

Nenahnezad Community School

Continuity of Operations Plan



Nenahnezad Community School

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Everyone is a teacher in the pursuit of lifelong learning.

List of Revisions

Revision Number	Purpose / Change	Author	Date
1*	Update for FY2025 requirements and staff changes	C. O'Banion	September 2025
2	Update for new principal	C. O'Banion	February 2026

*The definitive original of this document is the electronic version [housed in the OneDrive/SharePoint of the current principal.] Any physical copies produced from this digital file are considered duplicates.



SY 2025-2026

Safe Schools Planning: Continuity of Operations Plan (COOP)

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Program Authority

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11. These directives are detailed in the Continuity of Operations Plan for Indian Affairs, Regional Office, which serves as the overarching authority for this guide. A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, Management of Domestic Incidents. It provides a unified approach to managing emergency incidents. Other federal authorities include:

- Homeland Security Presidential Directive 8, National Preparedness
- Executive Order 13347, Individuals with Disabilities in Emergency Preparedness
- 41 CFR 101-20, Management of Buildings and Grounds
- 444 U.S. Department of Interior Manual 1, Physical Protection and Building Security
- 375 U.S. DOI Manual 19, Information Technology Security
- No Child Left Behind, Public Law 107-110
- Title IV – 21st Century Schools Safe and Drug-Free Schools Act

Schools should determine what tribal, state, and local authorities apply in their locations.

COOP Objectives

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

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

Continuity of Operations Plan (COOP) Template

The purpose of a COOP is to plan how a school will continue to operate when the primary facility is inaccessible or lacks the critical infrastructure required to conduct business for any length of time.

DIRECTIONS: Below are questions that needed to be considered in developing this Continuity of Operations Plan (COOP). This template is created in an open-ended manner recognizing that each school site will has unique considerations.

IDENTIFYING ESSENTIAL ACTIVITIES AND FUNCTIONS – What are the functions that are essential to running the school (e.g. finances, human resources, management support, and information technology)?

1. What is the name and address of the primary alternative school site?
Upper Fruitland Chapter House, Walter Collins Bldg. Off N36, Upper Fruitland, NM
2. Description/Details of how to get there.

The evacuation will proceed off the campus via N504, turn right at the stop sign, left at the next intersection on N36, go to the second right-hand turn and follow the road through the single lane tunnel to the Chapter House, on the north side of N36.

3. Can the school operate without:

Electricity: Yes

Heat in winter: No

Ability to process payroll: Yes

Access to budgets and purchase orders through a computer system: Yes

4. For all of the “no’s” in question three, explain what your school would do in the event that a disaster harmed any of the systems above.

Dismissal and transport students home in the event that a long term loss of services prevents the availability of water, restrooms, heat or AC, cafeteria services (>2 hours)

A. If there was no electricity, then the school will continue to operate on generator power.

B. If there was no heat in winter, then.....

Monday through Friday, it might be necessary to cancel/close the school early.
For long term loss (>2 days) the school would provide transportation for staff

and students to the alternative location (Upper Fruitland Chapter) or provide virtual instruction for students. If an emergency situation occurred after school hours, the principal would be contacted. In turn, the principal would contact the supervisors and leadership team leaders in all departments. If class is continued, transportation would be provided for students to and from the alternate location.

C. If we could not process payroll normally, then.....

Payroll would be processed from the alternative site: Upper Fruitland Chapter or the Bureau of Indian Education Facility (Shiprock ERC). Payroll is a web-based system.

D. If we could not access budgets or create purchase orders, then.....

Financial documents and reports would be processed from the alternative site: Upper Fruitland Chapter or the Bureau of Indian Education Facility (Shiprock ERC). Payroll is a web-based system.

IDENTIFYING INFORMATION TECHNOLOGY SYSTEMS – How will IT services be provided after an emergency situation occurs?

5. Describe how your school backs up electronic files.

School/Dormitory School's electronic files are backed up utilizing MS OneDrive and external storage devices, such as USB jump drives and hard drives. All staff members that need to backup electronic files including the Principal, the Registrar, the Business Manager, and the teachers have been trained to manually back up their important electronic files on a daily basis utilizing external devices or the DOI MS OneDrive system. Manual backups are conducted weekly for the school's servers utilizing external hard drives

A. Does your school use a lock box? No

B. Does your school have an online backup service? Yes

C. Does your computer equipment have backup battery power? Yes

D. If your school does not currently back up electronic files, describe your next steps for developing a procedure to do so.

