*As the local fire and emergency medical responder, Mesa Fire Department will lend our expertise to handling emergency situations and will work closely with the Crisis Team to develop a tactical plan for this project. Our officers (fire safety, EMS, Technical Rescue and hazmat) will help identify potential hazards that might otherwise be overlooked and will assist the team in designing prevention and mitigation techniques.*

*We also recognize and accept roles/responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, use the National Incident Response System (NIMS) model to develop pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Sincerely

Gil Damiani  
City of Mesa Emergency Management

40 North Center Street Suite 115  
PO. Box 1466  
Mesa Arizona 85211-1466  
480.644.2101 Tel  
480.644.4460 Fax  
②



May 25, 2006

To Whom It May Concern:

We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects including the DARE and GREAT programs, and School Resource Officers in all of our Junior and Senior High schools. We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.
- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.



**Police Department**

130 North Robson • Mesa, Arizona 85201-6697 • 480-644-2211  
*An Internationally Accredited Law Enforcement Agency*

Recognizing that we are a critical partner to the team, as the local law enforcement agency we specially agree to do the following:

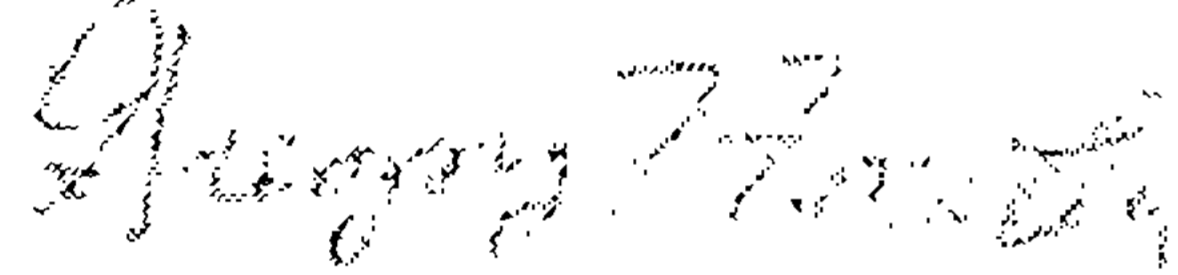
*As the first responder to any crisis situation, we will take the lead position in incident/emergency assessment. We will lend our expertise, knowledge and skill to the project for timely response to emergency situations; and also serve to apprehend perpetrators and command investigations that lead to prosecution.*

*We recognize and accept roles/responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Sincerely,



Gregory T. Fowler  
Interim Police Chief



**Police Department**  
130 North Robson • Mesa, Arizona 85201-6697 • 480-644-2211  
*An Internationally Accredited Law Enforcement Agency*

# PREHAB OF ARIZONA

www.prehab.org

*Helping Families... Changing Lives*

## COMMUNITY MENTAL HEALTH

**Executive Director**  
Marilyn T. Johnson

**Board of Directors**  
**Officers**  
**President**  
David Wilkstrom

**Vice President**  
Doy J. Cook

**Treasurer**  
Mel L. K. Co.

**Secretary**  
Steph Phyllis

**MEMBERS**  
Amy Rothstein  
H. Susan Burdette  
Patricia Schuchert  
Karen Buchanan  
Jenny B. Clark  
Diana D. Jones  
Betsy B. Jones  
Dr. Amy Johnson  
Nancy S. Lee  
Audrey H. Lee  
Michael J. Lee  
Debra K. Peterson  
Susan Lee  
Karin McCreary  
Dana Mitchell  
Gwen Mott  
Linda Peterson  
A. Linda H. Price  
Mark S. Smith  
Lynn S. Smith  
Cherlene T. Smith  
Lynne W. Smith  
Marilyn W. Smith  
Mel W. Smith  
Linda Wilkstrom

**EMERITUS**  
Doy J. Cook  
Doy J. Cook  
Doy J. Cook

**EMERITUS**  
Doy J. Cook  
Doy J. Cook  
Doy J. Cook

**EMERITUS**  
Doy J. Cook  
Doy J. Cook  
Doy J. Cook

PREHAB OF ARIZONA • Mesa, AZ 85201-1500 • Phone: 480.966.7171 • Fax: 480.966.7172  
PREHAB is the PREHAB program, Division, of the Mesa Public Schools & Community Programs



We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects such as, Positive Alternatives for Youth (PAY), Positive Alternatives to Gangs (PAG), and At-Risk Kids (ARK). Each of these projects has put us in a unique partnership with Mesa Schools.

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

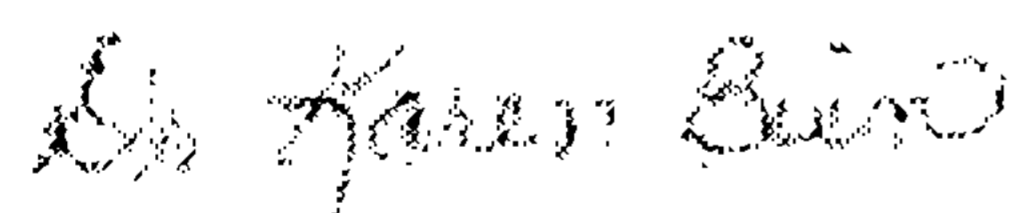
Recognizing that we are a critical partner to the team, as the community mental health agency partner we specially agree to do the following:

*Our trained counselors and mental health providers will offer assistance during the debriefing and post-incident/recovery phase of the project plan. We will work with school staff and students to discover ways to move past the incident and recreate a positive learning environment. We will also work with MPS counselors/staff by assisting them in their efforts identify at-risk students and respond with appropriate counseling activities.*

*We also recognize and accept roles/responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.



Dr. Karen Bien  
Director of Educational Services  
PREHAB of Arizona, Inc.



Mesa United Way

137 E. University Dr., Mesa, AZ 85201 • 480-969-8601 • Fax: 480-834-8184  
www.mesaunitedway.org • email: info@mesaunitedway.org

Corporate Cornerstone  
Companies

Corporate Cornerstone  
Companies  
137 E. University Dr.  
Mesa, AZ 85201  
480-969-8601  
www.mesaunitedway.org

June 14, 2006

To Whom It May Concern:

We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects and have benefited from a strong collaborative relationship.

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

*Increasing the ability of the people of our community to care for one another and ensuring that core services for children, the disabled, the elderly, and the needy are available in our community.*



- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

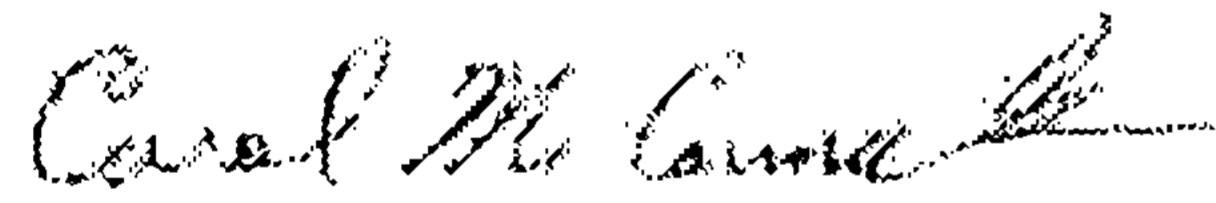
Recognizing that we are a partner and will work closely with the MPS Crisis Management Team we specially agree to do the following:

*Work closely with Mesa Schools' to communicate and coordinate social services.*

*In addition, we are also committed to do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in any meetings/activities designed to familiarize us with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring our roles in emergency preparedness and implementation of an emergency plan in light of changing circumstances and work to develop improvements and make changes as needed.
- Work, with the team, to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Best regards,



Carol McCormack  
President/CPO

jb

# **Project Narrative**

## **Program Specific Assurance**

**Please complete the "Program Specific Assurance" form which is listed on the right-hand side under DOCUMENTS & INSTRUCTIONS and labeled as: Program Specific Assurance. This agreement cannot be submitted electronically through e-Application.**

**Applicants must submit a completed Program Specific Assurance indicating that they have coordinated with their State or local Homeland Security plan, agree to support the implementation of NIMS, and the their crisis plans will address the needs of students with disabilities. Applicants may use the sample assurance provided under the DOCUMENTS & INSTRUCTIONS section.**

**Special Instructions: You must print out the "Program Specific Assurance", complete and fax it (along with the ED424) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within three (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.**

### Attachment 1:

**Title: Program Assurance\_MESA\_ERCM 2006 Pages: 1 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\Program Specific Assurance\_MESA\_ERCM 2006.doc**

## XII. Program-Specific Assurance

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**As the duly authorized representative, I certify that the LEA:**

1. Has contacted the State and/or local emergency management agency and will coordinate emergency planning efforts with the State and/or local Homeland Security Plan;
2. Will work with community partners to complete all Fiscal Year 2006 National Incident Management System (NIMS) requirements by the end of the grant period;
3. Will work to develop emergency response plans that address the needs of disabled students; and
4. Will develop a written infectious disease plan that includes pandemic influenza.

*Alexa Alvarez*  
Signature of Authorized Certifying Official

*Superintendent*  
Title

Mesa Public Schools  
Applicant Organization

6/14/06  
Date Submitted

# **Project Narrative**

## **Appendices**

**Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.**

**Please note: The Appendices do not count toward the total suggested page limitations that apply to the program narrative. Please do not include videotapes, CD-ROMs, photographs or floppy disks. We will not be able to review them nor return them.**

**The agreement detailing roles and responsibilities and required signatures of cooperating entities-local education agency, local government, community-based law enforcement, public safety, public health and mental health-should be included as an appendix to the application. However, applicants' intention to collaborate with these partners should also be discussed wherever relevant for addressing selection criteria in the project narrative.**

Attachment 1:

Title: MESA\_Appendices\_ERCM 2006 Pages: 20 Uploaded File: MESA\_Appendices\_ERCM 2006.doc

Appendix A -- Mesa Public Schools Incidents - 2005-06 School Year

<b>Date</b>	<b>School/Facility</b>	<b>Incident</b>
15-May-06	Poston Junior	Gas leak
25-Apr-06	Jefferson Rec Center	Shot fired
6-Apr	Alma Elementary	Bus accident
Apr-06	Carson/Taylor	Immigration marches
21-Mar-06	Rhodes Junior	Student death
7-Mar-06	Lincoln Elementary	Knife on campus
28-Feb-06	Whitman Elementary	Water main break
28-Feb-06	Mendoza Elementary	Heating and cooling problem
27-Feb-06	Sousa Elementary	Student death
10-Feb-06	Carson Junior	Assault after baseball practice
31-Jan-06	Hendrix Junior	Bomb Threat
Jan-06	Poston	Student on roof, threatening
23-Jan-06	Washington Elementary	Stranger approaching children
Jan-06	Kino Junior	School bus windows shattered by gun fire
12-Jan-06	Dobson High	Gas leak
9-Jan-06	Holmes	Lockdown - armed robbery suspect in neighborhood
9-Jan-06	Emerson Elementary	student death
6-Jan-06	Mesa High	Unloaded gun on campus
5-Jan-06	Sirrine Elementary	Water main break
Jan-06	Mesa High	Whooping cough
1-Dec-05	Johnson/Brimhall/Franklin	Lockdown - car theft suspect in neighborhood
21-Nov-05	Rhodes/Alma	Stranger approaching children
14-Nov-05	Johnson	Suspect arrested child molestation in area
9-Nov-05	Sundridge	Student threatened another student
1-Nov-05	Bush	School bus hits bicyclist
28-Oct-05	Crimson	Student with hatchet at school
21-Oct-05	Mesa High	Stranger approaching teen in neighborhood
18-Oct-05	Kino Junior	Gun on campus
3-Oct-05	Taft	Suspicious devise
29-Sep-05	Johnson	Neighborhood flyer recruiting students to work
27-Sep-05	Porter	Student approached by stranger near school
25-Sep-05	Rhodes Junior	Student death
20-Sep-05	Mesa Junior	Threat
9-Sep-05	Sirrine Elementary	Lockdown - police situation in neighborhood
Sep-05	Westwood	Student death
18-Aug-05	Wilson	Suspicious men at school
16-Aug-05	Carson Junior	Student death
Aug-05	Carson Junior	Student death

Appendix B

<b>MESA TEMPERATURES (NOAAT)</b>	
Avg. annual number days with max. temps of <b>100 or higher</b>	89
Greatest number of days with max temps of <b>110 or higher</b>	28 in 2002 28 in 1979
<b>Highest Temperatures ever recorded in Phoenix-metro area</b>	
<b>122</b>	June 26, 1990
<b>121</b>	June 28, 1995
<b>120</b>	June 25, 1990
<b>119</b>	July 27, 1995
	June 28, 1990
<b>118</b>	June 27, 1990
	July 4, 1989
	July 11, 1958
	June 24, 1929
	July 16, 1925

Appendix C  
 May 2006 Preliminary Vulnerability Assessment

An initial hazards/vulnerability assessment has been conducted at each of the schools. In each area the vulnerability is identified on a scale of 1-4 (4-extremely high; 3-moderately high; 2-moderately low; 1-negligible). Special hazards and/or considerations are noted. This information will be used when customizing each schools emergency response plan to align with state and federal requirements.

