

North Santiam School District Emergency Operations Plan

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Revised 8/25/2022



FEMA



North Santiam School District Emergency Operations Plan

INTRODUCTION

A. Purpose of the Plan

The purpose of the North Santiam School District Emergency Operations Plan (District EOP) is to identify and respond to incidents by outlining the responsibilities and duties of NSSD and its employees, students, and families at each of its seven campuses. Developing, maintaining, training, and exercising the plan will empower everyone involved 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 incident. This Plan provides parents/guardians and other members of the community with assurances that NSSD has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing 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 threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. NSSD regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

B. Scope of the Plan

The NSSD Emergency Operations 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 threat/hazard vulnerabilities and responses/recovery.

1. Definitions

- a. **Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
- b. **Incident:** An Occurrence, caused by either human action or natural phenomena, that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The Superintendent or designee and Principals shall have the authority to

determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

- c. **Threat:** A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.
- d. **Vulnerability:** Characteristics of the school that could make it more susceptible to the identified threats and hazards.

2. School Board Policy Statement -

- a. The NSSD Emergency Operations Plan operates within the framework of NSSD School Board policy. Instruction on dealing with fires, earthquakes, safety threats, and preparation drills for students shall be conducted each school month.
 - i. At least one drill on earthquakes and two drills on safety threats shall be conducted each year. Fire drills shall be conducted monthly per State Fire Marshal and ORS codes.

C. Situation Overview

1. School Population

- a. NSSD current enrollment is approximately 2200 elementary, middle-school, and high school students located on seven campuses. Schools are listed below.
- b. NSSD is committed to the safe evacuation and transport of students and staff with access and functional needs, which 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).
- c. The district's current enrollment of students with access and functional needs is approximately 35; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc

2. Building Information

NSSD is located on 7 campuses, and one other facility.

- | | |
|--------------------------------|--------------------------------|
| a. Stayton High School | 757 W. Locust St. Stayton, Or. |
| b. Stayton Middle/Intermediate | 1021 Shaff Rd. Stayton, Or. |
| c. Stayton Elementary School | 875 N. 3rd Ave. Stayton, Or |
| d. Sublimity Middle School | 376 E. Main St. Sublimity, Or. |
| e. Sublimity Elementary | 431 E. Main St. Sublimity |
| f. Mari-Linn School | 641 5th St. Lyons, Or |
| g. Locust St. Academy | 755 W. Locust St. Stayton, Or. |
| h. NSSD Admin Bldg | 1155 N. 3rd Ave. Stayton, Or. |

3. Threat/Hazard Assessments Summary

NSSD is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The following table page discusses NSSD's high-priority threats/hazards of flood, severe storm, fire, earthquake, hazardous material, active threat, pandemic, terrorism, and bullying.

Table 1. High-Priority Hazards

Severe Storm, Snow, and Wind	NSSD and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities.
Loss of Electricity and/or Plumbing	NSSD and its surrounding areas are vulnerable to severe local storms, which can threaten critical infrastructures including power supply. A loss of electricity would not only create a loss of light, but could affect food safety, heating, cooling, and communications swell. A loss of plumbing could impact food preparation, drinking water, as well as sewage systems.
Fire 1. Structures 2. Forested	Fire hazards are the most prevalent types of threat/hazard. Structural fires are any instance of controlled burning, which results in structural damage within developed areas. Forested fires are typically combined with other hazards, however still presents a threat due to NSSD topography and the number of homes built within forested areas.
Earthquake	Earthquakes include a number of hazards. Buildings can be damaged by the ground shaking itself or by the ground beneath them settling to a different level than it was before the earthquake (subsidence). Buildings can even sink into the ground if soil liquefaction occurs. Liquefaction is the mixing of sand or soil and groundwater (water underground) during the shaking of a moderate or strong earthquake. When the water and soil are mixed, the ground becomes very soft and acts similar to quicksand. If liquefaction occurs under a building, it may start to lean, tip over, or sink several feet. Liquefaction is a hazard in areas that have groundwater near the surface and sandy soil. The second main earthquake hazardous ground displacement (ground movement) is along a fault. If a structure (a building, road, etc.) is built across a fault, the ground displacement during an earthquake could seriously damage or rip apart that structure.

Landslide	A landslide is defined as “the movement of rock, debris, or earth down slope”. Landslide area is a type of “mass wasting”, which denotes many down-slope movements of soil and rock under the direct influence of gravity. The term “landslide” encompasses five modes of slope movement: falls, topples, slides, spreads, and flows. These are further subdivided by the type of geologic material (bedrock, debris, or earth). Debris flows (commonly referred to as mudflows or mudslides) and rock falls are examples of common landslide types
Hazardous Materials	Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around the NSSD enrollment area. Currently, Compressed Oxygen, Acetylene and propane tanks located in the Technology Building are stored.
Active Threat	While an active threat incident has never occurred in our district, NSSD like any school district, is vulnerable.
Pandemic	An influenza pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this virus before, they have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu. The effects of a pandemic can be lessened if preparations are made ahead of time. NSSD is vulnerable to pandemics and must understand the school’s impact on the overall illness rates within the community.
Terrorism	NSSD, like other public institutions, is inherently vulnerable to terrorist activity.
Bullying	Harassment, intimidation or bullying means any act that substantially interferes with a student’s/staff member’s educational benefits, opportunities, or performance, having the effect of: physically harming a student or damaging a student’s/staff member’s property; or, knowingly placing a student or staff member in reasonable fear of physical harm or creating a hostile educational/work environment including interfering with the psychological well-being of the student/staff member.

3. Resources

The NSSD leadership team realizes the importance of having agreements in advance in order to access critical resources in the case of an incident. NSSD has the following agreements in place, with:

Summit Cleaning and Restoration - 503.508.6818

Safe Oregon - 844.472.3367 - Safeoregon.com - tip@safeoregon.com

The goal of SafeOregon is to prevent school safety threats from occurring by providing schools and communities with a relevant tool for reporting potential threats. Tips can be submitted in a variety of ways, including email, phone calls, text, mobile app and web portal. All Tips go immediately to a live tip line technician where operators respond to the tips and forward them to designated personnel who can provide further assistance in resolving reported incidents.

Encouraging reporting at schools or online leads to a culture of safety. When a potential safety threat is reported, we have the chance to prevent violence. Working as a community to keep school safe is the highest priority at SafeOregon. Safeschools is a program managed by the Oregon State Police.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows NSSD to deviate from the plan if certain assumptions prove not to be true during operations. The NSSD EOP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards 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 a 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, a school may devote its own resources to be self-sustaining for up to 96 hours.
- There may be a number of injuries of varying degree 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 dispatch external assistance, it is essential for school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining individual School EOPs and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in volunteers aiding and supporting incident management efforts.

2. Limitations

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

E. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by a 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.

1. 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 before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those

involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

- NSSD 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, responders, and emergency managers.
- NSSD works with local government agencies that are NIMS compliant.
- At a minimum The Safety/Security Director in a supporting role will complete IS-100.sca, IS-200, and IS-700 FEMA courses available online.

2. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, an NSSD 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 by responding agencies to manage all incidents and major planned events.** [Note: The ICS approach can be used before, during, and, after an incident.]
- The Emergency Response Agency that responds to an NSSD school incident 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 superintendent, building principal(s) or other school 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 from the responding agencies will assume command until relieved by a qualified Incident Commander.

3. 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 school district and local officials and seek technical assistance from State and Federal agencies, and industry where appropriate.

F. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

- A list of tasks to be performed by position and organization.
- An overview of responsibilities by position.

In a school based emergency, 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 their role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident. In the event a school EOP 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

1. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate authority to qualified responding emergency response agencies. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus policy-level activities and interfacing with the school district, other offices and the Incident Commander.

2. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Hold, Secure, Lockdown, Evacuate, Shelter in place), 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 the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

3. 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 Principal or designee.
- Execute assignments as directed by the Principal, or designee.
- Obtain first aid services for injured students from a 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. Certification is based on the 1:60 ratio.

4. Educational Assistants

Responsibilities include:

- Assist teachers as directed.
- SPED EA's will assist students with special needs as required.

5. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. This will include the District's "Flight Team" as provided by the Willamette ESD.

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 and Psychological First Aid, as necessary. Counselors will be trained in Applied Suicide Intervention Skills Training (ASIST Training). Assist in the transfer of students, staff, and the individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

6. 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.

7. Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or appropriate supervisor.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control assessment, as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school site including parking and driveways.
- Complete training in surveying building damage (specified personnel).

8. Office Staff

Responsibilities include:

- Assist in the school site assessments.
- 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 District Emergency Response Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Maintain a written record of events related to ICS activities.
- Administer first aid or emergency treatment as needed.
- Organize first aid and medical supplies.

9. 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.

10. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to alternate locations when directed.

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

11. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Reporting to the Principal, Incident Commander or ICS supervisor if requested or activated.

12. Students

Responsibilities include:

- Cooperate during emergency drills, exercises, and during an incident.
- Learn to be responsible for themselves and others in the event of an incident.
- Understand the importance of reporting situations of concern.
- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.
- Take an active part in school incident response/recovery activities, as age appropriate.

13. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understand their roles during a school emergency.

E. DIRECTION, CONTROL, AND COORDINATION

1. Incident Command System (ICS)

To provide for the effective direction, control, and coordination of incidents, either single site or multi-incidents, the District EOP will be activated including the implementation of the Incident Command System(ICS). Until emergency response agencies arrive on scene to take charge of the incident.

ALL SECTIONS BELOW OF THE INCIDENT COMMAND SYSTEM ARE TO BE MANAGED BY THE EMERGENCY RESPONSE AGENCIES. NSSD STAFF MAY BE ASKED TO ASSIST, AND SUPPORT, AS NEEDED.

The Principal or designee is delegated the authority to direct on-scene operations until a coordinated incident management framework can be established with local authorities. The Principal is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

A. Incident Command

Directs the incident management activities using strategic guidance provided by the responding agencies. These items will involve school personnel as much as possible to the emergency response agencies.

Responsibilities and duties may 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.
- Document all activities.

B. 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, Psychological First Aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties may include:

- Analyze school staffing to implement a Family Reunification Plan, and implement an incident action plan.
- Monitor Site Utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutoff only if danger exists or directed by Incident Commander, and assist in securing the facility.

- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access Psychological First Aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water plumbing failure, and request needed supplies from the Facilities Department.
- Document all activities.

Table 2. Operations Section Teams
(Possible Teams To Be Implemented by Responding Agencies as part of ICS)

Strike Team	Potential Responsibilities
Search & Rescue Team (Ex. Fire & Police Dept.)	<p>Search & 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 & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to the persons, that their locations are documented so that professional responders can locate them easily and extricate them).</p> <p>Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
First Aid Team	<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"> • Setting up a first aid area for students. • Assessing and treating injuries. • Completing master injury report. • Document students that are moved offsite to hospitals or other care facilities. <p>Note: The Logistics Section provides care to responders, if needed. The First Aid Team is dedicated to serving students or other disaster victims.</p>
Strike Team	Potential Responsibilities

Evacuation/ Shelter/Care Team	<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.</p> <p>The Evacuation/Shelter/CareTeam is responsible for:</p> <ul style="list-style-type: none"> • Accounting For The Whereabouts Of All students, staff, and volunteers. Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
School Counseling Team	<p>TheSchool Counseling Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Superintendent or designee.
Student Release Team	<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.</p> <p>The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

C. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map

and area map of related events), assist with ongoing planning efforts, and maintain incident time log.

- Document all activities.

D. Logistics Section

Support identifies management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties may include:

- Establish and oversee communications centers and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop a telephone tree for after-hours communication.
- Establish And Maintain School And Classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

E. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Responsibilities and duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses in accordance with district policy, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

2. Coordination with District Emergency Response Team

In complex incidents, a District Emergency Response Team will be convened at the school district operations center. This will include all members of the Cabinet (Superintendent, Associate Superintendent and all Directors).

The role of the District Emergency Response Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.

- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions. Provide factual information, both internally and externally through the Joint Information Center.
- Each Principal and Incident Commander at affected schools will keep the District Emergency Response Team informed.

3. School District Emergency Operations Plan (EOP)

The NSSD District Office, along with the Safety/Security Director, will maintain a copy of the district Emergency Operations Plan (EOP), which includes a school specific annex, to address threats/hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with the District Safety and Security Director and in coordination with the superintendent for NSSD. The plan is also in the google document system for review.

4. Coordination with Responders

An important component of the Individual School EOP, in conjunction with the Master EOP, is a set of interagency agreements with various local agencies to aid timely communication. Agreements With These Agencies And Services (including such county governmental agencies mental health, law enforcement, and fire departments) help coordinate services between the agencies and NSSD. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community. If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified 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.

5. Source and Use of Resources

NSSD will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have signed an agreement with the NSSD to be responsible for providing additional resources or assistance:

RED CROSS

- First aid kit and sanitation
- Cots and bedding supplies
- Food/water supplies

- Security
- Counseling services

The NSSD has in place a signed agreement with the American Red Cross for schools to be designated as a shelter location in the event should an emergency be declared in our local area. The Red Cross will respond to our schools locations to assist with a local emergency within our schools should they be notified to assist.

F. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

NSSD will collect, analyze, and disseminate information before, during, and after an incident.

1. Types of Information

Before and during an incident, NSSD will assign administrative staff to monitor the weather, local law enforcement alerts, This information will be analyzed and shared with the principal with any immediate actions required identified.

After an incident, NSSD will assign staff to monitor Websites and hotlines mental health, emergency management, and relief agencies, as well as the school district information sites, to determine any information pertinent or critical to the school's recovery effort. The NSSD uses the NOAA and National Weather Service for up to date weather reports.

G. TRAINING AND EXERCISES

NSSD understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The District Security Department will coordinate training and exercises. Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

1. Training

All NSSD staff, students, will receive training during the school year to better prepare them for an incident.

