

**Pleasant Hill School District #1**

# **Emergency Response Plan 2017**

## **Introduction:**

This Emergency Response Plan (ERP) contains policies and procedures to follow before, during and after an emergency. The ERP integrates emergency preparedness activities into one document. It is the focal point for schools planning and preparedness procedures.

This ERP and supporting materials, is a guide to how the school conducts all hazard responses, and should be followed by all the administrative staff, teachers, and students. This plan is intended to capture specific authorities and best practices for managing incidents from the serious but purely local, to a large scale community or regional event, or catastrophic in nature.

This document does acknowledge that emergencies and disasters are unique occurrences, which require specific resources dependent upon the type, nature and extent of emergency. In that regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

This ERP was prepared by a local committee of law enforcement and fire department personnel and approved by senior school administration, whereas enabling activities contained within this document to be performed within the school's capability. Furthermore this ERP has been distributed internally within the school and district, and with external agencies that may be affected by its implementation.

## **Purpose:**

The purpose of the School Emergency Response Plan (School ERP) is to identify and respond to incidents by outlining the responsibilities and duties of schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the school has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate,

prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The school regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining and exercising the school ERP increases the school's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### **Scope of the Plan:**

The School Emergency Response Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

### **Definitions**

**Incident:** An incident is an occurrence of natural, technological, or human-caused that requires a response to protect life or property that is limited in scope.

**Emergency:** An emergency is an incident that is larger in scope and more severe in nature in terms of actual or potential effects than an incident. Emergencies in most cases will require assistance from outside agencies that could include local law enforcement and/or emergency services.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to nature, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

## **School Board Policy Statement**

The School Emergency Response Plan operates within the framework of the School Boards Policies and Procedures, and has been approved by that board.

## **Situation Overview/Hazard Analysis Summary**

### **School Population**

The School's current enrollment and campus layout. These students are supported by a committed staff and faculty consisting of:

- Teachers and specialists
- Administrators
- Office/support staff
- Instructional Assistants
- Cafeteria staff
- Maintenance, transportation, and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. This is also kept in a printed format so it is still available if power is lost.

The school is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs will be noted however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an

incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with special needs along with their schedules can be found in the master list. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are listed as well.

## **Building Information**

A map of the buildings and grounds annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in this plan. All staff members are required to know these locations as well as how to operate the utility shutoffs

## **Hazard Analysis Summary**

The school is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table on the following page briefly discusses the school's high-priority hazards including flood, severe storm, fire, intruder, and acts of terrorism.

**Table 1. High-Priority Hazards**

<b>Flood</b>	Floods are a very common event in Oregon. Normally there is a large lead time in floods, but for some schools you can not rule out floods due to dam collapse during a major natural disaster
<b>Natural Disaster Event</b>	<p>Lane County and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by the school, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p> <p>In recent news it has been made clear that Oregon has a very high risk of a major earthquake. The subduction zone running through the state has been very active and a number of warning</p>

	have been issued to its potential.
<b>Fire</b>	Fire hazards are the most prevalent types of hazard. Although most are preventable they do happen and the school should be fully prepared. This also includes fire that threaten the school from outside such as a grass, vehicle or forest fire.
<b>Chemical</b>	Similar in nature to a fire the school should be fully prepared in case of a major chemical leak or hazardous materials spills.
<b>Intruder/Active Shooter</b>	This topic has become very important in recent years. Starting with the Thurston High School shooting, and many more since then. Most schools have now received some type of formal active shooter training and response using the ALICE protocols and other follow-on programs. This school, like any school, is vulnerable to intruders.
<b>Civil Disturbance</b>	While there is a very low chance of this occurring in our school, there could be situations where a disturbance might flow over to a school campus.
<b>Terrorism</b>	Our School like other public institutions, is vulnerable to terrorist activity. While most of our rural school seem far enough out of the way for this to occur it still remains a threat to any school.

## Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Our school fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Our school is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff.

Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. In addition, our school requires all visitors to enter campus through the main office, sign in, and then display a visitor badge.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Our schools have taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

## **Planning Assumptions and Limitations**

### **Planning Assumptions**

Starting the planning assumptions allows your school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request a dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School ERP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

## **Limitations**

It is the policy of our school that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, our school can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## **Concept of Operations**

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

## **National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.



Our school recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Our school works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). **All staff who assume roles described in this plan will receive ICS-100 training or ICS 100-SCA.** Both of these courses are a web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.
- All persons assuming roles described in the basic plan or annexes should take the IS-700 course.
- Participate local government's IMS preparedness program and incorporate the school into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## **Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, our school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events as directed by the school principal or their designee.**

The Incident Commander at your School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified

individual will assume command until relieved by a qualified Incident Commander.

## **Initial Response**

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School ERP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

## **Organization and Assignment of Responsibilities**

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School ERP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

## Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff.

However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

## Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this ERP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.
- **Establish an Incident Command Post. There is generally only one ICP for each incident, but there should always be an ICP established. It should be located in a strategic location outside the potential hazard zone, but within close proximity to the incident location. The ICP may also be located at a designated emergency response vehicle.**

## Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

## **Instructional Assistants**

Responsibilities include assisting teachers as directed.

## **Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **School Nurses/Health Assistants**

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

## **Custodians/Maintenance/ Transportation Personnel**

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.
- Bus Drivers for emergency transportation ( required by law to be CPR certified)

## **School Secretary/Office Staff**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Assist in documenting the incident, including changes in incident.

## **Food Service/Cafeteria Workers**

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

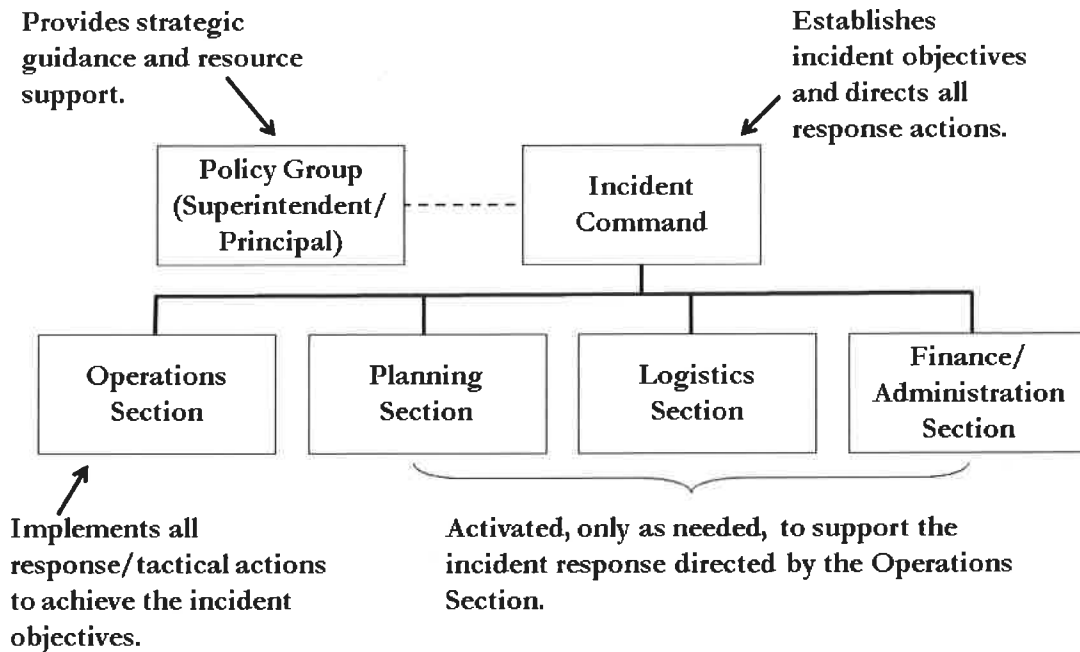
## **Direction Control and Coordination**

### **School Incident Command System (ICS)**

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School ERP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities.

The ICS is organized into the following functional areas:



**Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- **Establish and manage the Command Post**, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.