**Vulnerability Scale:**

- 4-extremely high
- 3-moderately high
- 2-moderately low
- 1-negligible

SCHOOL	# of Students	State of Individual School Emergency Plan	Transportation Hazards	Natural Hazards	Hazardous Materials Use/Storage	Health Related Risks	Social/Emotional Risks	Misc. Other risks	Special Considerations
<b>Elementary</b>									
ADAMS	1062	Fair-Poor**	2	2	2	4	4		
ALMA	800	Fair-Poor**	3	2	2	2	4		
BRINTON	911	Fair-Poor**	4	4	2	2	4		
BUSH	757	Fair-Poor**	4	2	2	2	3		Within one mile of Falcon Field (airport)*
CRISMON	784	Fair-Poor**	3	2	2	2	3		
EDISON	906	Fair-Poor**	2	2	2	4	4		
EISENHOWER	909	Fair-Poor**	3	2	2	4	4		
EMERSON	1160	Fair-	3	2	2	4	4		

ENTZ	756	Poor**	2	2	2	2	2	2	3	2	3	Within 2 miles of Falcon Field (airport)*
FALCON HILL	712	Fair-Poor**	3	3	2	2	2	2	3	2	3	
FIELD	901	Fair-Poor**	2	2	2	2	2	4	4	4	4	
FRANKLIN EAST	828	Fair-Poor**	2	2	2	2	2	2	3	2	3	
FRANKLIN NORTHEAST	504	Fair-Poor**	3	2	2	2	1	1	2	2	2	
FRANKLIN SOUTH	367	Fair-Poor**	4	2	2	2	1	1	2	2	2	
FRANKLIN WEST	555	Fair-Poor**	4	2	2	2	2	2	4	2	4	Within ½ mile of main railroad track that has chemicals, etc. transported on it.
FROST	572	Fair-Poor**	2	2	2	2	2	2	4	2	4	
GUERRERO	913	Fair-Poor**	4	2	3	4	4	4	4	4	4	
HALE	705	Fair-Poor**	2	2	4	2	2	2	2	2	2	
HAWTHORNE	970	Fair-Poor**	2	4	2	3	3	3	4	3	4	
HERMOSA VISTA	816	Fair-Poor**	2	4	4	2	2	2	2	2	2	
HIGHLAND	712	Fair-Poor**	2	4	2	2	2	2	3	2	3	Within 2 miles of Falcon Field (airport)*
HOLMES	874	Fair-Poor**	2	2	2	2	4	4	4	4	4	



IRVING	742	Fair-Poor**	2	2	2	3	4		Within 2 miles of Falcon Field (airport)*
ISHIKAWA	890	Fair-Poor**	4	3	4	2	3		
JEFFERSON	869	Fair-Poor**	3	2	2	4	4		
JOHNSON	852	Fair-Poor**	2	3	2	2	3		
JORDAN	628	Fair-Poor**	2	2	2	2	3		
KELLER	897	Fair-Poor**	4	2	2	4	4		
KERR	908	Fair-Poor**	2	4	2	4	4		
LAS SENDAS	909	Fair-Poor**	4	3	2	2	1		Within 2 miles of Falcon Field (airport)*
LEHI	739	Fair-Poor**	4	4	2	4	4		
LINCOLN	885	Fair-Poor**	4	2	4	4	4		Within 1/2 mile of main railroad track that has chemicals, etc. transported on it.
LINDBERGH	831	Fair-Poor**	3	2	2	3	4		
LONGFELLOW	1034	Fair-Poor**	3	2	2	4	4		
LOWELL	1020	Fair-Poor**	3	2	2	4	4		
MACARTHUR	694	Fair-Poor**	2	2	2	2	3		
MADISON	692	Fair-Poor**	2	3	2	2	4		

MENDOZA	925	Poor**	4	2	2	4	3	3	Within 2 miles of Falcon Field (airport)*
O'CONNOR	759	Fair-Poor*	4	3	2	2	3	3	Within 2 miles of Falcon Field (airport)*
PATTERSON	1088	Fair-Poor**	3	3	2	2	3		
POMEROY	587	Fair-Poor**	2	2	2	2	4		
PORTER	781	Fair-Poor**	4	2	2	3	4		
RED MTN RANCH	798	Fair-Poor**	4	3	2	2	2	2	Within 2 miles of Falcon Field (airport)*
REDBIRD	814	Fair-Poor**	3	2	2	4	4		
ROBSON	730	Fair-Poor**	2	2	2	3	4		
ROOSEVELT	763	Fair-Poor**	2	3	2	3	4		
SALK	1060	Fair-Poor**	3	2	2	4	4		
SIRRINE	706	Fair-Poor**	2	2	2	2	4		
SOUSA	825	Fair-Poor**	2	3	2	2	3		
STEVENSON	1127	Fair-Poor**	3	2	2	4	4	3	Drug Labs
TAFT	839	Fair-Poor**	2	2	2	3	4	3	Drug Labs
WASHINGTON	779	Fair-Poor**	4	2	2	2	4		
WEBSTER	1134	Fair-Poor**	4	2	2	4	4		

WHITMAN	867	Fair-Poor**	3	4	2	4	4	4	4		
WHITTIER	765	Fair-Poor**	2	5	2	3	4	4			
WILSON	935	Fair-Poor**	3	2	2	2	3	2			
ZAHARIS	774	Fair-Poor**	2	3	2	2	2	2			
JUNIOR High											
BRIMHALL	1462	Fair-Poor**	4	2	3	2	3	2	3		
CARSON	1417	Fair-Poor**	2	2	3	4	4	4			
FREMONT	1739	Fair-Poor**	4	2	3	2	3	2	3		
HENDRIX	1083	Fair-Poor**	2	3	3	1	2	2			
KINO	1340	Fair-Poor**	3	2	3	4	4	4			
MESA	1223	Fair-Poor**	3	2	3	4	4	4			
POSTON	1525	Fair-Poor**	2	2	3	2	3	3			
POWELL	1577	Fair-Poor**	2	2	3	4	4	4			
RHODES	1250	Fair-Poor**	3	2	3	1	2	2			
SHEPHERD	1600	Fair-Poor**	4	2	3	1	1	1	1		Within 2 miles of Falcon Field (airport)*
SMITH	1566	Fair-Poor**	3	2	3	2	3	2	3		
STAPLEY	1338	Fair-Poor**	4	2	4	2	2	1	1		Within 2 miles of Falcon Field (airport)*

TAYLOR	1368	Fair-Poor**	2	2	3	3	3	3	3		
Senior High											
DOBSON	2598	Fair-Poor**	3	2	3	4	4	2	2		
MESA	2925	Fair-Poor**	3	2	3	4	4	4	4		
MOUNTAIN VIEW	2868	Fair-Poor**	3	2	4	3	3	2	2		
RED MOUNTAIN	2698	Fair-Poor**	3	2	3	3	3	2	2		
SKYLINE	1841	Fair-Poor**	4	2	3	2	3	3	3		
WESTWOOD	2479	Fair-Poor**	2	2	3	4	4	4	4		
Special Schools											
ALTERNATIVE SCHOOL (Ombudsman, Prehab, Sunshine Acres)	41	Fair-Poor**	2	1	3	4	4	4	4		
BOULDER CANYON HIGH SCHOOL	246	Fair-Poor**	4	1	2	3	4	4	4		
EAGLERIDGE ENRICHMENT PROGRAM	694	Fair-Poor**	2	1	2	2	2	2	2		
EARLY EDUCATION CENTER	68	Fair-Poor**	3	1	2	2	2	2	2		
EAST MESA EARLY CHILDHOOD ED. CENTER	253	Fair-Poor**	3	1	2	3	3	2	2		

EAST VALLEY ACADEMY	354	Fair- Poor**	3	1	3	3	3	3	3	Within ½ mile of main railroad track that has chemicals, etc. transported on it.
SPECIAL ED TUITION	279	Fair- Poor**	2	1	1	4	4	4	4	
HOMEBOUND	39	Fair- Poor**	2	1	1	4	4	4	4	
McKELLIPS MIDDLE SCHOOL	114	Fair- Poor**	3	3	3	4	4	4	4	
MESA DIST. LEARNING PROGRAM	1037	Fair- Poor**	2	1	1	2	2	2	2	
MESA VISTA HIGH SCHOOL	267	Fair- Poor**	3	3	3	4	4	4	4	
POWER MIDDLE SCHOOL	94	Fair- Poor**	2	1	2	4	4	4	4	
SHARP	95	Fair- Poor**	2	1	2	4	4	4	4	
SUNDOWN	87	Fair- Poor**	2	1	2	3	3	3	3	
SUNRIDGE	186	Fair- Poor**	3	1	3	1	1	2	2	
T.A.P.P.	61	Fair- Poor**	2	1	3	4	4	4	4	

Student totals from 2004-05 Mesa Public Schools Demographic total students served during the year

\* Just north of Flacon field Boeing has a helicopter testing facility for Longbow Apaches that they build there. This is a major military defense plant. In addition, it is an active airport with numerous small planes flying in and out. Small plane accidents are not uncommon.

\*\* When assigning this rating, the team used the recommendations from ERCRC and the state of Arizona to assess their condition. In doing so, it revealed that all MPS individual school plans do not meet standards set by ERCRC/Arizona. They are all lacking critical components, the exact component varies from school to school but all plans do not include the infectious disease-pandemic flu plan. Since MPS is the largest school in AZ and the 40<sup>th</sup> largest in the nation, it makes it even more apparent that funds are needed from this proposal in order to ensure that the students, staff and the surrounding community are adequately prepared to respond to emergency and crisis situations.

Appendix D  
Arizona School Emergency Response Plan: Minimum and Recommended Requirements

**State of Arizona**  
**School Emergency Response Plan Requirements**

Arizona Revised Statutes (ARS), 15-341 (A) (34) requires each school site to have an emergency response plan that meets the minimum state requirements. The Arizona Department of Education and the Arizona Division of Emergency Management are tasked to identify the minimum standards for school emergency response plans in Arizona.

This document provides the *required* elements that must be included in every schools' emergency response plan and the *recommended* elements for a more comprehensive plan. The standards are not a step-by-step guide for completing a comprehensive response plan, but rather the minimum of what to include in the plan.

A variety of resources, including guides, videos and trainings are available to schools to assist with the process of developing a comprehensive response plan that meets the individual needs of the school. It is highly recommended that districts and/or schools send their safe school teams to training to learn the process of plan development as well as how to identify hazards, plan to respond, cope with and recover from disaster. Additional information and resources for development and strengthening emergency response plans is available at the department of education web site. The resources available on this page include:

- Sample site and district plans
- Guides, forms and checklists
- Prevention/mitigation resources
- Response information and resources
- Recovery information and resources
- Terrorism information and resources
- Information and resources for parents
- Training opportunities
- Related Arizona laws
- Frequently asked questions

<http://www.ade.az.gov/health-safety/health/schoolsafety/plansresources.asp>

The emergency response plan is only one part of a school safety program. A comprehensive program includes research-based, effective prevention strategies, intervention activities, policies that are supported and consistently implemented by all administrators and staff, and the emergency response plan.

<b>State of Arizona School Emergency Response Plan Requirements</b>	
<u>MINIMUM</u>	<u>RECOMMENDED</u>
<b>INTRODUCTION:</b> <ul style="list-style-type: none"><li>▪ Table of contents</li><li>▪ Approval statement and dated signatures of principal and appropriate district official</li></ul>	<b>INTRODUCTION:</b> <ul style="list-style-type: none"><li>▪ Table of contents</li><li>▪ Approval statement and dated signatures of principal and appropriate district official</li></ul>
<b>PURPOSE:</b> <ul style="list-style-type: none"><li>▪ State the purpose of the emergency response plan</li></ul>	<b>PURPOSE:</b> <ul style="list-style-type: none"><li>▪ State the purpose of the emergency response plan</li></ul>
<b>SITUATION:</b> <ul style="list-style-type: none"><li>▪ State the size and location of your facility in acres and the number, general size, and use of each of the buildings</li><li>▪ State the number of students and employees normally on hand, and any scheduled daily differences in population</li></ul>	<b>SITUATION:</b> <ul style="list-style-type: none"><li>▪ State the size and location of your facility in acres and the number, general size, and use of each of the buildings</li><li>▪ State the number of students and employees normally on hand, and any scheduled daily differences in population</li><li>▪ Complete a hazard analysis of your school grounds and buildings, as well as the surrounding community, including natural and human related emergencies</li></ul>