2. Staff Training

Basic training and refresher training sessions will be conducted throughout the school year for select staff in coordination with local fire, law enforcement, and emergency managers. Mandatory training for select staff will include:

- Threat/hazard and incident awareness training for all staff.(I Luv You Guys!)
- **Each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students**

enrolled, or an emergency response team per building consisting of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans.(OAR 581-022-0705)

- Team training to address specific incident response & recovery activities, such as Family Reunification and Relocation. (I Luv You Guys)
- Psychological First Aid for Schools (PFA-S) based on the PFA-S Field Operations Guide for school counselors and other designated staff. This is in conjunction with the Willamette ESD Emergency Flight Team
- All NSSD staff members are expected to develop personal and family emergency plans.
- Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

3. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises. NSSD students at 7th grade and older are trained in hands-only CPR. High school students will receive CPR/FirstAid training in their health coursework. American RedCross:

<http://www.redcross.org/take-a-class/cpr/performing-cpr/hands-only-cpr>
U.S.Department of Homeland Security: <https://www.ready.gov/kids>

4. Exercises

Fire drills will be conducted at least once per month. Designated school personnel will keep up-to-date records of the drill activities and emergency training that occur at the building in accordance with the district's directives. Approved parent/guardian volunteers and community members may also be incorporated into larger exercise plans. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

5. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student

files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly.

H. PLAN DEVELOPMENT AND MAINTENANCE

The District Safety and Security Department is responsible for the overall maintenance and revision of the NSSD EOP and for coordinating training and exercising of the School Specific EOP annexes. The Safety and Security Department is expected to work closely together to make recommendations for revising and enhancing the plan. The NSSD Superintendent, Safety and Security Director and the individual school principals, are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers suggestions will also be requested.

1. Approval and Dissemination of the Plan

The superintendent and his/her staff, will disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (Superintendent)
- Distribute the Plan

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged receipt, review, and acceptance of the plan. The Safety and Security Department will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Superintendent or designee..

3. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Safety and Security Department, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The Superintendent or designee will establish a schedule for annual review of planning documents. The School EOP annex will be updated based upon deficiencies identified during incident management

activities and exercises and when changes in threats, hazards, resources and capabilities, or school structure occur.

I. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide legal basis for incident management operations and activities.

OAR 581-022-1420 OAR 581-02410275 ORS 336.07 - Functional Annexes

Note: Functional annexes address critical operational functions for all threats and hazards, including: Common procedures, and Specialized procedures. Each Functional Annex Describes the policies, processes, roles, and responsibilities for that function. All functional annexes should address: Situations under which the procedures should be used. Who has the authority to activate the procedures. Specific actions to be taken when the procedures are implemented. Functional annexes do not repeat content but rather build on the information within the basic plan.

1. COMMUNICATIONS PROCEDURE

A. PURPOSE

Communication Is A Critical Part Of Incident Management. This section outlines NSSD communications procedures and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents/guardians, responders, and media.

B. SCOPE

The communications procedure outlines the steps to be taken to communicate information before, during, and after an incident.

C. RESPONSIBILITIES

To implement the communications procedures all staff will be trained on the communications procedures in this annex

2. SPECIALIZED PROCEDURES

A. Before an Incident

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

Before an incident occurs, NSSD will:

- Develop a relationship with parents/guardians that they trust and know how to access alerts and incident information.

- Utilize the Safe Oregon tip line.
- Inform parents/guardians about each school's Emergency Operations Plan, its purpose, and its objectives.
- Information will be included in the school newsletter and a presentation delivered at a Safety Presentation. Identify parents/guardians 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.
- Maintain (by the principal's administrative assistant) a list of contacts for the major television and radio stations and Websites.

B. During an Incident

1. Internal Communications

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:

- Automated Notification System: NSSD has an automated system for placing phone calls to staff (and parents, guardians, students, emergency contacts) which can rapidly send any voice message. In addition, Staff will be trained on its usage to communicate with large groups of stakeholders for both emergency and non-emergency situations.
- 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.

2. External Communications

NSSD will communicate with parents and the community during an incident by:

- Disseminating information via text messages, authorized district social media accounts, and emails to inform parents regarding pertinent information.
- Implementing the plan to manage phone calls and parents who arrive at school.

- Describing how the school and school district are handling the situation.
- Providing information regarding possible reactions of their children and ways to talk with them.
- Providing a phone number or website address where families can receive updated incident information.
- Informing families and students when and where school will resume.
- Use of the Automated Notification System as described above.

NSSD will communicate with the media during an incident by:

- Designating a Public Information Officer (Superintendent or designee).
- Establishing an off-campus briefing area for media representatives.
- Coordinating messages with the principal.
- Requesting that media contacts broadcast the NSSD external communications plans, including the information hotline for parents and guardians.

NSSD will communicate with other agencies during an incident by:

- Coordinating with the public information officer and establishing communication by phone or other means necessary.

NSSD employees are to refer all requests for information and questions to the designated spokesperson (Superintendent or designee). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the appendix. The Superintendent, Principal or Designee will maintain communication with first responders during an incident. Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction.

3. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors the NSSD will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These

people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

C. After an Incident

After the safety and use of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, NSSD administrators may

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible as needed.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

After an incident, the staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess Physical Security, data access, and a lot of critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

- Provide detailed facilities data to these school district offices so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to:
 - estimate when the educational program can be fully operational; and
 - identify special facilities, equipment, and personnel issues or resources that will facilitate the resumption of classes. Educate school personnel, students, and parents on available crisis counseling services.
- Continue to publish quality information externally in order to reduce speculation and rumor.

After an incident, the school district will:

- Identify record keeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

J. COMMUNICATION TOOLS

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

- Standard Landline Telephone:
 - NSSD has designated the 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.
- Mobile Communication Technology:
 - Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff in 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.
- 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 the other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. Unassigned staff member(s) will post information such as school evacuation, closure, or relocation on the homepage, the school and district Website, and other social media.
- Internet:
 - An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district website, and other social media outlets.
- 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.
- Whistles:
 - Whistles could be included in crisis kits in order to signal a need for immediate attention or assistance

K. OPERATIONAL STANDARD RESPONSE PROTOCOLS TERMS & DEFINITIONS

A. Incident Command System

The School Incident Command System should be initiated. The below listed sections are part of the “**I Luv You Guys Protocol**”.

B. Responsibility

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

C. Preparation

Student, teacher, and administrator training.

D. Drills

HOLD should be drilled at least once a year, or as mandated by state requirements. This is part of the I Luv You Guys Protocol.

E. Contingencies

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

1. HOLD: In Your Room or Area

I. PURPOSE

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

II. PUBLIC ADDRESS

The public address for Hold is: “Hold in your room or area. Clear the Halls.” and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted. “Hold in your room or area. Clear the Halls. Hold in your room or area. Clear the Halls.”

III. PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address. “The Hold is released. All Clear. “The Hold is released. All Clear.”