**Operations:** The operations section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. The operations section also documents all activities.

As needed, the types of teams described in the following table may be established within the Operations Section.

### Operations Section Teams

<b>Search &amp; Rescue Team</b>	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>• Identifying and marking unsafe areas.</li> <li>• Conducting initial damage assessment.</li> <li>• Obtaining injury and missing student reports from teachers.</li> </ul>
<b>First Aid Team/ Train Staff</b>	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>• Setting up first aid area for students.</li> <li>• Assessing and treating injuries.</li> <li>• Completing master injury report.</li> </ul> <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/ Shelter/Care Team</b>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for</p> <ul style="list-style-type: none"> <li>• Accounting for the whereabouts of all students, staff, and volunteers.</li> <li>• Setting up a secure assembly area.</li> <li>• Managing sheltering and sanitation operations.</li> <li>• Managing student feeding and hydration.</li> <li>• Coordinating with the Student Release Team.</li> <li>• Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>



<b>Facility &amp; Security Response Team</b>	<p>The Facility &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>• Locating all utilities and turning them off, if necessary.</li> <li>• Securing and isolating fire/HazMat.</li> <li>• Assessing and notifying officials of fire/HazMat.</li> <li>• Conducting perimeter control.</li> </ul>
<b>Strike Team</b>	<b>Potential Responsibilities</b>
<b>Crisis Intervention Team</b>	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> <li>• Assessing need for onsite mental health support.</li> <li>• Determining need for outside agency assistance.</li> <li>• Providing onsite intervention/counseling.</li> <li>• Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning, The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>• Setting up secure reunion area.</li> <li>• Checking student emergency cards for authorized releases.</li> <li>• Completing release logs.</li> <li>• Coordinating with the Public Information Officer on external messages.</li> </ul>

**Planning Section:** Collects, evaluates and disseminates information needed to measure the scope, size, and seriousness of an incident, and plans appropriate incident management activities. This section will also help with documenting the incident.

**Logistics Section:** Supports the IC operations by securing and providing needed personnel, equipment, facilities, and services required for incident resolution.

**Finance/Administration:** Oversees all financial activities including purchasing necessary supplies, tracking incident costs, and recovering school records as needed.

**As mentioned above it will be up to the Incident Commander as to what function area of the ICS sections to establish during any incident.**

## **Community Emergency Operations Plan (EOP)**

The Lane County Sheriff's office maintains an county wide Emergency Operations Plan (EOP) to address hazards and incidents. Our school ERP has been developed to fit into the county EOP in the case of a large-scale incident.

## **Coordination With First Responders**

An important component of our school ERP is a set of interagency Agreements and or understandings with various county agencies to aid timely communication.

These agreements help coordinate services between the agencies and the School District. Various agencies and services include county governmental agencies such as law enforcement, and fire departments.

The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community, to include use to the school facilities as area emergency shelter.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command Structure.

In a unified command structure, each contingent ( school, fire, law enforcement, etc) retain control of their personnel, and work towards the common goal established by the unified command group.

## **Source and Use of Resources**

The school will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members

May be trained to assist if called upon and available after , an incident occurs. Items that will be needed include the following;

**First aid kit and sanitation supplies:**

First aid kits designed by FD  
Toilet paper, and portable toilets  
Personal hygiene items

**Shelter in place supplies:**

Tarps, hammers, nails, rope, blankets. **Most schools have wood shops or maintenance shops that would contain materials and supplies for sheltering in a damaged building or making repairs**

**Food/water supplies:**

Storable food/water supplies that will cover staff and students for up to 72 hours. Equipment or materials needed to store or serve these items. Most schools have food services. **The food services section should maintain a rotating stock of non-perishable canned, or dried food that can be used during an emergency or incorporated into the normal rotation of food stores. In addition to the food a method to cook or heat these food items in the event of the loss of power.**

**Safety equipment:**

**Classroom**

(1)Heavy gloves for debris removal  
Flashlights  
(1)Safety vest for each staff member so they can easily be identified  
(1)Small first aid kit/ space blanket  
One 5 gallon bucket with lid/ bucket liner