<b>State of Arizona School Emergency Response Plan Requirements</b>	
<u>MINIMUM</u>	<u>RECOMMENDED</u>
<p><b>DIRECTION AND CONTROL:</b></p> <ul style="list-style-type: none"><li>▪ Create a management system which will include a chain of command and alternates to carry out the plan</li> <li>▪ Designate a primary and alternate on-site Command Post</li> <li>▪ Identify persons, by title and agency, who will be notified during an emergency</li> <li>▪ Describe the warning signals or commands that alert staff and students to emergency responses<ol style="list-style-type: none"><li>1. Evacuation</li><li>2. Reverse evacuation</li><li>3. Drop, cover, hold</li><li>4. Lockdown</li><li>5. Shelter in place</li></ol></li> <li>▪ Designate a primary and alternate evacuation route and assembly area</li>  <li>▪ Describe how disabled and/or non-English-speaking children will be provided for</li></ul>	<p><b>DIRECTION AND CONTROL:</b></p> <ul style="list-style-type: none"><li>▪ Create an ICS (Incident Command System) for your site which will include a chain of command and alternates to implement and carry out the plan:<ol style="list-style-type: none"><li>1. Incident commander</li><li>2. Public information officer</li><li>3. Safety officer</li><li>4. Liaison officer</li><li>5. Operations</li><li>6. Planning</li><li>7. Finance/administration</li><li>8. Logistics</li></ol></li> <li>▪ Designate a primary and alternate on-site Command Post</li> <li>▪ Identify persons, by title and agency, who will be notified during an emergency</li> <li>▪ Describe the warning signals or commands that alert staff and students to emergency responses<ol style="list-style-type: none"><li>1. Evacuation</li><li>2. Reverse evacuation</li><li>3. Drop, cover, hold</li><li>4. Lockdown</li><li>5. Shelter in place</li></ol></li> <li>▪ Designate a primary and alternate evacuation route and assembly area</li> <li>▪ Designate off-site relocation site to the North, South, East, and West (and how students would be moved or transported)</li> <li>▪ Describe how disabled and/or non-English speaking children will be provided for</li></ul>

<b>State of Arizona School Emergency Response Plan Requirements</b>	
<b><u>MINIMUM</u></b>	<b><u>RECOMMENDED</u></b>
<ul style="list-style-type: none"><li>▪ Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.</li> <li>▪ Post a Classroom Emergency Response Guide in each room or assembly area for student and staff</li> <li>▪ Each school should have a battery powered radio in case of power failure</li> <li>▪ Make provisions for off campus emergencies (field trip, bus)</li></ul>	<ul style="list-style-type: none"><li>▪ Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.</li> <li>▪ List agreements with voluntary organizations, government agencies, and private organizations that will assist the school/district during an emergency</li> <li>▪ Develop Classroom Emergency Response Guides and post copies in each room or assembly area for student and staff</li> <li>▪ Provide a battery powered radio in case of power failure</li> <li>▪ Provide a weather alert radio in case of an impending weather related emergency</li> <li>▪ Develop off campus emergency (field trip, bus) procedures</li> <li>▪ Have a campus emergency kit available in the office</li> <li>▪ Provide each classroom with an emergency kit</li></ul>
<b>PLAN DEVELOPMENT AND MAINTENANCE</b>	<b>PLAN DEVELOPMENT AND MAINTENANCE</b>
<ul style="list-style-type: none"><li>▪ Provide an annual review of plan, attachments, responses, and needs, and update when necessary</li></ul>	<ul style="list-style-type: none"><li>▪ Provide an annual review of plan, attachments, responses, and needs, and update when necessary</li> <li>▪ Invite community, outside agencies (city, fire, police, emergency management) to assist in plan development, training exercises, and revision</li></ul>

<b>State of Arizona School Emergency Response Plan Requirements</b>	
<b><u>MINIMUM</u></b>	<b><u>RECOMMENDED</u></b>
<ul style="list-style-type: none"><li>▪ Annually train staff regarding warning/ response signals, evacuation routes, assembly areas, emergency procedures, and chain of command</li><li>▪ Review current management system or Incident Command System annually with staff and train those who have assigned responsibilities</li><li>▪ Practice annually response drills with students<ol style="list-style-type: none"><li>1. Evacuation</li><li>2. Reverse evacuation</li><li>3. Drop, cover, hold</li><li>4. Lockdown</li><li>5. Shelter in place</li></ol></li><li>▪ One school district employee will participate in training annually</li><li>▪ Overview of plan explained and distributed to parents</li><li>▪ Schools will send a copy of their plan to be on file in the district office</li></ul>	<ul style="list-style-type: none"><li>▪ Conduct annual staff training regarding warning/ response signals, evacuation routes, assembly areas, emergency procedures, and chain of command</li><li>▪ Review Incident Command System annually with staff and train those who have assigned responsibilities</li><li>▪ Practice response drills each semester with students<ol style="list-style-type: none"><li>1. Evacuation</li><li>2. Reverse evacuation</li><li>3. Drop, cover, hold</li><li>4. Lockdown</li><li>5. Shelter in place</li></ol></li><li>▪ School Safety Team will participate in annual training</li><li>▪ Overview of plan explained and distributed to parents</li><li>▪ Schools will send a copy of their plan to be included with the district wide plan</li><li>▪ Schools will complete an annual evaluation checklist of their plan</li></ul>
<b>APPENDICES AND ATTACHMENTS</b>	<b>APPENDICES AND ATTACHMENTS</b>
<ul style="list-style-type: none"><li>▪ Management system or ICS structure and responsibilities</li><li>▪ Student roster with parent phone numbers</li><li>▪ Master schedule</li><li>▪ Faculty/staff roster with emergency phone numbers</li></ul>	<ul style="list-style-type: none"><li>▪ ICS structure and responsibilities</li><li>▪ Student roster with parent phone numbers</li><li>▪ Master schedule</li><li>▪ Faculty/staff roster with emergency phone numbers</li></ul>

<b>State of Arizona</b>	
<b>School Emergency Response Plan Requirements</b>	
<u>MINIMUM</u>	<u>RECOMMENDED</u>
<ul style="list-style-type: none"><li>▪ Community emergency numbers: General emergency number - 911 Ambulance Poison Control Center Local hospital Police Dept/Sheriff/State Police Fire Dept</li><li>▪ Map of evacuation route(s) and assembly areas, student release gate, command post(s)</li><li>▪ 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, fire fighting equipment placement, first aid facilities, exits, etc.</li><li>▪ Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations</li><li>▪ Sample statements/letters for use in notifying faculty, students, parents, and media about emergency</li><li>▪ Student accountability/release forms</li></ul>	<ul style="list-style-type: none"><li>▪ Community emergency numbers: General emergency number - 911 Ambulance Poison Control Center Local hospital Police Dept/Sheriff/State Police Fire Dept</li><li>▪ Map of evacuation route(s) and assembly areas, student release gate, command post(s)</li><li>▪ 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, fire fighting equipment placement, first aid facilities, exits, etc.</li><li>▪ Map of the area showing areas that may have an emergency impact on the school including major highways, railways, airports, power transmission lines, generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.</li><li>▪ Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations</li><li>▪ Sample statements/letters for use in notifying faculty, students, parents, and media about emergency</li><li>▪ Student accountability/release forms</li></ul>

Appendix E  
Job Description of Project Coordinator  
Resumes of Key Staff

**PROJECT COORDINATOR**

**SUMMARY DESCRIPTION:**

Under the general direction of Assistant Supt. Mike Cowan, the Project Coordinator for the Emergency Response Program plans, develops, coordinates, implements and is responsible for the various functions relating to the Emergency Response Program.

**DUTIES/RESPONSIBILITIES:**

The Project Coordinator for Emergency Response Program will be responsible for:

- Implementation and administration of project management structure to include district/school personnel, parents and students, and key stakeholders in all phases of the Emergency Response and Crisis Management grant project including Mitigation/ Prevention, Preparedness, Response and Recovery.
- Oversee the work of the contractors selected to provide services under the grant.
- Coordinate linkages with school district representatives, project partners and contractors to link the current plans and services of the district's crisis management system with local/statewide plans and the Emergency Response and Crisis Management grant, thus insuring that all programs operate in a manner to ensure appropriate public safety response to school related emergencies.
- Oversee the implementation of the Community Emergency Preparedness and Response Plan through consensus of all partners.
- Assist school crisis management teams in the implementation of a unique crisis management plan by providing information on procedures and protocols to parents, students and staff, arranging for assessment, training, practice drills and applying evaluation results to school and district-level program improvements.
- Facilitation of safety assessments by identifying safety concerns related to violent incidents, incidents of terrorism, and other safety hazards, determine patterns and issues present in school facilities that challenge the maintenance of a safe school environment and integrate site based safety assessment recommendations into school emergency operations plan.
- Monitor the delivery of program activities and outcomes for the purpose of evaluating and/or modifying programs as necessary to ensure program effectiveness.
- Provide information and input, as requested, to the Board, Superintendent(s), Directors, the Crisis Management Team and Field Teams as they are dispersed to individual school sites, as needed.
- Sustain project efforts by coordinating ongoing working relationships with district personnel including superintendent, board members, principals, teachers, counselors, students and parents, multi-agency leaders including elected officials, chiefs of police and sheriff, groups and community based agencies.
- Explain, promote and champion the Emergency Response and Crisis Management grant and Community Emergency Preparedness and Response Plan to school and district staff, the Board, partners, community groups and the media.

***Serve as Project Coordinator***

**Mike Kalember**

**Current Position**

Director of School Safety and Security, Mesa Public Schools 2003 to present

- Plan, direct activities of 16 district security officers in the areas of truancy, school safety issues
- Oversee the Arizona Department of Education grant for high school resource officers.
- Coordinate the school districts response to small and large scale crisis incidents.
- Work with school administrators to enhance their school safety procedures for lockdowns, evacuations, shelter in place, etc.

**Experience**

Mesa Police Department 1973-2001

***Commander*** 1997-2001

Patrol Resource Division

- Planned, directed and coordinated activities of 154 sworn and civilian personnel in the Aviation, Holding Facility, Traffic, Municipal Security, Warrants, SWAT units.
- Conducted administrative studies of management problems on concern to the Mesa Police Department and the City of Mesa.
- Spoke before the Mesa City Council on a number of issues from traffic concerns to new animal control ordinances.

Dobson and Superstition Patrol Divisions

- Planned, directed and coordinated activities of sworn and civilian personnel in the Dobson and later the Superstition Patrol Divisions.

***Lieutenant*** 1991-1997

- Assignments included Internal Affairs, Patrol, Division Coordinator, Criminal Investigations, Community Action Team Coordinator.
- Implemented training and developed programs for the Community Action Team concept with the COPS Ahead grant.

***Sergeant*** 1980-1991

- Assignments included Patrol, Hiring, Internal Affairs and various Criminal Investigations Division assignments in Frauds, Sex Crimes, Robbery/Homicide.

**Education**

- Master of Arts in Organizational Management. University of Phoenix, 1998.
- Bachelor of Arts in Management, University of Phoenix, 1990.
- Numerous police supervisory and proficiency schools
- Rocky Mountain Program Center for the Improvement of Public Management.

**Community Involvement**

- Served on Mesa's United Way, Building a Healthier Mesa committee
- Co-chair for Mesa United Way Community Investment Steering Committee
- Subject matter expert on community policing for Arizona POST
- Advisory committee member for East Valley Institute of Technology for Law Enforcement.

***Oversee all activities related to evaluation of project***

**JOSEPH O'REILLY**  
**Ph.D.**

**EDUCATION**

- Fellow, Educational Policy Fellowship Program, Institute for Educational Leadership, 1990-91.
- Research Fellow, Psychology, Law & Policy Program, University of Arizona, 1984-1986.
- Ph.D., Psychology, University of Arizona, 1984.
- M.A., Psychology, University of Arizona, 1981.
- B.A., Psychology, Stonehill College, 1977.

**PROFESSIONAL EMPLOYMENT**

- *Executive Director, Student Achievement Support*, Mesa Unified School District, 2002-present. Provides leadership to the Research and Evaluation Department, which was recently recognized as one of the three top R&E departments in the country. Oversees the research, assessment, evaluation, planning and community relations functions of the 75,000 student school district. Member of the superintendent's cabinet. Serves in leadership roles at a national level in the American Educational Research Organization, the National Association of Test Directors, and providing assistance to the U.S. Department of Education. Provides state-level leadership through membership on the NCLB Committee of Practitioners and the Arizona Assessment and Accountability Advisory Committee. Represents the district in the community through participation in various groups such as Rotary, the East Valley Partnership and the Mesa Senior Center Board.
- *Director, Assessment & Special Projects*, Research and Evaluation, Mesa Unified School District, 1988-2002. Responsible for overseeing state-mandated and district achievement testing. Other responsibilities included program, school and administrator evaluations, professional development for school administrators, development of accountability and incentive programs, and providing technical support to the schools and the superintendency. Reports were recognized as Outstanding Publications by the American Educational Research Association Division H in the categories of Innovative Reporting, Institutional Research and Testing Results. Processes used to inform principals about test results and to train staff in proper test preparation activities have been cited by Educational Research Services as best practices and reported on in the ERS Successful School Practices and the Informed Educator publications.
- *Program & Projects Specialist*, Arizona Department of Health, 1987-1988. Evaluated program effectiveness, conducted operations research and provided legislators and leaders information for making policy decisions.
- *Co-principal*, Behavioral Research Consultants, 1982-1989. Provided survey and evaluation services to a variety of public and private sector clients.
- *Visiting Assistant Professor*, Department of Psychology, University of Arizona, 1986-87. Taught Research Methods, Statistics and Introduction to Psychology.
- *Research Fellow*, Psychology, Law and Policy Program, University of Arizona, 1984-86. Conducted research on the behavioral assumptions underlying policy issues and obtained further education in statistics and law.