IV. ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room. Students and staff outside of the building should remain outside unless administration directs otherwise. It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

2. SECURE: Get Inside, Lock Outside Doors!

I. PURPOSE

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

II. SCOPE

The Secure procedure outlines the steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

III. PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside, Lock outside Doors" and is repeated twice each time the public address is performed. "Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors."

IV. ACTIONS

The Secure Protocol demands bringing students into the main building and locking all outside access points. Where possible, classroom activities would continue uninterrupted. Classes being held outside, such as gym class, would return to the building and if possible continue inside the building. There may be occasions where students expect to be able to leave the building – end of classes, job commitment, etc. Depending On Condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

3. LOCKDOWN: Locks, Lights, Out of Sight

I. PURPOSE

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

II. SCOPE

The lockdown procedure outlines the steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated

staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

III. PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed. "Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, out of Sight!"

IV. ACTIONS

Protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely. Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

A. Incident Command System

The Schools SRP(Standard Response Protocol) should be initiated.

B. Responsibility

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

C. Reported By

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any

student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. The initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

D. Preparation

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points. A “safezone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

E. Drills

Lockdown drills should be performed twice a year. At least one of these drills should be performed with The Safety/Security Director present along with invited Emergency Service personnel such as law enforcement.

F. Contingencies

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area.

Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for. If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown.

4. **EVACUATE:** A Location may also be given.

I. PURPOSE

Evacuate is called when there is a need to move students from one location to another.

II. SCOPE

The evacuation procedure outlines the steps to be taken to protect students and staff from injury or death during an incident and ensure safe evacuation of occupant when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

III. PUBLIC ADDRESS

The public address for Evacuate is: “Evacuate! To a Location” and is repeated twice each time the public address is performed. For instance ““Evacuate to the Flag Pole”. “Evacuate to the FlagPole”.

IV. ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

A. Incident Command System

The School SRP(Standard Response Protocols) should be initiated.

B. Responsibility

The classroom teacher or administrator is usually responsible for initiating an evacuation. In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back.Or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and students and staff should be prepared to follow

specific instructions given by staff or first responders.

C. Reporter Evacuate

Is typically called by the school operator or in the case of a police led evacuation, by the responding officer.

D. Preparation Evacuation

Preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training for both normal and police-led evacuations.

E. Evacuation Assembly

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

F. Drills Evacuation

Drills should be performed twice a year. Fire drills constitute a valid evacuation drill.

G. Red Card/Green Card/

After taking roll, the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes. Teachers should select only one of the three card styles:

- Green Card (OK) - All students accounted for.
- Red Card (Help) – Extra or missing students.

H. Contingencies

Students are trained that if they are separated from their class during an evacuation, then joining in an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

5. SHELTER: State the Hazard and Safety Strategy

I. PURPOSE

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

II. PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed. "Shelter! For a hazard. Using a safety strategy. Shelter! For a hazard. Using a safety strategy."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires • Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

III. ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources to help in developing specific actions for district response.

- A. Incident Command System should be initiated.
- B. Responsibility Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.
- C. Preparation Identification and marking of facility shelter areas.
- D. Drills Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

L. PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following the Traumatic Events Incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process. This procedure will be coordinated by the Willamette ESD Emergency Flight Team.

II. SCOPE

The following procedures outline steps to be taken by staff/students following trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in development, implementation, and evaluation of the District EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

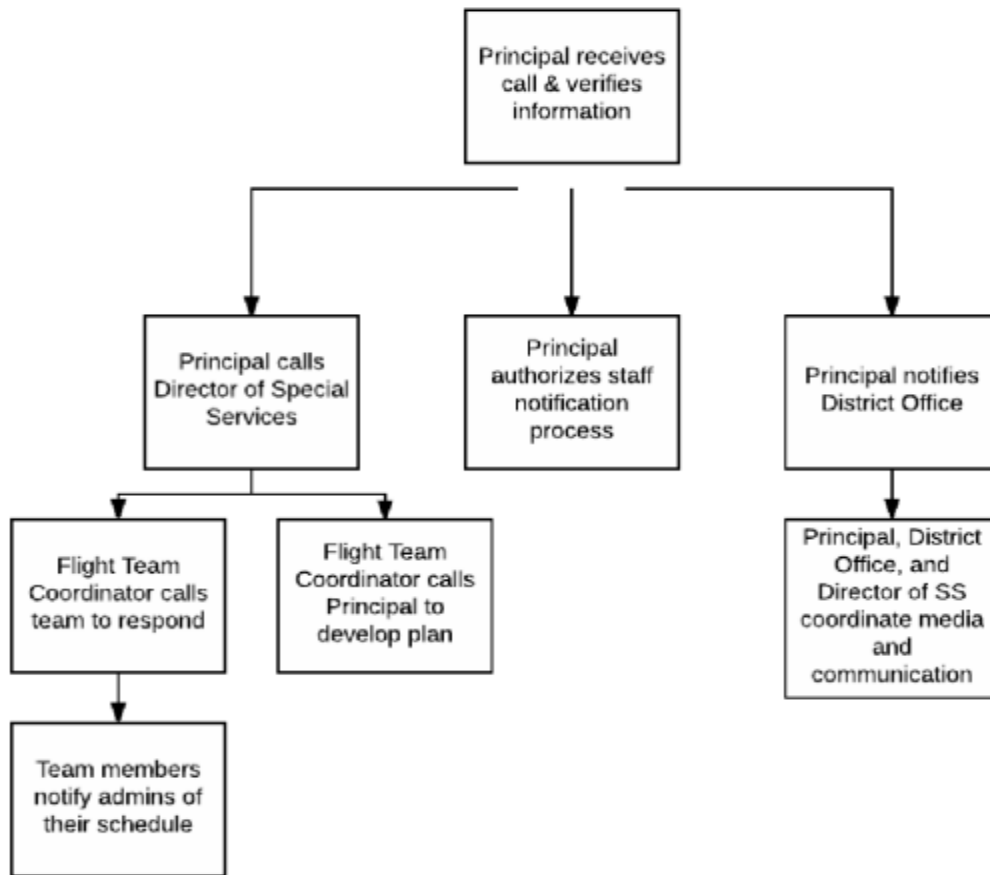
III. RESPONSIBILITIES

To implement the recovery psychological healing procedures: All staff will undergo training to learn how to recognize signs of trauma. Members of the Willamette ESD Emergency Flight Team will undergo in depth training to learn how to assist in managing trauma. Parents and guardians will be offered tips on how to recognize signs of trauma. Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

NSSD RESPONSE TO CRISIS FLOWCHART 1.0



Sample Schedule for the First Response Day
6:00am WESD Flight Team Leader & Principal meet
6:30am Above are joined by school & flight teams
7:00am Above join staff for before school meeting
7:45am Staff flood the hallways to welcome students
8:00am Classes begin, teachers read announcements, team members assist
8:20am Team members head to Support Room as soon as appropriate - Comfort Room remains open - 2 team members provide support in staff lounge
LUNCH Team members provide support in staff lounge
3:00pm Staff meeting w/team
4:00pm Team debriefing

5:00pm Team Leader & Principal debrief
6:00pm Team Leader practices self - care

M. REUNIFICATION – Standard Reunification Method

I. PURPOSE

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. A controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: “The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID. “(as an example)

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of.