As mentioned above, all staff members are trained and encouraged to back up electronic files on a daily basis using external devices.

IDENTIFYING VITAL RECORDS – Vital records are those that contribute to the continued functioning or reconstitution of an organization during and after an emergency.

6. The table below lists the vital records, where they are stored, who is responsible for them, and where copies are maintained off-site. Completed with **School/Dormitory's** information.

VITAL RECORD	WHERE THEY ARE STORED ON-SITE	PERSON RESPONSIBLE FOR THEM	LOCATION OF OFF-SITE STORAGE
Emergency Preparedness Plan	Administrative offices	ALL Staff	School Website
Orders of Succession	Principal		
Delegations of Authority	Memo: Delegation of Authority (Posted in Front Office & Appendix-A)		
Staffing Assignments	Principal		
Program records needed to continue critical operations	Administrative offices	-Registrar -Secretary	Bureau of Indian Education
Policy or procedural records to conduct operations under emergency conditions and for resuming normal operations after an emergency	Administrative offices	Principal	Website
Personnel Records	Business Office	Business Technician	Human Resources, Albuquerque, NM
Navajo Labor Relation	Business Office	Principal Business Technician	Human Resources, Albuquerque, NM
Property Records (blueprints, records of renovations, major equipment purchases, insurance)	Business Office Facility Office	Business Technician; Registrar Maintenance Worker; - Shiprock Facility Office	Bureau of Indian Education - Property

SUCCESSION PLAN – Who will assume leadership position of the principal if their management team are unavailable during a crisis?

7. When the **Principal is not available during a crisis, acting delegation takes place.** The alternates will continue to act in the emergency role until the principal returns or until normal operation resumes, whichever comes first.
8. (Based on the specific and severity of the incident, all individuals on the Delegation of Authority will work together and will determine who will be the 1st, 2nd, and 3rd alternates and what specific roles and responsibilities they will assume).

PRINCIPAL: Vickie Blackwater
FIRST ALTERNATE: Clifton O'Banion
SECOND ALTERNATE: Nellie McCarty

HUMAN RESOURCES DURING AN EMERGENCY – How will the emotional needs of students, staff and their family members be addressed after an emergency? The school counselor is in charge of crisis response and follow-up.

9. Staff with training in counseling or a related field. (See Appendix C: Grief Counseling Process)

STAFF NAME	TRAINING
Clifton O'Banion	School Counselor
San Juan Co. School Mental Health Task Force will assist when activated	

PROVIDING BUSINESS MANAGEMENT SERVICES DURING AN EMERGENCY – How will the school provide business management services during an emergency?

The staff who will ensure business management services occur after an emergency.

BUSINESS MANAGEMENT SERVICES	RESPONSIBLE PERSON	TITLE	PROCEDURES
Rerouting mail and delivery services	Karen White	Clerk	Reroute to Bureau of Indian Education,
Forwarding incoming telephone calls or establishing new telephone service	Leo Dayish	IT	Ensure automatic messaging routes to staff cell phones
Initiating emergency purchases	Sonja Begay	Business Technician	Utilize Charge Card for necessary purchases
Accounting for all expenditures related to the emergency response	Sonja Begay	Business Technician	Charge Card Statements Receipts of Purchases
Purchase of basic office supplies and equipment	Carm Lee	Registrar	Charge Card
Other			

PERSONAL CONTINGENCY PLANS –

- a) Personal contacts (One Call Now system)
- b) Transportation arrangements
 - a. All Bus Drivers will drive the buses to the designated loading area (North side of the Gym).
 - b. If Bus Drivers are not available, alternate drivers are:
 - i. Valentine: A substitute will take over supervision of his class.
 - ii. O'Banion
 - iii. Shawnel Begay
 - c. GSA Drivers (3 vehicles)
 - i. Principal/Business Technician
 - ii. Kitchen Staff
 - iii. Maintenance/Custodians/Janitors
- c) Equipment or supplies to be transported