## PROFESSIONAL & SERVICE ACTIVITIES

- Vice-president, American Education Research Association Division H, 2001-2003
- Chair of the Communications and Outreach Committee, American Education Research Association, 2005-2008
- Secretary, American Education Research Association Division H, 1998-2000
- President, National Association of Test Directors, 1996-1998
- U.S. Department of Education NCLB State Assessment Plan Review Panel, 2005-2006
- U.S. Department of Education NCLB State Accountability Review Panel, 2002
- U.S. Department of Education State IASA Plan Review Panel, 2000
- National Research Council, Panel on the Use of School-Level Data for Evaluating Federal Education Programs, 2005
- National Research Council, Committee on NAEP Reporting Practices, Invited Speaker, 2000
- Mathematics Achievement Gap Project National Science Foundation Grant Advisory Board, 2005-present
- Arizona Department of Education [ADE] Arizona Learns/NCLB Accountability Formula Working Group, 2002-present
- Arizona NCLB Committee of Practitioners Advisory Board Co-chair and member, 2002-present
- Arizona Department of Education Advisory Committee to the Associate Superintendent, 2001-2003
- Arizona AIMS Technical Advisory Committee, 1997-present
- President, Secretary, and Member, Arizona Educational Research Organization, 1989-present
- Editor, *National Association of Test Directors Annual Proceedings*, 1993 – present
- Editorial Board, *National Council on Measurement in Education Newsletter*, 1997-1999
- Editorial Board, *Practical Assessment, Research & Evaluation*, 1999-present
- Reviewer, *Educational Researcher*, 2002-present
- Reviewer, *Educational Measurement: Issues & Practice*, 2002
- Member, American Educational Research Association, 1989-present
- Member, National Council on Measurement in Education, 1989-present
- Member, National Association of Test Directors, 1989-present
- Member, Mesa Rotary Club, 2001-present
- Chairman, Gilbert Planning & Zoning Commission 1989-1995
- Secretary-treasurer, Gilbert Municipal Property Corporation, 1999-present
- Board member, Mesa Senior Center, 2004-present

## PUBLICATIONS & PRESENTATIONS

McCahon, C., O'Reilly, J. & Black, K. (2005) Preventing Pushouts by Searching For Clues to AIMS Performance. Paper presented at the Dropout Prevention Summit, Phoenix, Arizona.

O'Reilly, J. (2005). Current Guidance for Integrity in Testing. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (2005). Twenty Years of Cheating: From Sneaky Students to Shifty Systems. Paper presented at the National Council on Measurement in Education Annual Meeting, Montreal, April 2005.



O'Reilly, J. (2005). A History of Division H: The 1990's. Invited panelist, American Educational Research Association, Montreal, April 2005.

O'Reilly, J. (2004). Knowledge Transfer Session: Standards for Reporting Assessment Results. Invited participant, APQC organized workshop at the National Center for Educational Statistics Forum and Summer Data Conference, Washington D.C., July, 2004.

O'Reilly, J. (2004). The Achievement Gap: Test Bias or School Structures? Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (2003). Division H Vice-presidential Address. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, April 2003.

O'Reilly, J. (2002). What Will Be The Impact of NCLB? A District Perspective. Paper presented at the National Council on Measurement in Education Annual Meeting, New Orleans, April 2002.

O'Reilly, J. (2002). What Will Be the Effects on Assessment and Accountability in Local School Districts of the "No Child Left Behind Legislation"? Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (2001). So is Test Security Myth or Reality? Paper presented at the National Council on Measurement in Education Annual Meeting, Seattle, April 2001.

O'Reilly, J. (2001). Test Security in a High Stakes Environment: Myth or Reality? Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (2000). NAEP From A School District's Perspective. Invited presentation, Committee on NAEP Reporting Practices: Investigating District-Level and Market-Basket Reporting. National Research Council, Washington D.C.

O'Reilly, J. (2000). Standards – Assessments – Instructional Improvement: The Golden Triangle of American Education. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (2000). NATD District Testing Survey. National Association of Test Directors.

O'Reilly, J. (1999). Issues and Trends in Inclusive Assessment Practices. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1998). Revisiting the Issue of Measuring and Reporting Student Growth in an Era of Standards-based Reform. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1997). The Rasch Tiger Ten Years Later: Using IRT Techniques To Measure Achievement in Schools. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1997). Using IRT Techniques in the Mesa Schools Elementary Testing Program. Paper presented at the National Council on Measurement in Education Annual Meeting, Chicago, April 1997.

O'Reilly, J. (1996). Current Issues in Test Administration. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1995). Performance Assessment in the Brave New World of Continuous Quality Improvement: Perspectives from Business, Curriculum Development & Testing. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1994). Guiding Principles for Performance Assessments. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

O'Reilly, J. (1993). Testing, Testing. Do We Know Where We Are Going? Have We Been Here Before? The Scoop from the P.O.O.P.P.s – Objectifying the Subjective: Rubrics, Scoring Guides, and Other Ways of Knowing. Editor, Proceedings of the National Association of Test Directors Annual Symposium.

Zaharis, J., DeGracie, J. & O'Reilly, J (1993). A Proposal for a Comprehensive National Assessment Plan. International Journal of Educational Reform, 2(3), 292-295.

Zaharis, J., DeGracie, J. & O'Reilly, J (1992). If It Ain't Broke Don't Reform It. International Journal of Educational Reform, 1(4), 336-346.

Work with CMT regarding cultural/linguistic issues related to Hispanic Community

## **Deanna M. Villanueva-Saucedo**

### **PROFILE**

(b)(6) with extensive background in communication, public relations and community capacity building, particularly with multi-cultural groups. Experienced in public-speaking, presentations, written communication, meeting facilitation and consensus-building – in both English and Spanish.

### **EDUCATION**

B.A. Psychology. Arizona State University. 1991

M.P.A. Public Administration. Arizona State University. 2002

### **PROFESSIONAL EXPERIENCE**

#### ***Mesa Community College/Mesa Public Schools***

##### ***Community Liaison***

*July 2004 – Present*

Responsible for developing and maintaining linkages with Mesa's Latino community in relation to education and serving as an educational liaison for the Latino community. Essential tasks include but are not limited to the following:

- Foster collaboration between Mesa Public Schools and Mesa Community College
- Develop and promote partnership programs that address the educational needs of Mesa's growing Latino population
- Develop and promote a positive working relationship with Spanish-language media
- Offer assistance to District administrators in developing effective outreach to Mesa's Latino community
- 

#### ***City of Mesa – Neighborhood Outreach Division***

##### ***Neighborhood Outreach Coordinator***

*June 2000 – July 2004*

Responsible for working with neighborhood groups in Central Mesa by acting as a liaison between Mesa residents and the City organization. Essential tasks included but were not limited to the following:

- Public meeting facilitation/presentations of varying purposes, in both English and Spanish
- Regular communication with neighborhood groups using a variety of methods including phone calls, personal visits, newsletters, brochures and electronic correspondence
- Interaction with elected officials, City management and City employees representing a variety of departments

- Strategic planning facilitation for City partners as well as neighborhood groups

***City of Mesa – Solid Waste Division***

***Senior Administrative Aide; February 2000 – June 2000***

Trained and supervised customer service staff, resolved customer complaints, monitored account audits.

***City of Mesa – Solid Waste Division***

***Quality Assurance Inspector; October 1990 – February 2000***

Provided education in both English and Spanish about Mesa's Recycling Program.

***City of Mesa – Solid Waste Division***

***Administrative Aide; November 1997 – October 1999***

Provided customer service to Mesa solid waste customers.

***Queen of Peace Parish – Mesa, Arizona***

***Youth Coordinator; 1992 – 1997***

Responsible for coordinating, developing, organizing, supervising and evaluating all aspects of programs in both English and Spanish for youth in grades 7-12 and young adults.

***Queen of Peace Parish – Mesa, Arizona***

***Assistant to Hispanic Ministry; 1985-1992 (part-time)***

Provided services as a liaison to Mesa's Spanish-speaking community members and staff. Assisted in the planning, coordination and implementation of all classes and activities in Spanish.

**SKILLS**

Bilingual and Biliterate (English-Spanish)

Computer Literate (Microsoft Publisher, Excel, Word, Internet)

**COMMUNITY INVOLVEMENT**

2002, 2003, 2004, 2005 Latino Town Hall Steering Committee Chair

Mesa Association of Hispanic Citizens, former Board Secretary

**RECOGNITION**

2003 Community Leader of the Year, Veora E. Johnson Spirit of Unity Award, City of Mesa

***Oversee Infectious Disease Plan Development and Health Services related activities***

**Nadine A. Miller**

**Experience:**

**Mesa Public Schools - Director of Health Services**

July 2003 – Present

Administrative duties: All aspects of job employment, hiring, orientation, evaluations, and inservices for new staff involving nurses, health assistants, audiologists, audiology techs, couriers, and secretaries.

Committee participation: MASA, Mesa Pandemic Task Force and Planning Committee, Mesa Fire Department Immunizations, Arizona Prepares, Active Arizona, Wellness Committee, and MPS Crisis Team.

**Mesa Public School-Lehi Elementary School Nurse**

August 1993- May 2003

School-based duties: includes all aspects of school nursing, which comprise screenings for vision, hearing, scoliosis, pediculosis and blood pressure. Meet with parents for a detailed Social and Development History prior to special education placement. Teach health education classes. Formulated curriculum and taught Healthy Habits class over a semesters' time, which was a weight control/awareness group.

School committee participation: Safety Chairman; member of Teacher Assistance Team; Faculty Activity Committee; Employee Involvement Committee; Member of Special Education team; Mentor to students. Member of District Crisis Team; and NAC team member.

**Education:**

Nova University

Masters of Social Studies

June 1996

Arizona State University

Bachelor of Science of Nursing

December 1980

**Professional Associations:**

School Nurse Organization of Arizona

***Oversee project activities related to guidance/counseling and mental health***

**DAVID P. SHUFF**  
**Ed.D., LPC, NCC**

**EDUCATION**

**Ed.D. in Early & Middle Childhood/Psychology**, Nova University, Ft. Lauderdale, Fl., 1990.

**M.A. in Counseling**, Northern Arizona University, Flagstaff, Arizona, 1986.

**B.A. in Elementary Education**, Arizona State University, Tempe, Arizona, 1982.

**CURRENT POSITION**

Mesa Public Schools Director of Guidance & Counseling

Departments, Programs, and Grant Responsibilities Include:

- Child Abuse Executive Committee
- Crisis Team Leader
- Diversity Project Specialist
- Drop Out Prevention
- Gear Up Program
- Guidance and Counseling Departments K-12
- Homebound Program
- Mesa Youth Placement
- Prevention Programs
- Student Records
- Taking Charge Program
- Tobacco Cessation Program
- Youth Works

**EMPLOYMENT HISTORY**

July 2000- Present. Director of Guidance and Counseling Mesa Public Schools.

August 1999 - May 2000. Red Mountain High School--Counselor.

August 1987 - 1999. Shepherd Junior High School--Head Counselor.

August 1986 - 1987. Carson Junior High School--Counselor.

August 1983 - 1986. Crismon Elementary School--Teacher.

**UNIVERSITY OF ARIZONA**

**2004 - present - Adjunct Faculty**

Responsibilities: Graduate level instruction in Educational Psychology, School Counseling and Educational Leadership.

**NORTHERN ARIZONA UNIVERSITY**

**1990 - present -Adjunct Faculty**

Responsibilities: Graduate level instruction in Educational Psychology, School Counseling and Educational Leadership.

**MARICOPA COMMUNITY COLLEGES**

**January 1987 - 1992 (part-time)--Instructor**

Responsibilities: Introductory instruction in psychology and counseling classes.

**PERRY REHABILITATION CENTER, Phoenix, Arizona.**

**June 1982 - July 1983-Group Home and Program Manager.**

Responsibilities: Case management for physically and emotionally handicapped young adults, including supervising and scheduling of staff members in the area of program planning, implementation, and student assessment.

**CHILDREN'S WUNDERLAND, Phoenix, Arizona.**

**October 1978 - June 1982.--Program Director.**

Responsibilities included design and implementation of recreational and instructional programs for children.

**CIVIC INVOLVEMENTS INCLUDE:**

City of Mesa Board of Adjustment (Chair) 2002 - present

Mesa United Way Agency Involvement 2000 - present

Commission for Excellence MCC (Committee Member)

West Mesa Community Development Corporation (Board Member)

**PROFESSIONAL INVOLEMENT/ACHIEVEMENTS:**

- American School Counselors Association, National Counselor of the year, 1993.
- Arizona Mental Health Counselors of the year, 1995.
- Back to Basics Teen Pregnancy Program.
- Chairman of Arizona School Counselors Association's first annual statewide conference.
- Child Protective Services Executive Committee Chair.
- College Board Advisory Counsel (Board Member).
- Counselor Evaluation-State Department Project Coordinator.
- Curriculum Construction for Community College, PASS-PROGRAM.
- Developed and Implementation of Perryville Prison Program - Targeting Transition.
- Developed Careerfest, in conjunction with business, industry and the State Department.
- Develop pilot program, Alternate Classroom Environment (MPS).
- District Crisis Team Leader.
- Kids Can Executive Committee/United Way.
- Member Competency Based State Guidance Committee, State Department of Education.
- Member of Governor Appointed Chapter II Block Grant Committee.
- Mesa Alliance Against Drugs Committee Member.
- Mesa Child Crisis Center Committee Member.
- Mesa Leadership and Development Training (Class of 2004)
- Mesa United Way Youth Collaborative Member.
- Nationally Board Certified Counselor.
- National Standards Committee Member (NBCC).
- Numerous National presentations on a variety of topics.
- Past Chair of American Counseling Association, Western Region.
- Past President of Arizona Counselors Association.
- Past President of Arizona School Counselors Association.
- Sprit of Unity Award (2006).
- State Advocate for the mentally handicapped.
- State and National lobbying for numerous mental health care bills, including coauthor of the Elementary Demonstration Act, Safe and Drug Free Schools Act and Gear Up.
- State Licensed Professional Counselor.
- Take Time for People Recipient (MPS).
- Youth Reaction Corps (Board Member).