- First, bring identification. That will streamline things during reunification.
- Second, be patient.

Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can't Pick-up a Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's

emergency contact. Otherwise, the school will hold students until parents can pick up their students.

Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their students last name. While in line, parents are asked to fill out a reunification card. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

- In the case of multiple students being reunified, a separate card for each student needs to be completed.
- Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent. From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding involved in a controlled release.

III. RESPONSIBILITIES

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. Reunification procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communication systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed.

Designated school personnel, in conjunction with the Principal/Designee, will perform the essential functions listed in Table 1.

Role	Responsibilities
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Superintendent, Principal or Designee	Defining and coordinating the objective of accountable, easy, reunification of students with parents.
Public Information Officer	Communicating with Parents and Press, if appropriate. Coordinating use of mass call or text messages.
Social Media Coordinator	Social Media, Parents and Press, if appropriate.
Safety Officer	General site observation and safety concern remedy. Communicating with Fire, Medical or Law Enforcement.
Operations	Establish and manage operational staff.
Greeters	Help coordinate the parent phone lines. Share the process with families. Help verify identity of parents without ID.
Checkers	Verify ID and custody rights of parents/guardians. Direct Parents to Reunification Location
Runners	Take the bottom of the Reunification Card to the Student staging area, recover the student and bring them to the Reunification Area.
Crisis Counselors	Standby, available as needed.
Site Monitor	Often Teachers or Staff in the Staging Area.
Movie Coordinator	At the elementary level, deploying a projector and screen can reduce student stress.
Planning	May be staffed or the Planning Staff (Scribes) reports to Incident Commander
Scribe	Document event details and decisions.
Logistics	May be staffed or the Logistics Staff reports to Incident Commander.
Staging	Initial setup of the Check In area, the signage, Student Staging Area. Stage Hands may be assigned to Operations as the setup is completed.
Finance	May or may not be staffed during a reunification

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal when deemed appropriate by the situation.

- Establish a Parent Check-In Location.
 - Deliver the students to the student staging area, beyond the field of vision of parents/guardians if possible. “Greeters” direct parents/guardians to the Parent check-In location, and help them understand the process.
 - Parents/guardians complete Reunification Cards.
 - Procedure allows parents/guardians to self-sort during check in, streamlining the process.
 - Runner recovers student from the student staging area. Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.

N. POST INCIDENT – SHORT TERM FACILITY USE / RECOVERY

I. Purpose

These procedures have been developed to identify actions designed to address the immediate needs to secure school facilities and to identify intermediate term actions to recover operations at the site of an incident or at an alternate site if necessary. Not all priorities listed may be addressed following an event but will be addressed as appropriate.

These duties will be managed by outside agencies including emergency response agencies.

II. Scope

The Annex outlines additional responsibilities and duties as well procedures for staff responding to a facility which has been damaged or otherwise rendered out of commission.

III. Responsibilities

Upon an event which damages and/or renders a facility unusable, the following actions will be taken in priority order by outside contractors and or emergency responders.

1. Life safety, search and rescue – ATC 20 (Applied Technology Council) placard posting of all structures on site for damage rating levels. National FEMA Rating system. This process will be done by outside agencies.
2. Debris removal to effect higher priority missions (life, safety, evacuation)
 - Main transportation and evacuation routes
 - Secondary transportation routes and staging areas
 - Tertiary transportation routes and staging areas
3. Implementation and maintenance of site security

4. Temporary restoration of critical infrastructure (order of priority) Power restoration Potable water Wastewater collection and treatment facilities and equipment Telecommunications (plain old telephone system, fiber, voice, data)
5. Debris removal not required for immediate life, safety, and evacuation missions
6. Temporary health and welfare
7. Shelter, food, and medical assistance
8. Permanent debris removal and relocation Debris categorization Debris estimation Site selection, approval and disposal.
9. Preservation And Securing Of crime scene evidence or localized areas of interest

IV. Implementation of Priorities

- A. Life safety, search and rescue Following a disaster, life safety issues are the highest priority of the district. Upon request and /or notification of an incident resulting in loss of life or injury to students, staff, parents or visitors, NSSD will implement the pertinent parts of the EOP. Consideration is given to the inability of city or county first responders to respond to the incident, the lack of available resources at the local government level, and the degree of catastrophic loss involved. This may include response without their request of local government assistance. Timeframe for Life Safety, Search and Rescue Response: Immediate upon arrival of assets - Event + 12 Hours.
 - a. Debris removal to effect higher priority missions (life, safety, evacuation)
 - i. Primary transportation and evacuation routes.
 - ii. Secondary transportation routes and staging areas.
 - iii. Tertiary transportation routes and staging areas.
 - b. Debris removal is directly correlated to life safety and critical infrastructure. The removal of debris is crucial to maintain safe victim rescue and work conditions required by responders and citizens. Debris removal is necessary to maintain and repair critical infrastructure and plays an important role in how effective responders are in delivering unique capabilities for the restoration of essential services.
 - c. Timeframe for debris removal to effect higher priority missions: immediate upon arrival and as needed throughout the response and recovery.

- B. Implementation and maintenance of site security Site security at an

Incident, reception or staging site promotes command order, site security, and personnel accountability. Sites should never be unmanned over the course of a response; personnel should maintain standard operating procedures (SOPs) and consistently enforce requirements for security validation codes. SOPs should include a secondary access plan for use in the event that security at primary access points becomes compromised.

- a. Timeframe for implementation and maintenance of site security: immediate upon arrival and, as needed throughout the response and recovery.

C. Temporary restoration of critical infrastructure (order of priority)

- a. Power restoration
- b. Potable water
- c. Wastewater collection and treatment facilities and equipment
- d. Telecommunications (plain old telephone system, fiber voice, data)
- e. Critical infrastructure during short-term recovery
predominately refers to the restoration of utilities including power, potable water and wastewater treatment infrastructure, and telecommunications networks. Units Local, state and federal governments all have regulatory authority or responsibility for critical infrastructure.
Timeframe for Temporary Restoration of Critical Infrastructure Response: Event + 72 Hours
- f. Debris removal not required for immediate life, safety, and evacuation missions The type of debris deposited (limbs, metal, construction materials, etc.) determines the need for any type of debris management principle utilized. Not all debris fits into one disposal category such as land filling, burning, recycling, or chipping. Debris must be classified into categories and amounts estimated in order for proper segregation, storage, and disposal to occur. Response personnel trained in damage assessment and debris removal understand debris management principles and estimation equations, which account for the adequate and appropriate amount of storage needed.
- g. Temporary health and welfare

D. Depending on the scope and magnitude of the event, short-term recovery can encompass health and welfare issues. Initial damage assessment teams provide valuable insight into health and welfare issues. Initial damage assessment teams expedite the process of establishing temporary shelter and medical facility needs and the amount of resources and form a mutual aid agreements that may be required for specific health and welfare missions. Reception sites such as school gymnasiums, tents, and churches may be designated areas for those without shelter or having lost contact with family members. The American Red Cross (ARC) is the primary organization responsible for 48 hours establishing secondary/temporary shelter as well as providing food and applicable/approved medications.