- a. Principal: Radios, Master Key, COOP, and EOP
- b. Business Technician: Radio, AHERA Binder, Credit Cards, Keys (School, Bus, GSA, and Housing)
- c. Registrar: Radio, Student Listing (with all parent/guardian contact #s)
- d. Bus Drivers: Radio and Bus Storage Shed Keys (GSA & Bus Keys)
- e. Kitchen Staff: Radios, Water, and Snacks
- f. Teachers: Radios, First aid kit, and Record Book
- g. Ed Techs: Radios and Record Book
- h. Janitors: Radios, Antibacterial Hand Wipes, Trash Bags, and Toilet Paper
- i. Maintenance: Radio, Keys, and Site Maps
- j. Security: Radio and Keys

- d) Other personal commitments that may conflict with their duties as a team member during the emergency.
 - a. All extra staff members will serve as chaperones and assist the teachers in ensuring that all students are supervised and monitored to behave in a respectful and well-behaved manner.

10. Personal Contingency Plans for the members of the Emergency Management Team will be submitted by Facilities to Administration and stored on the OneDrive

NOTIFYING AND ACCOUNTING FOR EMPLOYEES - staff will be accounted for at alternate school site (e.g. take staff role call at alternate site):

11. Principal/Delegate of Authority individuals will take a roster sheet to the alternative site. Principal/Delegate of Authority individuals will account for all staff at the alternative site. Each Teacher, Ed. Tech. and Support Staff will take their attendance record with them to the alternative site and will provide a head count of students. If the relocation occurs during a school day, Teachers and Ed Techs will account for all students prior to leaving the primary location and again upon arrival at the alternative location. **This will be done on the E3 app.**

COMMUNICATIONS PLAN - school staff, EPA, parents and community will be notified of an event affecting normal school operations.

ACTION	RESPONSIBLE PARTY (name, title)	METHOD OF COMMUNICATION (how)
Contact the EPA/ADD about the emergency	Principal; Delegate of Authority person(s) (in the absence of Principal)	Cell phone Land Line
Contact emergency support personnel (fire department, police), as necessary.	Principal; Delegate of Authority person(s) (in the absence of Principal)	Cell Phone Land line
Contact absent students and staff.	O'Banion	Land Line Cell Phone

		OneCall
Inform parents and community.	Principal; Delegate of Authority person(s) (in the absence of Principal)	Message on Radio (KTNN/KNDN) Message on KOBTV Phone Calls Flyers/Notices to Parents Text Messages Sign Posted at Entrance/on Doors
Contact outside media.	Principal / EPA	Land Line Cell Phone

RECONSTITUTION OF OPERATIONS STRATEGY – determination of when it is safe to return to the school site and reinstate regular school processes.

12. Depending on the severity and the circumstances and all the outside emergency personnel that are involved, the **Principal or Delegation of Authority person(s)** will consult with the main facilities personnel, Law Enforcement Officer, Fire Department Personnel, Navajo Region Safety Specialist, BIE School Safety Specialist to determine when it is safe to return to the school site and reinstate the regular school processes.

TRAINING EMPLOYEES ON THE COOP

12. When will employees be trained on the COOP?

Beginning of each school year

13. Who will conduct the training?

A. The Safety Committee – Representative from every Department

Vickie Blackwater – Principal
Cliff O'Banion – School Counselor
Roselyn Jim- School Custodian
Surrina Whitehorse. – Transportation Department
Ryan Sabaque– Collateral Duty Safety Officer
Gen Nakai– Food Service Department

Advisement Members

Savanah Six - BIE School Safety Specialist
Humberto Noveron - BIE Safety Manager

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

Bomb Threat Checklist

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

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

Other Information:

School Phone Tree

The school uses One Call Now and E3 apps for emergency response, recovery, and communications.

Appendices

A: Copy Letter of Delegation

Appx A: Delegation



Growing students with eyes to the future and hearts in the past

Nenahnezad Community School
PO Box 337, Fruitland, NM 87416
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Website: <https://nns.bie.edu/>

Date: January 29, 2026

RE: Delegation

From: Vickie Blackwater/Principal *Vickie Blackwater*

TO: Nenahnezad Community School Staff

This is official notification to all staff in cases I am away from campus for School Year 2025-26.

The following will be designated as Acting Principal and make administrative decisions as necessary, with the exception of approving leave.

1. Mr. Clifton O'banion
2. Ms. Nellie McCarty

Thank you for your cooperation, and ensuring we operate an effective school.