**PROFESSIONAL AFFILIATIONS:**

American Association School Administrators (AASA)

American Counseling Association (ACA)  
American Psychological Association (APA)  
American School Counselors Association (ASCA)  
Arizona Counselors Association (AzCA)  
Arizona School Counselors Association (AzSCA)  
Council for Exceptional Children (CEC)  
Council of Administrators of Special Education (CASE)

**PROFESSIONAL PUBLICATIONS: (ERIC)**

1. Counseling group designed to enhance the resiliency and self-concept of learning disabled adolescents.
2. The Enhancement of Career Education/Exploration through business partnerships.



Appendix F  
 Goals and Objectives with Sustainability Plans

**Goal 1:** *To introduce a new standard for district-wide, school-based emergency preparedness by developing a collaborative, comprehensive emergency response plan focusing on Prevention/Mitigation, Preparedness, Response and Recovery which is supported by an up-to-date emergency response database; targeted training for MPS staff, students, critical partners and the community; a complete infectious disease plan with plans for pandemic flu and schools equipped with basic supply buckets.*

Objective	Sustainability
<p>1. By the end of the grant period, to develop a comprehensive plan in collaboration with critical community partners that is in compliance with that mandated by Arizona Dept of Education – Arizona Office of Emergency Management that aligns with the overall Emergency Response and Crisis Plan for the City of Mesa and Homeland Security.</p>	<p>Once the comprehensive plan has been developed and the infrastructure put in place the critical partners and Mesa Public Schools have agreed to meet regularly to ensure that the plan is evaluated and revised as Hazards are identified. In addition, all partners and MPS agree to specifically meet once a year to analyze new hazards and vulnerabilities that might arise and review procedures/protocols to ensure alignment and compliance.</p>
<p>2. By the end of the grant period, develop a database that includes digital Imagery of all floor plans/site plans; hazardous materials and shut-off locations; interior/exterior building photographs and aerial view; and descriptive data such as building dimensions, fire codes, information on students/faculty with disabilities, evacuation/escape routes, triage and student/parent reunification locations, staging areas, etc.</p>	<p>The cost of developing this database and including the identified information will be covered by the grant. After the end of federal funds MPS will include the fees in their budget associated to the maintenance of the database and updating of information in the database. This has been recognized as a priority and MPS has agreed to include this as a yearly expense in future budgets.</p>
<p>3. Develop comprehensive section of Emergency Response and Crisis Management plan that adequately integrates special needs students and their vulnerabilities into the MPS emergency preparedness planning.</p>	<p>MPS recognizes the importance of ensuring that all students are safe in the event of an emergency. The MPS Guidance and Counseling as well as Mental Health professionals in the district will have the updating/maintenance of the roster included in their job descriptions. In addition, they will, on a yearly basis, analyze the vulnerabilities and work with the CMT to update the plan, as needed.</p>
<p>4. Development and implementation of training program for MPS staff</p>	<p>Once the bulk of training has been accomplished under the grant, MPS will work with their Human Resources Department to incorporate emergency preparedness training into new hire training programs. In addition, once the initial training of Hispanic translators has been completed, the district will assume the role</p>

		<p>of educating new hire employees who will be asked to participate as translators.</p> <p>Finally, MPS has committed to developing "intranet" tools that current employees will be required to view/use on a yearly basis. The tools will include a review of district procedures/protocols. The parent/staff website, once developed with grant funds will be maintained and updated, often, by the MPS district staff responsible for maintaining the current system. MPS has agreed to absorb costs related to the above into their annual budget.</p>
5.	Equip schools with basic emergency supply buckets.	<p>The importance of this to MPS can be seen in their commitment to only request funding for flashlights and buckets for these kits. They are assuming all other costs related to additional supplies in the bucket. Each year MPS has committed to checking and re-supplying the supplies in the buckets, as needed. Individual schools will be responsible for making these checks and then reporting the status of the supplies to the district where the ordering of materials needed will be completed. This will be done on a yearly basis.</p>
6.	Inclusion of a solid infectious disease plan that has protocols and procedures for pandemic flu.	<p>The MPS Health Services Director will oversee the ongoing updating and revisions of this plan. This person sits on the MPS CMT team and will work with critical partners and local health providers to ensure the plan meets the needs of those it is intended to serve. On a yearly basis, the plan will be reviewed with updates made as deemed appropriate.</p>
7.	Demonstration of increased number of hazards addressed by the improved school emergency response plan as compared to the baseline plan (GPRA)	<p>MPS has agreed to perform this task on an annual basis. The Director of Security and the MPS CMT will assume responsibility for annually reviewing current hazards and looking to identify new hazards that can be addressed by the current plan.</p>
8.	Demonstration of improved response time and quality of response to practice drills and simulated crises(GPRA)	<p>Once initial training has taken place, MPS will assume responsibility for conducting drills several times a year to ensure efforts are coordinated and the quality of the response is appropriate. All critical partners have agreed to the importance of these drills on a regular basis and have committed to being active partners in their development as well as implementation.</p>

**Goal 2 - To build capacity of MPS to effectively plan, develop, revise and annually update the district's Emergency Response and Crisis Management Plan by implementing an infrastructure for emergency preparedness/crisis management that promotes ongoing, community-wide participation/planning/communication with all critical partners, MPS staff, parents, students, etc. on an ongoing basis**

Objective		Measurement
1.	To involve all critical partners and interested parents, community members, etc. in the development of the initial plan.(GPRA)	Once the grant funds end, the critical partners have agreed to meet with MPS on a regular basis for the purpose of keeping lines of communication open and coordinating an effective response. Regular meetings will be scheduled.
2.	A commitment to, the	The grant will allow all critical partners to agree to a process for

	sustainability and continuous improvement of school emergency response plans by the district and community partners beyond the period of Federal financial assistance.	annual review and updating of the plan. This annual review will be the culmination of meetings throughout the year. Updated plans will be distributed to all critical partners on a yearly basis and drills/exercises will be a regular occurrence.
--	--	---

**Goal 3** - To develop resources that will assist special populations in overcoming barriers due to language, disability, etc. that would prevent them from understanding emergency plans.

**Objective**

**Measurement**

1.	Objective	Measurement
	Increase resources to overcome Hispanic language barriers in all four phases.	Once the initial cost of this project is covered by the grant, MPS has agreed to place, in the yearly budget, a maintenance fee for replacing/updating signs in both English and Spanish, as needed. In addition, the Hispanic Liaison has agreed to continue to be a member of the MPS CMT after the end of grant funding. Finally, MPS has agreed to assume the costs related to training new hires who will participate as interpreters during emergencies and crisis events.
	Cross train mental health, health services and security staff in regards to roles/responsibilities of each area as it relates to emergency preparedness and crisis management	After the training provided in the grant is complete, the mental health, health services and security staff will meet regularly to discuss any changes and/or revisions in roles and responsibilities. This will be done through the Directors of each area with Directors communicating with their respective members of their staff. Training of new staff members will be assumed by the Director under the oversight of the CMT.
	Consider cultural issues related to emergency response and preparedness for the Native American Community	Advisory capacity/communication with Native American Representative and the CMT.

Appendix G  
 Crisis Management Team Members and Roles/Responsibilities

**Mesa Public Schools Crisis Management Team**

Organization	Name	Role/responsibilities
<b>Mesa Public School District Personnel</b>		
<b>MPS School District Personnel</b>	<p><b>Dr. Michael Cowan</b> Associate Superintendent</p> <p><b>Mike Kalember</b> Director School Safety and Security</p> <p><b>David Shuff</b> Director – Guidance and Counseling</p> <p><i>Specific area of expertise in working with special needs students and those with physical disabilities. Oversee the development of a plan that takes into account, monitors and continually evaluates the needs of this population.</i></p> <p><b>Nadine Miller</b> Director – Health Services</p> <p><i>Will oversee the development of the infectious disease plan/pandemic flu plan that will be incorporated into the overall MPS Emergency Preparedness Plan.</i></p> <p><b>Ken Alexander</b> Director - Audit Services</p> <p><b>Andrea Billings</b> Director – Risk Management, Benefits</p> <p><b>Kathy Bareiss</b> Director – Public Information Officer</p> <p><b>Loretta Zullo</b> Director - Food and Nutrition</p>	<p>All members of the MPS staff will work with critical partners to improve and strengthen the MPS emergency response and crisis management ability. Each member brings a special expertise to the team and will use their unique skills and knowledge to diligently work with critical partners to develop a comprehensive, community wide, collaborative plan that addresses the needs of all populations, develops protocol for coordination of multiple hazards and continually evaluate vulnerabilities/hazards.</p>

	<p><b>Larry Dutcher</b>          Director – Information Systems</p> <p><b>Rick Michalek</b>          Director – Operations</p> <p><b>Mike Yonker</b>          Director – Transportation</p>	
<b>Hispanic Community Liasion</b>	<b>Deanna M. Villanueva-Saucedo</b>	Serve as the liaison between MPS and the Hispanic community in the event of an emergency. Work closely with the translators who will be trained to perform translation services in the event of an emergency. These translators will be key individuals stationed at selected areas in the district.
<b>Critical Community Partners</b>		
<b>Organization</b>	<b>Name</b>	<b>Role/Responsibility</b>
<b>Head of our local government</b>	<b>Chris Brady</b> Mesa City Manager	Play a major role in developing and enforcing policy that is reflective of cooperation across all disciplines. Continually, and in a variety of ways, communicate the sense of urgency for this service to the community at large.
<b>Local community-based public safety agency</b>	<b>Gil Damiani</b> Mesa Fire Department Assistant Chief of Emergency Management	Lend expertise to handling emergency situations and work to develop a tactical plan for this project. Help identify potential hazards that might otherwise be overlooked and assist in designing prevention and mitigation techniques.
<b>Local community-based public health agency</b>	<b>Darin S. Daniels</b> M.A.O.M. Preparedness Planning and Training Manager - Public Health Emergency Management; Maricopa County Department of Public Health	Work alongside the school nursing/health staff to develop standardized treatment protocol for non-life-threatening injuries and establishing triage commands as needed. Arrange emergency care for serious injuries and serve as a communication link between hospitals, schools and family members.
<b>Local community-based mental health agency</b>	<b>Mike Hughes</b> Executive Director Prehab of Arizona	Offer assistance during the debriefing and post-incident/recovery phase of the project plan. Work with school staff and students to discover ways to move past the incident and recreate a positive learning environment. Work with MPS counselors/staff by assisting them in

		their efforts identify at-risk students and respond with appropriate counseling activities.
<b>Community based law enforcement</b>	<b>Tony Lythgoe</b> Mesa Police Department Emergency Management Coordinator	Take the lead position in incident/emergency assessment. Lend expertise, knowledge and skill to the project for timely response to emergency situations; and also serve to apprehend perpetrators and command investigations that lead to prosecution.
<b>Other</b>	<b>Carol McCormick</b> Executive Director Mesa United Way	Serve as liaison with community organizations in communicating plan.
<b>Advisory Role to MPS Crisis Management Team</b>	<b>Native American Representative</b>	Serve in an advisory role to the CMT on issues related to cultural challenges that might be encountered during any of the four phases.

# Project Narrative

## Assurance of Competitive Preference Priority Qualification

Please complete the "Assurance of Competitive Preference Priority Qualification" forms which are listed on the right-hand side under DOCUMENTS & INSTRUCTIONS and labeled as: Assurance of Competitive Preference Priority Qualification - Priority 1 or Priority 2. These assurances cannot be submitted electronically through e-Application.

Applicants applying for the competitive preference must submit a completed Assurance of Competitive Preference Priority Qualification. Applicants may use the sample Assurance of Competitive Preference Priority Qualifications provided under the DOCUMENTS & INSTRUCTIONS section. Applicants that qualify for a competitive preference priority must submit an assurance specifying that the LEA qualifies for Competitive Preference Priority 1 or Competitive Preference Priority 2. Please see page 21 of the Program Instructions to determine which priority you qualify for.

**Special Instructions:** You must print out the "Assurance of Competitive Preference Qualification", complete and fax it (along with the ED424) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within three (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

### Attachment 1:

Title: Assurance\_Priority 1\_MESA\_ERCM 2006 Pages: 1 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\Assurance\_Priority 1\_MESA\_ERCM 2006.doc

**XIII. Competitive Preference Qualification Assurance:  
Priority 1**

---

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**Competitive Preference Priority 1:** Under this priority, we give a 10 point competitive preference to applications from LEAs that (1) have not yet received a grant under this program and (2) are located in whole or in part within Urban Areas Security Initiative (UASI) jurisdictions, as determined by the U.S. Department of Homeland Security. An applicant must meet both criteria to be eligible for this preference. Under a consortium application, all members of the LEA consortium need to meet both criteria to be eligible for the preference. Applications submitted by educational service agencies (ESAs) are eligible for the competitive preference if each LEA to be served by the grant meets both criteria.