E. Time frame for temporary health and welfare: Event + 8 Hours

- Shelter, food and medical assistance
- Mass care services during the short-term recovery phase may be provided to victims and family members at established shelter sites. Services may include sheltering, feeding operations, emergency first aid, bulk distribution of emergency items, and collecting and providing information on victims to family members.
- Time frame for shelter, food and medical assistance: Event + 8 Hours
 - a. Permanent debris removal and relocation
 - i. Debris categorization
 - ii. Debris estimation
 - iii. Site selection, approval and disposal
 - iv. These activities begin immediately following an event and may continue into the long term recovery phase.
 - v. Timeframe for debris removal and relocation: Event +144 Hours
 - b. Preserving and securing of crime scene evidence or localized areas of interest
- 2. Potential crime scenes will be maintained and minimally disturbed during the short term response phase. First responders will take actions that are necessary for the performance of their official duties in order to preserve critical evidence while performing life saving actions and implementing the necessary protective actions for people at risk. Timeframe for preserving and curing of crime scene evidence or localized areas of interest: Immediate, as required.

V. Specialized Procedures

When a seismic event occurs and school buildings are evacuated. They must be inspected by qualified inspectors and engineers prior to reentry and any school staff member.

O. ACADEMIC RECOVERY ANNEX

I. Purpose

These procedures have been developed to provide as much continuity as possible in the academic instruction and assessment of students following a traumatic event or incident.

II. Scope

The following procedures outline the steps to be taken should interruption of instruction occur for both limited and extended periods of time. Fellow administrators and teachers will be consulted for advice on creation and re-creation of instruction and assessment that exist as full schedule, person to person academic programs.

III. Responsibilities

a. Short Term:

- The Superintendent/Principal should make the decision to re-open school and resume classes as soon as possible.
- The Principal or designee should convey accurate and complete information on re-open date and time parents/students/staff via media, email listserv, and/or Blackboard

b. Communications:

- The Associate Superintendent shall gather information on needed supplies for replacement.
- The Principal or designee should schedule a staff meeting to brief staff on schedule modifications, provision of counseling services, and family communication plans.
- The Superintendent/Principal or designee will communicate with parents or guardians via in-person meetings, districtwide email, NSSD Website, and social media accounts.

c. Long Term Continuing Services:

- Schools may enact a digital learning plan to allow for continued learning at home or in alternate locations.
- Teachers may remotely assign and assess student tasks and provide feedback.

- If necessary, the plan may include arranging mentor rescheduling of tests or assignments if materials are not available digitally.
- Grading policies may be adjusted in order to allow for maximized learning without unjust penalty. For example, some classes may be adjusted to pass/fail, or originally agreed upon assignments may be modified or redacted.
- Special Services should arrange for home instruction and/or tutoring services for students unable to attend school.
- Schools will access Psychological/Emotional Recovery services as outlined through the WESD Flight Team.
- In situations of limited space or condemned buildings, schools shall follow the plan as outlined. Principals will advise of the needs of school staff based on the Associate Superintendent and the parameters of the temporary space.

IV. Specialized Procedures

The following procedures will be implemented by staff/faculty when directed by the principal and deemed necessary due to student demographics or situational factors.

- For Students on IEP or 504 Plans:
 - Teachers will continue to abide by accommodations noted by the Special Services team.
 - Teachers will work together for modifications if necessary and appropriate.

V. SPECIFIC PROCEDURES

1. Activation and Relocation

- a. The Principal/Designee will determine when to activate and/or to relocate operations to an alternate site. Authority for activation may be delegated. The district office will be notified and provided information and details regarding a relocation of operations.

2. Alert, Notification, and Implementation Process

- a. The Principal/ Designee will activate the School EOP communication plan (email lists, cell phone, automated notification system, etc.) to notify students and school personnel as available.

3. Relocation Sites

- a. The Principal/ Designee will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if

appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days.

Consideration should also be given to essential functions or services that can be conducted from a motel location in addition to a predetermined alternative facility.

4. Alternate Facilities

- a. For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be identified at the earliest possible time after the preliminary event. For a longer term relocation of operations and essential functions, alternative facilities will be determined based on available resources. For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with school's backup data.

5. Reconstitution

- a. Reconstitution will be a reverse execution of those duties and procedures listed above, including: Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations. Supervise an orderly return to the school building.

Threat and Hazard Specific Annexes

Active Threat

Earthquake
Fire
Pandemic
Hazardous Materials
Severe Weather
Landslide

Threat and Hazard Specific Awareness

The thread/hazard-specific annexes:

- Provide unique procedures, roles, and responsibilities that apply to a specific threat or hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Do not repeat information presented in the basic plan functional annexes.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all threats/hazards.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident. The plan becomes larger and more difficult for users to comprehend.

A. ACTIVE THREAT

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active threat on school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active threat on school grounds or in the school building. ActiveThreat: An individual or group actively engaged in killing or attempting to kill people in a confined space or other populated area, using weapons and following no pattern or method in the selection of victims.

III. RESPONSIBILITIES

1. NSSD will train staff of the importance of responding immediately, including recognizing the sounds of danger, communicating the danger and necessary action to students, and calling 911 when it is safe to do so. NSSD will post signs at points of egress from the campus and buildings from streets and parking lots stating the following:
2. To prevent unauthorized access to the school, NSSD administrators will keep doors secure; screen all visitors, use cameras and/or staff to monitor usable entryways. In the event of an active threat, NSSD will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.
3. Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures

- May Be Activated per the **I Luv You Guys Protocol**
Operational functions or procedures that may be activated in the event of an active threat on campus include the following:
 - Evacuation-on site and off site
 - Reverse Evacuation – see SRP Annex
 - Lockdown – see SRP Annex
 - Lockout – see SRP Annex
 - Accounting for All Persons
 - Reunification – see SRP Annex
 - Communications
 - Psychological Healing by Activating the EOP
 - The First Individual(s) to hear or witness shots fired, or other threats, will activate the EOP immediately taking the necessary response actions to keep everyone safe and notifying the office and (when possible) calling 911. The principal, or designee, will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of the law enforcement Incident Commander who has authority to manage the incident.

1. School Incident Commander/Principal/Designee

- a. Determine what SRP (Standard Response Protocol) should be activated depending on the location and nature of the threat.
- b. Issue instructions, e.g., lockdown, Lockout, or evacuation depending on the situation.
- c. Silence the fire alarms, if possible.
- d. Notify school buses to not enter the school grounds.
- e. Consult with local law enforcement and emergency management agencies and monitor the situation. Notify law enforcement and School Resource Officers to assist, if necessary.
- f. Provide a description and location of the active threat.
- g. Activate communications procedures.
- h. Design a team of administrator or staff member to record in with public safety at their command post; provide a site map and keys to public safety personnel.
- i. Notify the principal of the status and action taken.
- j. The principal/ shall notify the superintendent of schools.
- k. Be available to communicate with the media and bystanders and keep the site clear of visitors. Implement reunification and accounting for all persons procedures.
- l. Activate the WESD Flight Team to implement psychological healing procedures.
- m. Update the principal of any significant changes.
- n. Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- o. Determine whether school will be closed or remain open.
- p. Document all actions taken.