**School**

Safety Vests for all staff  
Flashlights with batteries  
Glow Sticks  
Dust Masks  
Battery Radio  
Trauma First Kit(s)  
Generator- Small to power IC

**Communications supplies:**

Radios for school and district staff

Supplies to re-charge cellphones in the event of power outage

**Each school will do a complete inventory of supplies and keep those records so they could be used by the Incident Commander if needed during an event.**

**Communications**

Communication is a critical part of incident management. This section outlines The school's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

**Communication Between Staff/Faculty Members**

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Mass Text Messaging to specific user groups**
- **Smartphone based applications such as Facebook Messenger, Voxer, others.**
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

## Communication With the School District Office

The Incident Commander will use whatever means they have to stay in touch with the school district staff and other schools in the district to help coordinate emergency response needs. It is possible that schools might require additional assistance from other schools until emergency services are able to respond. **In a major event each school may have an incident commander for that school, and the district staff providing a main Command Center, with the Superintendent or designee acting as the overall Incident Commander.**

## External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from the School about the incident, what is being done about it, and the safety of the children and staff.

## Communication With Parents

Before an incident occurs, our School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Response Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the school will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Website address, or recorded hotline where parents can receive updated incident information.

- Inform parents and students when and where school will resume.

## **Communication With the Media**

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

## **Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The school should Participate in an annual exercise with the first responders to practice effective coordination and,transfer of command.

## **Communication Tools**

Some common internal and external communication tools that our school may use include the following:

- Standard telephone: The school should designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the homepage of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents --- for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

### **Plan Development, Maintenance, and Distribution**

The Core Emergency Response Planning team is responsible for overall maintenance and revision of this plan. This team once designated, should be responsible for coordinating and exercising the plan at least once a year.

The School Board and Superintendent are responsible for approving and promulgating this plan.

### **Plan Review and Update**

The basic plan and its annexes should be reviewed each year by the core planning team, along with local emergency service personnel. At this time the plan will be updated for any new changes to threat hazards, resources and capabilities, or in the school structure. The plan can also be reviewed after any deficiencies have been identified during exercise drills.

## **Hazards and Threat Specific Annexes**

The hazard specific annexes provide unique procedures, roles and responsibilities that apply to a specific hazard.

### **NATURAL HAZARDS Floods, Earthquakes, Weather Events, Fire Annex**

#### **PURPOSE**

Natural hazards can happen at any time. Some weather events can be predicted, as well as flooding. In most cases the school will have some advanced warning. Earthquakes, and some weather events come with little to no warning. The purpose of this annex is to ensure that there are procedures in place to protect staff/students, and school property in case of a Floods, Earthquakes, Weather Events, Fires.

#### **SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to these types of events near or on school grounds.

#### **CORE FUNCTIONS**

The Lane County Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the ERP and implement the Incident Command System.

Earthquakes normally come with little to no warning. The magnitude of the earthquake will determine the level of emergency response needed for this event. The School Superintendent and or Principal will determine the best course of action to take.



Weather Events will normally come with warnings from the National Weather Service or Lane County Emergency Services. There are very remote chances of tornados in our area, but in the event of a major weather event the School Superintendent and or Principal will determine the best course of action to follow.

Fire in the school is normally addressed through regular fire drills. Fires that develop outside the school property, such as forest fire are a different type of event. These types of fire can come with some warning from local government agencies, but there are times they come with little warning at all. In the event of a fire the School Superintendent and or Principal will determine the best course of action to follow.

### **Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

### **Activating the ERP**

The Superintendent or Principal will determine the need to activate the ERP and designate an Incident Commander.

### **Incident Commander Actions**

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Notify local law enforcement and all emergency response agencies of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site
- Delegate a search team to ensure that all students have been evacuated.

- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine Whether school will be closed or remain open.
- Document all actions taken.

### **Incident Management Team and Section Chiefs Actions**

- Monitor radio and Internet for flood/ weather information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

### **Staff Actions**

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

## **Bus Driver Actions**

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding or earthquake.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.