**As the duly authorized representative, I certify that all LEAs to be served under the grant meet the following conditions:**

All LEAs are located within the Urban Areas Security Initiative Jurisdiction of:

**Phoenix, Arizona**  
City, State


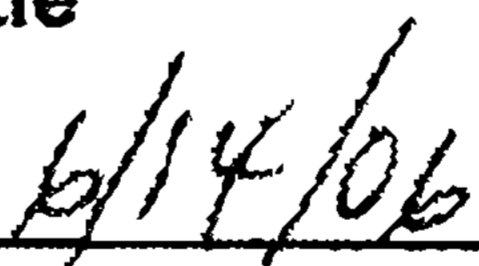
None of the LEAs to be served by the grant have previously received funding under the ERCM program either as the lead LEA or as a part of a consortium of LEAs.

**Please list the name and location (city and state) of all LEAs to be served by the grant:**

**Mesa Public Schools**  
Mesa, Arizona 85201-7422

  
\_\_\_\_\_  
Signature of Authorized Certifying Official

**Mesa Public Schools**  
Applicant Organization

  
\_\_\_\_\_  
Title  
  
\_\_\_\_\_  
Date Submitted



# Budget Narrative

## Budget Justification

**Applicants should provide a detailed explanation for all funds requested on the Budget Form (ED Form 524). In explaining the funds requested, you must indicate whether you are a small, medium, or large district (according to breakdown given on page 14 under "Estimated Range of Awards"). Costs should be broken down according to the categories on the budget summary form. Explain the basis used to estimate all costs for each budget category. Provide a detailed explanation for any costs that appear unusual and describe how those costs relate to the proposed activities. The narrative should provide enough detail for reviewers to easily understand how costs were determined and how they relate to the goals and objectives of the project. Applicants should also include information about the project director's time commitment to the project. This information is needed in order to process a grant award.**

### Attachment 1:

**Title: MESA\_Budget Narrative\_ERCM 2006 Pages: 5 Uploaded File: C:\Documents and Settings\Lynne\Desktop\Client Folders\Prepared Response ERCM 2006\Mesa\2006 Final\e-grants sections\MESA\_Budget Narrative\_ERCM 2006.doc**

**Budget Form 524 and Budget Narrative**

**Budget Narrative  
Mesa Public Schools – 18 months  
Requested Funds: \$876,577**

**Size of District:**

The total number of school facilities that will be involved in this project is 90 (86 schools and 4 administrative facilities), making MPS a large-sized district, according to grant guidelines. Although the budget exceeds the recommended amount of \$500,000, the district feels strongly that all expenditures are required to ensure that the project is managed adequately, all staff receive the necessary training required and that they are able to secure experts in the field to provide both the database creation and training components that are out of their field of expertise. At the current enrollment of 75,401 students, the total request represents an investment of \$11.63/student. To demonstrate commitment to the project, MPS has contributed (b)(4) toward project costs: (b)(4) in supplies; (b)(4) in personnel costs and (b)(4) to support staff and community training activities.

**Budget Justification:**

**1. Personnel – \$152,250**

Project Coordinator (b)(4)  
Mike Kalember will serve as the project coordinator devoting (b)(4) of his full-time position to this project. Based on an annual salary of (b)(4), the cost to this project will be (b)(4) yearly, or (b)(4) for the 18 month project. (He will continue to oversee Security with the remaining (b)(4) of his time.)

Administrative Assistant \$54,750  
A full-time clerical position will be added to provide administrative support to the project coordinator throughout the life of the grant at a yearly salary of \$36,500, or \$54,750 for the 18 month project.

MPS will cover the cost of key staff to provide services to the grant:

David Shuff - oversee guidance and counseling at (b)(4)  
Nadine Miller - oversee health services and infectious disease plan development at (b)(4)  
Michael Cowan - oversee project coordinator of grant @ (b)(4)  
Joseph O'Reilly - oversee evaluation @ (b)(4)  
Deanna M. Villanueva-Saucedo, Hispanic Liaison - work with Hispanic community @ (b)(4)

**Total Personnel:** (b)(4)      **Cost to Project:** \$152,250      **MPS In-Kind:** (b)(4)

**2. Fringe Benefits - \$41,978**

Current fringe benefits include 19% of total salaries, and include payroll taxes (social security, Medicare, FICA) and retirement.

Project Coordinator – (b)(4)  
Administrative Assistant – (b)(4)  
  
Medical benefits package  
Project Coordinator – 18 months  
Administrative Assistant – 18 months

**3. Travel - \$7,430**

Project Director Orientation Meeting – as required by the grant, the Project Director will attend this meeting in Washington DC.

Airfare	\$500	
Hotel, \$200/night for 2 nights	\$400	
Ground Transportation	\$ 55	
Per Diem, 3 days @45	\$135	
<b>Total Orientation Meeting</b>		<b>\$1,090</b>

**Required Training Meeting #1**

As required by the grant, the Project Director and one other staff or partner representative (to be determined) will travel to a major US city for required training; 3 nights, 4 days.

Registration 2 @ \$250	\$ 500	
Airfare 2 @ \$500	\$1,000	
Hotel, 2 people, \$200/night for 3 nights	\$1,200	
Ground Transportation, 2 @ \$55	\$ 110	
Per Diem, 2 people, 4 days @\$45	\$ 360	
<b>Total Training #1</b>		<b>\$3,170</b>

**Required Training Meeting #2**

As required by the grant, the Project Director and one other staff or partner representative (to be determined) will travel to a major US city for training, two participants for 3 nights, 4 days.

Registration 2 @ \$250	\$ 500	
Airfare 2 @ \$500	\$1,000	
Hotel, 2 people, \$200/night for 3 nights	\$1,200	
Ground Transportation, 2 @ \$55	\$ 110	
Per Diem, 2 people, 4 days @\$45	\$ 360	
<b>Total Training #2</b>		<b>\$3,170</b>

**4. Equipment - 0**

None

District will cover all costs related to computers, software, etc. for personnel working on the grant.

**5. Supplies - \$66,800**

Communication materials – Printing of signs, brochures, CDs, web-site development, etc. for audiences at all 90 sites = \$6,000

These monies will be used to develop tools/pieces for communicating with parents prior to and during an emergency. Signs will be made in English and Spanish for schools sites to use during an emergency. Brochures will be created, in both English and Spanish, to communicate general information on emergency preparedness and to develop individual school statement inclusions in school handbooks on specific school plans. Infomercials will be developed that will air on the district's cable channel as well as the city of Mesa's channel 11. A website will be developed in both English and Spanish that will be reached via the MPS site. It will contain general information on emergency preparedness as well as specifics. A CD will be made for each school to serve as a back up CD on site that can be used in case of network breakdowns, electricity

outages (used on battery operated laptop), etc.

**Emergency kits**

In order to standardize classroom emergency kits, the attached list was developed by Health Services, Guidance and District Security as a minimum requirement. Mesa Public Schools will pick up the cost of all materials except the buckets and the flashlights. The cost for these two items has been budgeted into the overall Emergency Response Grant Budget.

3800 sets of each of these items will be needed to completely outfit all classrooms and additional locations where students might congregate such as locker rooms, media centers, cafeterias, etc.

The Emergency Response Grant will cover the following expenses

3800 containers/buckets at  each to safely store supplies --   
 3800 flashlights at  each -

These items will be purchased and placed in the buckets/containers but will be covered by District funds and are not included in the grant budget. The cost to MPS is approximately

vinyl gloves – 6 pair
4 X 4 gauze pads – 4
safety pins – 6
first aid tape – roll
band aids – 5
anti-bacterial hand gel - 1
disinfectant wipes – 5
pens – 5
paper – 20 sheets
gallon size plastic bags – 2
quart size plastic bags – 2
life savers – roll
granola bars or crackers – 3 packs
small box Kleenex – 1
whistle – 1
bottled water – 2

**Total Cost Supplies:**

**Cost to Project: \$66,800**

**MPS In-Kind:**

**6. Contractual Services - \$598,500**

**Translation Services- \$12,500**

MPS has undergone a dramatic transformation and currently has large pockets of community where many families do not speak English as the primary language but instead strictly speak Spanish. Since the district views the parents as the first responders, and also as a critical link in their ability to keep students/staff safe, it is essential that communications be in both English and Spanish especially when it involves emergency situations. In light of this, MPS proposes to develop a website with Emergency Preparedness Information and links in both English and Spanish. Signs, brochures, letters, etc. also need to be translated into

Spanish so that all populations involved with Emergency situations know the procedures and protocol. The translation of traditionally all English materials requires a special skill not currently available to MPS. These funds would be used to hire translation services, as needed, to assist in preparing materials and communicating with parents whose primary language is not English.

**Emergency Response Contractor/Consultant/Trainer - \$561,000**  
(Cost includes -\$540,000 + \$21,000 – explanation follows for each)

\$6,000 per school site to be included  
Total number sites 90 X \$6,000/site = \$540,000

The program to be administered in Mesa Public Schools by the contractor selected during the bid process will work with every school within the district, as outlined below. The work takes into account the safety of every child within the schools and brings together the community members to strengthen and improve emergency preparedness, response and recovery methods by creating an improved emergency response and crisis management plan. This will be built around collecting and analyzing a specific set of data at every school. This data will include facility descriptive data, digital imagery, current emergency response plans and regional factors. Once the data is collected and entered into a data base, steps necessary to strengthen the plan will be determined. The services provide will include: orientation, database creation, and pre-plan tactical meetings. The contractor will also be responsible for coordination and scheduling Training sessions for the project stakeholders including the responder community. Each attendee will learn to navigate through the database and retrieve critical information. In addition, a realistic tabletop simulation exercise will be performed. This exercise allows for navigation through the database “under pressure” as to simulate use of the database in a real emergency. Upon completion of the initial training session, The Crisis Management Team will be responsible to schedule practice drills so that the plans can be drilled against, scrutinized for any necessary improvements to accommodate changing needs. .

**Additional training will be provided by the selected contractor. This will include:**

- A) **Critical Incident Planning and Response Team Course** (standard class) - will include district safety team and someone from the Hispanic Liaison.
- B) **Communicating during a crisis class** – for paraprofessionals who speak Spanish and who will be responsible for the translation during a crisis – that curriculum will include the following:
- Understanding Basic Crisis Response
  - Phases of Emergency Management
  - Review District Policies and Procedures to ensure correct translation and appropriate communication with Public Information Officer
  - Mini tabletop to practice roles and responsibilities
- C) **Bio-Emergency/Infectious Disease Response course** – (standard class)  
The safety team and the mental health, health services and security personnel will be incorporated into the preplan tactical meetings and the Bio-Emergency training to address the need for cross training / enhanced communication etc. The district’s pandemic flu response plan will be developed as a continuing part of this particular program.

Each class is 4 hours in length and costs \$7,000 each. The total for these three training sessions will be \$21,000.

**Evaluator - \$25,000**

An independent Evaluator will be hired to work closely with the Project Coordinator and the Director of Research and Evaluation for MPS. The supervision of the evaluation will take place by Joe O'Reilly, Director of Research and Evaluation for Mesa Public Schools, at no cost to the grant. Evaluation costs represent less than 3% of the budget which is reasonable.

**7. Construction \$0**

There are no construction costs associated with the project

**8. Other \$0**

There are no other costs associated with the project

**9. Total Direct Costs \$866,958**

**Restricted Indirect Cost Rate - .0085% -- \$7,369**

**10. Training Stipends - \$2,250**

Mesa Public Schools is experiencing a dramatic transformation in regards to the ethnic composition of the schools. The Hispanic population has grown dramatically and there is a large concentration of parents whose primary language is Spanish and not English. To ensure safety of this audience and their students who attend MPS, it is necessary for the district to have trained translators to assist in emergency situations. The district plans to utilize Hispanic speaking employees to assist in this process. These employees are familiar with the community and are also aware of the overall district policies and procedures. To ensure that they are adequately trained in emergency response procedures, this grant proposes to train 30 Hispanic speaking paraprofessionals in the area of emergency and crisis management protocol. Selected employees will be asked to attend a 4 hour training class where they will participate in tabletop exercises and receive an overview of the emergency preparedness process/procedures/protocol. They will also learn the role that they will be asked to play in such situations. This will be done outside the traditional school day, more than likely, on a Saturday. Since most of these individuals are hourly employees, the district will need to compensate them for their time. A per diem of \$75 per person will be paid. The district plans to train 30 employees.

The Hispanic liaison will also attend the training. In order to ensure sustainability, new employees will be trained by the district, as they are hired. This core training though is expected to provide the district with a solid springboard from which they can continue the same quality of training for years as the numbers will be fewer. This is key to ensuring sustainability.