2. Staff

- a. Implement the appropriate Standard Response Protocol (SRP) procedure to keep students safe, including taking cover for protection from bullets or other weapons.
- b. Notify the Incident Commander or designee.

- c. Provide description and location of the active shooter.
- d. Use extreme caution.
- e. Continue the appropriate response action (lockdown, lockout, or evacuation) until an all clear is issued or police and other first responders clear individual classrooms.
- f. Implement reunification and accounting for all persons' procedures, when safe to do so. When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers,
- g. Keep their hands visible at all times, avoid making quick movements toward officers, and avoid pointing, screaming, or yelling.

3. Law Enforcement Actions

- a. Locate and stop the person(s) believed to be the threat(s). Rescue efforts are delayed until the threat has been stopped, contained, or the area is secured.

B. EARTHQUAKE

I. PURPOSE

The purpose of this annex is to have procedures in place when an earthquake occurs.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an earthquake.

III. RESPONSIBILITIES

1. School Incident Commander/Principal

- a. When an earthquake occurs, follow all "DROP, COVER and HOLD" procedures.
- b. SRP – Public Address: "Earthquake! Drop, Cover and Hold" – Earthquake! Drop, Cover and Hold"
- c. Once the earthquake stops, activate an EVACUATION. See the Standard Response Protocol.
- d. Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas.
- e. Assembly areas may need to be relocated because of the building collapse or unsafe areas from fire.
- f. Notify the district office and institute communications procedure.

- g. Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items supplies to the designated school command post, medications and student forms.
- h. Take radios.
- i. Designate staff to obtain student attendance from teachers and identify any missing students.
- j. Upon consultation with the Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If relocation occurs, activate the standard reunification.
- k. Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear".
- l. Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

2. Teachers

- a. Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes.
- b. Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- c. Use alternate escape routes if the regular route is blocked or there is a safety hazard. Assist or designate others to assist students with functional needs.
- d. Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- e. Take attendance at the assembly area.
- f. Report any missing students or staff members and/or any injuries to the Principal and /or emergency Incident Commander at the scene.
- g. Keep class together and wait for further instructions.
- h. Remain in a safe area until the "All Clear" signal has been issued.
- i. No one may re-enter the building(s) until it is declared safe by the fire department or qualified structural engineer.

C. FIRE

I. PURPOSE

- a. The purpose of this annex is to have procedures in place in the event of a fire. All staff are trained on how to respond in the event of a fire. Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- b. Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- c. No one may re-enter building(s) until it is declared safe by the fire department. Once an emergency Incident Commander arrives (fire department), it's critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a fire.

III. RESPONSIBILITIES

A. School Principal

- a. Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- b. Activate an EVACUATION. Ensure that staff, students, and visitors immediately evacuate the building using prescribed routes, or alternate routes due to building debris, to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- c. Notify the district office and institute communications plan. Direct office staff to take the visitor log, students sign-out sheets, the critical incident response documents, floor plans, information, items supplies to the designated school command post, medications and student forms.
- d. Take radios.
- e. Designate staff to obtain student attendance from teachers and identify any missing students.
- f. Upon consultation with the Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.

- g. If relocation occurs, activate FAMILY REUNIFICATION.
- h. Fire location is not necessary, provide the information plan to return to the building and resume normal operations.
- i. Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear".
- j. Notify staff of the status of the Emergency. If they can return to the building and when normal operations can resume.

B. Teachers

- a. Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- b. Use alternate escape routes if the regular route is blocked or there is a safety hazard. Assist or designate others to assist students with functional needs.
- c. Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- d. Take attendance at the assembly area.
- e. Report any missing students or staff members. and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- f. Keep class together and wait for further instructions.
- g. Remain in a safe area until the "All Clear" signal has been issued.
- h. No one may re-enter building(s) until it is declared safe by the fire department

D. PANDEMIC FLU

- 1. Before a Pandemic Occurs
 - a. Follow the existing Emergency Operations Plan (EOP).
 - b. Meet with the Superintendent, medical department to update the EOP, as needed.
 - c. Review all aspects of the schools, such as personnel, systems, services, and other resources.
 - d. Remember to include vendors, bus companies, facilities, food service, project managers, community school programs, itinerant staff, volunteers, etc.
 - e. Communicate with key community partners (public health department, city administration, emergency response agency, fire, police, etc.

2. Prepare for prevention strategies (Nonpharmaceutical Interventions or NPI's).
 - A. **Personal NPI's** (everyday preventive actions that help stop the spread of respiratory illness).
 - B. **Promote daily practice of Personal NPI.**
 - i. Stay home when sick. Avoid close contact with others who are sick.
 - ii. Cover coughs and sneezes with a tissue, then throw the tissue in the trash. When tissue is not available, cough or sneeze into the sleeve or elbow.
 - iii. Avoid touching eyes, nose, and mouth with unwashed hands.
 - iv. Wash hands often with soap and water for at least 20 seconds. Use hand sanitizer (at least 60% alcohol) when soap is not available.
 - C. **During a pandemic, may also consider:**
 - v. Stay home if exposed to a family or household member who is sick.
 - vi. Follow CDC and LPHA guidelines on recommendations for using a facemask.
 - D. **Community NPI's** (strategies that organizations/communities put in place to help slow the spread of respiratory illness during an outbreak by social distancing - limiting face-to-face contact).
 1. Consider the following:
 - Increase space between students in the classroom, at least 6 feet when possible.
 - Provide instruction for students in small groups.
 - Adjust attendance and sick-leave policies.
 - Accommodate students with special needs and those with severe health conditions, including those who are immunosuppressed.
 - Cancel large school events. including assemblies, field trips, sports events, performances, travel abroad, extracurricular activities, etc.
 - Limit access to school campuses by non-essential visitors.
 - Dismiss school (students not at school, but staff may still be working) or close school depending on the severity of the pandemic and recommendations from the local public health department.
 - Investigate ways to continue education of students, such as web-based instruction, emails, and U.S. mail. May consider

using emergency closure days or adding additional days to the school calendar to make up for missed days.

- Identify strategies to continue essential student services, such as access to meals, health and social services.
- Identify action steps for re-opening schools made in consultation with the local public health department.

E. Environmental NPI's (surface cleaning measures for frequently touched surfaces and objects):

- Routinely clean all frequently touched surfaces (such as desks, countertops, doorknobs, toys) in the schools.
- Clean and disinfect with EPA-registered products that indicate they are effective for the specific respiratory illness.
- Refer to CDC and LPHA guidance regarding how to clean and disinfect schools.