The cost of all team members attending the training will be covered by MPS. The cost represents a district-rate of \$524.82 per meeting per hour:

4 trainings X  $(b)(4)$  per meeting =  $(b)(4)$   
Quarterly team meetings X  $(b)(4)$  hours each =  $(b)(4)$  per meeting X 6 meetings =  $(b)(4)$

MPS will also cover the cost of health and mental health services representatives to attend the 4-hour bio-emergency/infectious disease training. The cost is estimated at  $(b)(4)$  per hour X  $(b)(4)$  hours =  $(b)(4)$

**Total Training Stipends:**  $(b)(4)$       **Cost to Project: \$2,250**      **MSP In-Kind:**  $(b)(4)$

**11. TOTAL GRANT REQUESTED: \$876,577**

# MESA PUBLIC SCHOOLS

63 East Main Street, #101

Mesa, AZ 85201-7422

Phone: (480) 472-0200

FAX: (480) 472-0489

Q184ED00064

## FAX COVER SHEET

**TO:** Office of Safe + Drug-free Schools

**FAX #** 202-205-5722

**FROM:** Debra Duvall, Superintendent  
Carolyn Grady - Secretary

17 pages

Q184E06 164

# Application for Federal Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 06/30/2008

## Applicant Information

### 1. Name and Address

Legal Name: Mesa Public Schools  
Address: 63 E Main Street, #101

Mesa  
City

AZ  
State

2. Applicant's D-U-N-S Number **078990504**

3. Applicant's T-I-N **866000481**

4. Catalog of Federal Domestic Assistance #: **84 184E**

Title: Emergency Response Crisis Management - A  
Grant Competition to Improve & Strength...

5. Project Director: Mike Kalember

Address: 63 E Main Street, #101

Mesa  
City

AZ  
State

85201 - 7422  
ZIP Code + 4

Tel #: (480) 472-0000 Fax #: () -

E-Mail Address: MIKALEMB@MPSAZ.ORG

### Organizational Unit

Maricopa  
County 85201 - 7422  
ZIP Code + 4

6. Novice Applicant Yes

7. Is the applicant delinquent on any Federal debt? No  
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.)  F

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

9. State Application Identifier:

## Application Information

### 10. Type of Submission:

-Pre-Application

Non-Construction

11. Is application subject to review by Executive Order 12372 process?

No - Program has not been selected by State for review.

13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations? No

Yes (Provide Exemption(s) #):

No (Provide Assurance #, if available):

12. Proposed Project Dates:

Start Date:	End Date:
10/01/2006	03/31/2008

14. Descriptive Title of Applicant's Project:  
Comprehensive Emergency Preparedness and Response Plan

Estimated Funding			
15a. Federal	\$	876,577	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	876,577	.00

## Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative  
Debra Duvall

b. Title  
Superintendent

c. Tel #: (480) 472-0000 Fax #: (480) 472-0489

d. E-Mail Address: DLDUVALL@MPSAZ.ORG

e. Signature of Authorized Representative

*Debra Duvall*



# MESA PUBLIC SCHOOLS

Dear Reviewers:

We are pleased to partner with the City of Mesa, Mesa Police Department, Mesa Fire Department, Maricopa County and Prehab in the development of our proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively develop a plan for our district that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the Crisis Management Team responsible for developing and implementing a system that will adequately serve the 75,000 students and 11,000 staff members of Mesa Public Schools. We welcome the opportunity to work alongside our critical partners to continually identify potential hazards and vulnerabilities, develop a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

As we move forward with this project, we developed the following foundational statements. These statements will guide our activities for the next 18 months as well as into the future. They will be cornerstones for us as we develop and implement a plan that will prepare our district and the Mesa community to deal with potential hazards that we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students and staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully designed plan for crisis management that outlines the most appropriate measures to prevent or mitigate trauma. Identifying potential new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.
- Mesa works together as a community. Our ability to anticipate and respond to a crisis is of the highest importance to the

Diana Dussell, Ed.D.  
Superintendent of Schools

101 East Main Street #100  
Mesa, Arizona  
85201-2452  
www.mpsd.org

(480) 372-9200  
Fax: (480) 477-0489  
Crisis@mps.dnet.org

**GOVERNING BOARD**

John M. ...  
President

Mark ...  
Vice President

Al ...  
Member

Rita ...  
Member

Chris ...  
Member

480-372-9200  
Fax: (480) 477-0489

www.mpsd.org

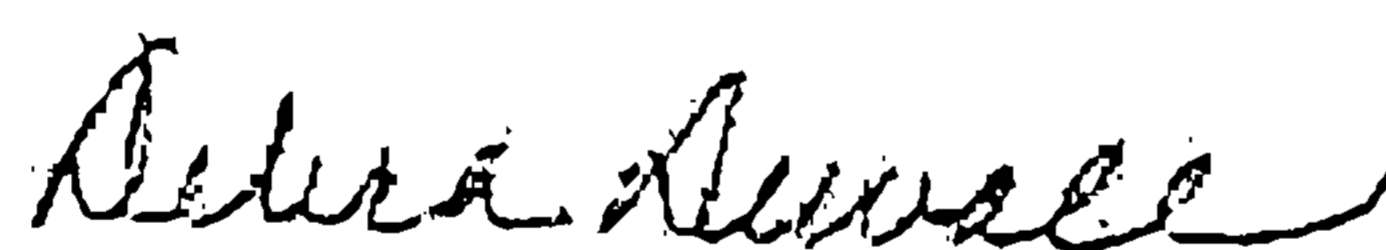
community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

Recognizing that we are a critical partner, we agree to do the following:

- Work closely with our partners to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in an orientation, lead tactical and training sessions to ensure that all team members are thoroughly familiar with the process designed for emergency preparedness, response and recovery. And we will communicate these processes to our parents, students and staff.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team, to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

This project will greatly improve our community's ability to respond most effectively in a time of crisis. I fully support this grant proposal and these efforts to improve the security of Mesa's students, staff, parents and community.

Sincerely,



Debra Duvall  
Superintendent

Q184E060064



**Maricopa County**  
Department of Public Health

Public Health Department  
400 N. Central Ave., 2nd Floor  
Phoenix, Arizona 85004

June 8, 2006

David Shuff  
Deputy Superintendent  
Mesa Public Schools  
1025 N. Country Club Dr.  
Mesa, AZ 85201-3307

Dear Mr. Shuff:

We are pleased to support Mesa Public Schools as well as other community members in the development of the proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical stakeholder on the Mesa Public Schools Crisis Management Team, responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at Mesa Public Schools. We welcome the opportunity to work alongside Mesa Public Schools and the Crisis Management Team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the past 7 years we have worked with Mesa Public Schools on a number of projects including a Mass Vaccination Drill, simultaneously vaccinating students at 6 Mesa High Schools, consultation, training, and exercising with immunizations and prophylaxis of medications, and Weapons of Mass Destruction (WMD) training conferences.

We have enjoyed tremendous success in these areas and look forward to working with Mesa Public Schools on this project. We have also noticed a visible impact this has had on the community as well. This partnership has demonstrated the value that the collaboration of agencies brings to meet the needs of the community.

As we move forward with this project, we agree, as a collaborative team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that we may face in the future.

- The safety of the students and the schools is paramount. We will endeavor to join in the development of a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to develop a carefully designed plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potential new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

Public Health Emergency  
Management  
400 N. Central Ave. Ste 400  
Mesa, Arizona 85201

- Mesa is a thriving community. Our ability to anticipate and respond to a crisis is our responsibility and is critical to our community as well as Mesa Public Schools. Together, we will look ahead to identify potential hazards as well as vulnerabilities. We will work to design a comprehensive plan, implement the plan, maintain the plan, and use it for guidance and direction for the future.

Recognizing that we are a critical community stakeholder we especially agree to do the following:

*As public health officials, we recognize our critical role of protecting the health of the community in the event of a nuclear, biological, chemical, or communicable threat or incident within our community. We have and will continue to work alongside the Mesa Public School nursing/health staff to assist in their development of a standardized treatment protocol for non-life-threatening injuries and establishing triage commands as needed. We will continue our efforts to serve as a communication link between hospitals, schools, and family members.*

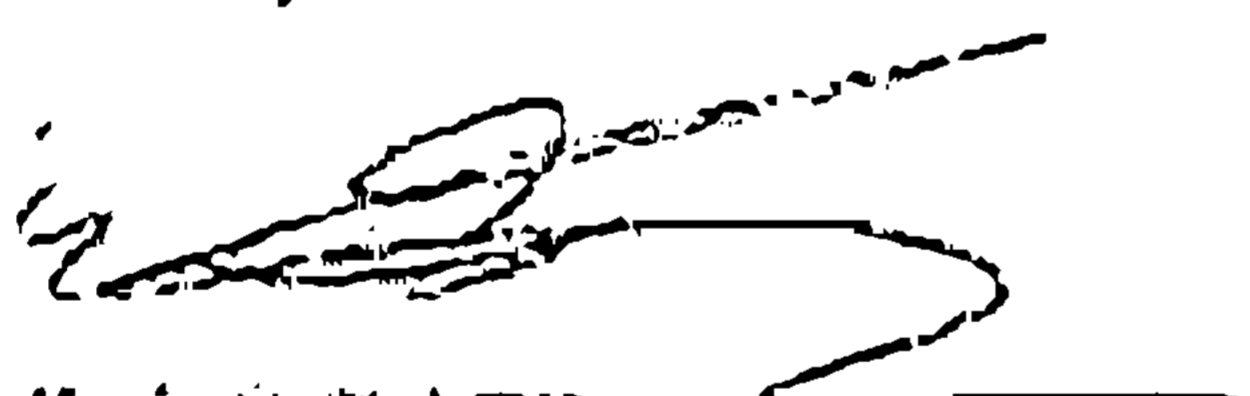
*We also recognize our roles/responsibilities in the areas of crisis management, prevention/mitigation, preparedness, response and recovery that are outlined in the proposal.*

*In addition, we as a member of the Mesa Public Schools Crisis Management Team will:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the Mesa Public Schools Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Please feel free to contact me for further questions or comments at 602-472-2651

Sincerely,



Kevin Neill, MPH  
Director  
Public Health Emergency Management

Q184E060064



Office of the City Manager

June 19, 2006

The City of Mesa is pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition.

Funding of this proposal will have a dramatic impact on the ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

The City is committed to being a member on the Mesa Public Schools Crisis Management Team responsible for developing/implementing a system that will serve the 81,000 students and staff members at Mesa Public Schools. We welcome the opportunity to work with MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students and staff with the highest level of protection possible.

We look forward to a successful partnership with Mesa Public Schools on this important project.

Sincerely,

*Christopher J. Brady*  
Christopher J. Brady  
City Manager

CB:tm

27 East Main Street Suite 750  
PO Box 1466  
Mesa Arizona 85211-1466  
480.644.5333 Tel  
480.644.2175 Fax  
Ⓢ



Mesa Fire Department  
Fire Administration  
115 North Center Street, Suite 115  
Mesa, Arizona 85211-1466

May 31, 2006



The Mesa Fire Department is pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of public safety programs/projects:

- |                                  |   |
|----------------------------------|---|
| Bicycle safety.                  | Car Seat installations                                  |
| Flu Preparedness Task Force.     | PRAISE (home safety)                                    |
| Immunization exercises.          | Drowning Prevention.                                    |
| Junior Fire setter program       | Drivers Safety Program.                                 |
| Baby Sitter 1 <sup>st</sup> Aid. | Family Tree (injury prevention for pre-school students) |
| To name a few                    |   |

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project also.

As we move forward, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the students attending schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully designed plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

115 North Center Street, Suite 115  
P.O. Box 1466  
Mesa, Arizona 85211-1466  
480.646.2101 Tel  
480.646.4470 Fax

Q184E06004



Mesa Fire Department  
Fire Administration  
*(In the Community, Always For the Department)*



- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

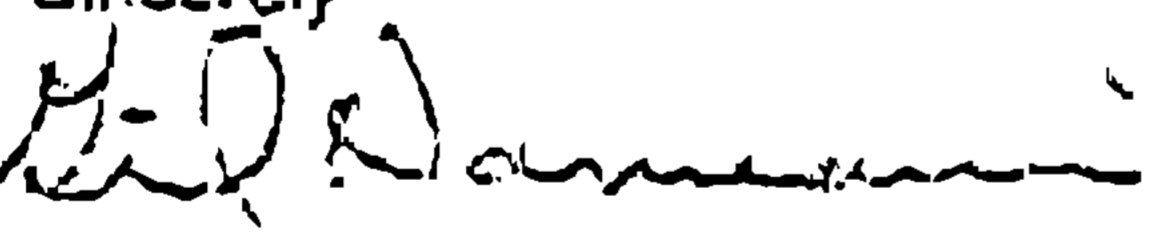
Recognizing that our partnership is critical to the team, we specially agree to do the following:

*As the local fire and emergency medical responder, Mesa Fire Department will lend our expertise to handling emergency situations and will work closely with the Crisis Team to develop a tactical plan for this project. Our officers (fire safety, EMS, Technical Rescue and hazmat) will help identify potential hazards that might otherwise be overlooked and will assist the team in designing prevention and mitigation techniques.*

*We also recognize and accept responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, use the National Incident Response System (NIMS) model to develop pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Sincerely  
  
Gil Diamiani  
City of Mesa Emergency Management

40 North Center Street Suite 115  
PO Box 1466  
Mesa Arizona 85211-1466  
1801.644.2101 Tel  
480.644.4460 Fax  
☺



May 25, 2006

To Whom It May Concern:

We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects including the DARE and GREAT programs, and School Resource Officers in all of our Junior and Senior High schools. We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.
- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.



**Police Department**

130 North Robson • Mesa, Arizona 85201-6697 • 480-644-2211  
An Internationally Accredited Law Enforcement Agency



Q184E060064

Recognizing that we are a critical partner to the team, as the local law enforcement agency we specially agree to do the following:

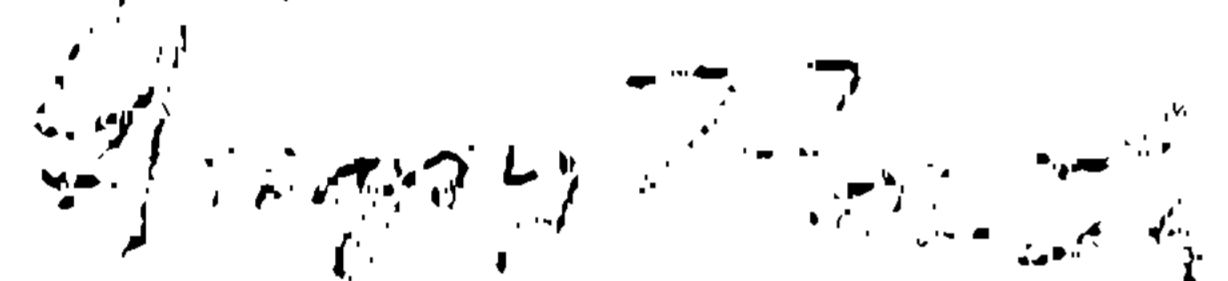
*As the first responder to any crisis situation, we will take the lead position in incident/emergency assessment. We will lend our expertise, knowledge and skill to the project for timely response to emergency situations; and also serve to apprehend perpetrators and command investigations that lead to prosecution.*

*We recognize and accept roles/responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

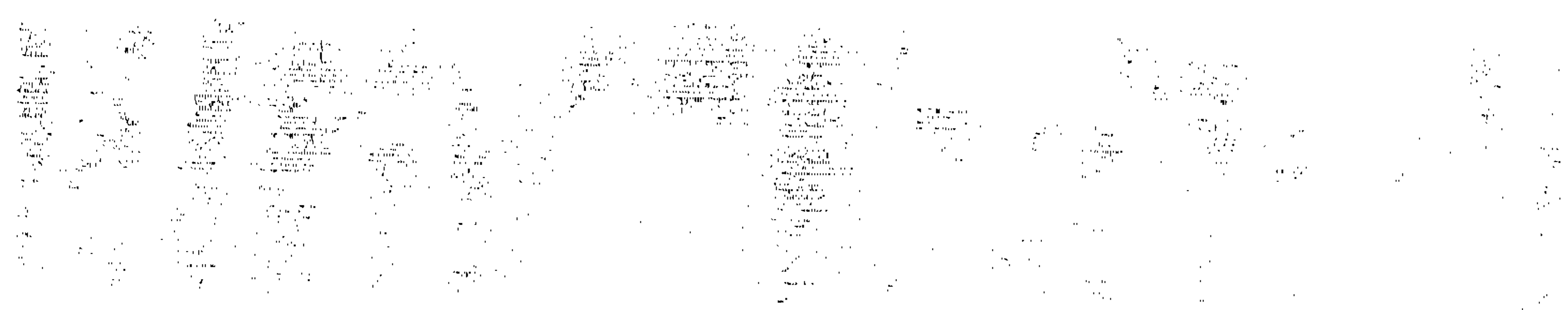
Sincerely,



Gregory T. Fowler  
Interim Police Chief



Police Department  
130 North Robson • Mesa, Arizona 85201-6687 • 480-644-2211  
An Internationally Accredited Law Enforcement Agency



# PREHAB OF ARIZONA

www.prehab.org

*Helping Families... Changing Lives*

## COMMUNITY MENTAL HEALTH

**EXECUTIVE DIRECTOR**  
Name of Executive Director

**BOARD OF DIRECTORS**  
PRESIDENT  
Name of President

**VICE PRESIDENT**  
Name of Vice President

**TREASURER**  
Name of Treasurer

**SECRETARY**  
Name of Secretary

**MEMBERS**  
Name of Member 1  
Name of Member 2  
Name of Member 3  
Name of Member 4  
Name of Member 5  
Name of Member 6  
Name of Member 7  
Name of Member 8  
Name of Member 9  
Name of Member 10  
Name of Member 11  
Name of Member 12  
Name of Member 13  
Name of Member 14  
Name of Member 15  
Name of Member 16  
Name of Member 17  
Name of Member 18  
Name of Member 19  
Name of Member 20  
Name of Member 21  
Name of Member 22  
Name of Member 23  
Name of Member 24  
Name of Member 25  
Name of Member 26  
Name of Member 27  
Name of Member 28  
Name of Member 29  
Name of Member 30  
Name of Member 31  
Name of Member 32  
Name of Member 33  
Name of Member 34  
Name of Member 35  
Name of Member 36  
Name of Member 37  
Name of Member 38  
Name of Member 39  
Name of Member 40  
Name of Member 41  
Name of Member 42  
Name of Member 43  
Name of Member 44  
Name of Member 45  
Name of Member 46  
Name of Member 47  
Name of Member 48  
Name of Member 49  
Name of Member 50

**EMERITUS**  
Name of Emeritus Member 1  
Name of Emeritus Member 2

**ADVISORS**  
Name of Advisor 1  
Name of Advisor 2

**BOARD OF DIRECTORS**  
Name of Board Member 1  
Name of Board Member 2

We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 66,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects such as; Positive Alternatives for Youth (PAY), Positive Alternatives to Gangs (PAG), and At-Risk Kids (ARK). Each of these projects has put us in a unique partnership with Mesa Schools.

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 16 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff of Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate traumas. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.



PREHAB OF ARIZONA • Mesa, AZ 85201 • Phone: (480) 944-4444 • Fax: (480) 944-4444  
PREHAB OF ARIZONA • Mesa, AZ 85201 • Phone: (480) 944-4444 • Fax: (480) 944-4444

Q 184E060064

- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

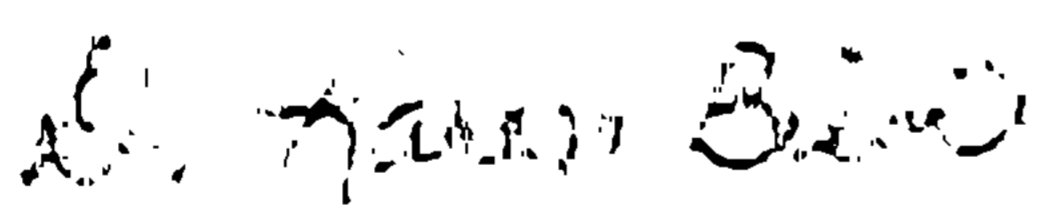
Recognizing that we are a critical partner to the team, as the community mental health agency partner we specially agree to do the following:

*Our trained counselors and mental health providers will offer assistance during the debriefing and post-incident/recovery phase of the project plan. We will work with school staff and students to discover ways to move past the incident and recreate a positive learning environment. We will also work with MPS counselors/staff by assisting them in their efforts identify at-risk students and respond with appropriate counseling activities.*

*We also recognize and accept roles/responsibility for the four areas of crisis management: prevention/mitigation, preparedness, response and recovery as outlined in the proposal.*

*In addition, we as a member of the MPS Crisis Management Team we will also do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in orientation, pre-plan tactical and training sessions scheduled to ensure that all Team Members as well as parents, students and community stakeholders are thoroughly familiar with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring the Plan in light of changing circumstances and work to develop improvements as needed.
- Work, as a member of the team to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.



Dr. Karen Bian  
Director of Educational Services  
PREHAB of Arizona, Inc.

Q 184E 060064



Mesa United Way

157 E. University Dr., Mesa, AZ 85201 • 480-969-9301 • Fax: 480-934-0184  
www.mesaunitedway.org • email: info@mesaunitedway.org

Corporate Cornerstone  
Day Games

Faded vertical text on the left side of the page, likely bleed-through from the reverse side.

June 14, 2006

To Whom It May Concern:

We are pleased to partner with Mesa Public Schools as well as other community members in the development of this proposal for the 2006 Department of Education's Emergency Response and Crisis Management Grant Competition. Funding of this proposal will have a dramatic impact on our ability to respond to and deliver emergency services quickly and effectively during a crisis situation. It will provide us with an opportunity to collaboratively design a common structure/framework that will serve as a cornerstone for further development of a plan for Mesa Public Schools but one that is integrated into a community-wide Emergency Response and Crisis Management Plan.

We are committed to being a critical member on the MPS Crisis Management Team responsible for developing/implementing a system that will adequately serve the 86,000 students and staff members at MPS. We welcome the opportunity to work alongside MPS and the team to continually identify potential hazards/vulnerabilities, develop/implement a comprehensive emergency plan that will allow us to better respond to those hazards, and consistently revise and update the plan to meet new needs.

Over the years we have worked with MPS on a number of projects and have benefited from a strong collaborative relationship.

We have enjoyed tremendous success in these areas and look forward to working with MPS on this project, also.

As we move forward with this project, we agree, as a team, to the following foundational statements. These statements will guide our activities for the next 18 months as well as for years into the future. They will be cornerstones for us as we develop and implement a plan that will prepare Mesa Public Schools and our Mesa community to deal with the potential hazards that together we may face in the future.

- The safety of the schools within Mesa is of utmost importance. We will endeavor to develop a plan and community-wide system that will enable us to preserve an atmosphere that is conducive to learning while providing students/staff at Mesa Public Schools with the highest level of protection possible.
- Anticipating potential hazards and vulnerabilities is absolutely necessary to developing a carefully design plan for crisis management that outlines the most appropriate measures to prevent and/or mitigate trauma. Identifying potentially new hazards, consistently evaluating our vulnerabilities, and updating the plan on a regular basis will be critical to sustaining this protection.

*Increasing the ability of the people of our community to care for one another and ensuring that care services for children, the disabled, the elderly, and the needy are available in our community.*

Q184E060064

- Mesa is a community. Our ability to anticipate and respond to a crisis is of the highest importance to the community as well as MPS. Together we will look ahead to identify potential hazards as well as vulnerabilities. Together we will work to design a comprehensive plan that, as a team, we will implement and oversee. This plan will be a springboard for the future.

Recognizing that we are a partner and will work closely with the MPS Crisis Management Team we specially agree to do the following:

*Work closely with Mesa Schools' to communicate and coordinate social services.*

*In addition, we are also committed to do the following:*

- Work closely with Mesa Public Schools to develop a comprehensive Community Emergency Preparedness and Response Plan.
- Participate in any meetings/activities designed to familiarize us with the process designed for emergency preparedness, response and recovery.
- Work with other members of the MPS Crisis Management Team to gather and process necessary data.
- Participate in monitoring our roles in emergency preparedness and implementation of an emergency plan in light of changing circumstances and work to develop improvements and make changes as needed.
- Work, with the team, to identify potential new hazards and vulnerabilities and annually update the comprehensive plan.

Best regards,



Carol McCormack  
President/CPO

je

Q 184E060064

**XIII. Competitive Preference Qualification Assurance:  
Priority 1**

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**Competitive Preference Priority 1:** Under this priority, we give a 10 point competitive preference to applications from LEAs that (1) have not yet received a grant under this program and (2) are located in whole or in part within Urban Areas Security Initiative (UASI) jurisdictions, as determined by the U.S. Department of Homeland Security. An applicant must meet both criteria to be eligible for this preference. Under a consortium application, all members of the LEA consortium need to meet both criteria to be eligible for the preference. Applications submitted by educational service agencies (ESAs) are eligible for the competitive preference if each LEA to be served by the grant meets both criteria.

**As the duly authorized representative, I certify that all LEAs to be served under the grant meet the following conditions:**

All LEAs are located within the Urban Areas Security Initiative Jurisdiction of:

Phoenix, Arizona  
City, State

None of the LEAs to be served by the grant have previously received funding under the ERCM program either as the lead LEA or as a part of a consortium of LEAs.

**Please list the name and location (city and state) of all LEAs to be served by the grant:**

Mesa Public Schools  
Mesa, Arizona 85201-7422

Debra Ruwall  
Signature of Authorized Certifying Official

Mesa Public Schools  
Applicant Organization

Superintendent  
Title  
6/14/06  
Date Submitted

Q 184E 060064

**XII. Program-Specific Assurance**

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 205-5722 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

As the duly authorized representative, I certify that the LEA:

1. Has contacted the State and/or local emergency management agency and will coordinate emergency planning efforts with the State and/or local Homeland Security Plan;
2. Will work with community partners to complete all Fiscal Year 2006 National Incident Management System (NIMS) requirements by the end of the grant period;
3. Will work to develop emergency response plans that address the needs of disabled students; and
4. Will develop a written infectious disease plan that includes pandemic influenza.

*Alicia Ruvalcaba*  
Signature of Authorized Certifying Official

*Superintendent*  
Title

Mesa Public Schools  
Applicant Organization

*6/14/06*  
Date Submitted