F. Communicate about possible pandemic and NPI's.

- Use emergency communication plans for distributing timely and accurate information.
- Identify and address potential language, cultural, and disability barriers associated with communicating pandemic information to staff and students.
- Encourage staff and parents/guardians of students to update their emergency contacts in case of illness or school dismissal/closure.
- Anticipate potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.
- If a student or staff member has a confirmed case of the virus, consider how to best inform the school community of potential exposure in a way that does not breach confidentiality. Consult with the local health department.
- Address social stigma, discrimination, bullying and harassment regarding a person or a group of people who share certain characteristics and a specific disease. Refer to CDC and LPHA guidance on social stigma related to the specific respiratory illness.
- Develop training and educational materials about the pandemic plan for staff.

G. Provide illness prevention supplies for schools.

- Soap, hand sanitizer (supervise use with small children).

- Personal Protective Equipment for health room and first aid kits (goggles or face shield, face mask, gloves, gown).
 - Gloves.
 - Tissues and waste cans.
 - Thermometer (preferably non-contact).
- H. Develop a method for tracking staff and student absences due to Respiratory illness.
- I. Identify space that can be used to separate sick people who cannot leave immediately.
- Develop a plan for cleaning the space daily or more often as needed.
- J. Develop risk assessment and management procedures regarding potential respiratory illness exposure at school.
- Follow CDC guidelines and work closely with the local public health department for assessing risk of exposure.
 - Possible assessment and management procedures may include following assessment and management flowcharts, monitoring travel, and conducting daily health screenings.
 - Review Oregon Health Authority and Oregon Department of Education Communicable Disease Guidelines.
3. During a Pandemic: Take Action
- Stay informed about the local pandemic situation.
 - Get up-to-date information from the CDC and local public health department.
 - Implement NPI actions to help protect the staff and students.
 - Track staff and student absenteeism related to the pandemic.
 - Follow local health department instructions on when to report trends in absenteeism related to respiratory illness
 - Implement risk assessment and management procedures.
 - Follow CDC and local health department instructions.
 - Communicate with key community partners regularly.
 - Provide illness prevention supplies to schools.
 - Distribute health information to staff and students.
 - Include flyers on CDC respiratory illness fundamentals and what to do if you or a family member are ill, handwashing, preventing the spread of respiratory illness, building overall health resilience, and when a child is too sick for school.
 - Actively encourage staff and students to stay home when sick.
 - Accommodate staff and students who are at high risk for virus complications.

- May include alternative work or classroom arrangements. Refer to ODE guidance.
- Staff and parents/guardians of students should also consult with their healthcare providers.
- Take administrative action if schools are not dismissed or closed
- Implement any adjustments to attendance and sick-leave policy.
- Initiate social distancing – limiting face-to-face contact between people at school.
- Postpone or cancel large school events and extracurricular activities.
- Separate those who become sick at school from those who are well.
- Temporarily dismiss or close schools, if needed.
 - Put into action strategies for continuing education and essential student services.
 - Discourage staff and students from gathering or socializing in other places when schools are dismissed or canceled.
 - Provide communication updates about when and how school will reopen.
- *Information derived from Centers for Disease Control (CDC), Oregon Department of Education (ODE), National Association of School Nurses (NASN).

E. HAZARDOUS MATERIALS

I. PURPOSE

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around NSSD. Currently, Oxygen, Acetylene tanks are all used and stored in the High School Technology Building. 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 chemical spill.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

III. RESPONSIBILITIES

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The NSSD facilities team inspects stored chemicals once a year at all locations. The facilities Department files the appropriate paperwork with the Oregon State Fire Marshal on the storage of these

items. The school fire alarm or speaker acts as a warning system to notify staff/faculty and students.

A. Operational Functions/Procedures

- a. That May Be Activated. Operational functions, or procedures, that may be activated in the event of an external chemical spill include:
 - Communications
 - Reverse Evacuation
 - Shelter-in-Place
 - Evacuation
 - Accounting for All Persons
 - Reunification
 - Psychological Healing
 - Health and Medical
- b. If there is an internal chemical spill, the following procedures may be activated:
 - Communications
 - Evacuation
 - Relocation
 - Reunification
 - Accounting for All Persons
 - Psychological Healing
 - Health and Medical
- c. The Superintendent, principal or designee will determine if and when these procedures should be activated.

B. Activating the EOP for an External Chemical Spill

- a. The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.
- b. If the chemical spill is external, the following steps will be taken by the school community:
 - 1. School Principal**
 - Determine what procedures should be activated.
 - Issue stand-by instruction if school is in session.
 - Consider a reverse evacuation to bring all persons inside the building.
 - Notify the Maintenance or Building Engineer to shut off mechanical ventilating systems. Notify local law enforcement of intent to shelter in place.

- Notify the principal of the status and action taken. The principal shall notify the superintendent of schools.
- Activate communications plan and notify Facilities Office.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal of any significant changes. Do not allow staff and students to exit the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Notify the District Office and Facilities Office before this decision is made.
- Document all actions taken.

2. Superintendent or designee

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

3. Staff

- Move students away from the immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.

- Remain in a sheltered area until the “all clear” signal has been issued. In the event of building damage, evacuate students to safe areas of the building or from building. If Evacuation does occur, don't re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

C. Activating the EOP for an Internal Chemical Spill

- a. The Principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.
- b. If the chemical spill is internal, the following steps will be taken by the school community:
 1. Person Discovering the Spill
 - Alert others in the immediate area to leave the area.
 - Close windows and doors and restrict access to the affected area.
 - Notify the principal/teacher/safety/security director. Do not eat or drink anything or apply cosmetics.
 2. School Incident Commander/Principal Issue stand-by instruction to all staff and students.
 - Determine what procedures should be activated.
 - Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
 - Consider an all-school evacuation.
 - Notify Building Engineers or Facilities to shut off mechanical ventilating systems.
 - Notify the local fire department and Department Public Health.
 - Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gasses).
 - Injuries, if any. Notify local law enforcement of intent to vacate.
 - Notify the principal of the status and action taken. The principal shall notify the superintendent of schools.
 - Activate communications plan.
 - Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.

- Update the principal Incident Management Team of any significant changes.
- Do not allow staff, except facilities, and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open and notify Facilities and Central Office.
- Document all actions taken.

3. The principal or designee

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in the danger zone.
- Review procedures with staff if needed. Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary. Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Move students away from the immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor.
- If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- If evacuation is implemented, direct all students to report to the assigned evacuation area. Take class roster and emergency to-go kits.
- Check that all students have left the building.
- Students are not to be left unattended at any time during the evacuation process.
- Upon arrival at the evacuation site, take attendance.

- Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in a sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed

F. SEVERE WEATHER

I. PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather Watch or Warning has been issued in the area near the school.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a Severe Weather Watch or Warning.

III. RESPONSIBILITIES

- A. The Principal: When a Severe Weather Watch has been issued:
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
 - Bring all persons inside the building(s).
 - Be prepared to move students from mobile classrooms into the building.
 - Close windows and blinds.
 - Review severe weather drill procedures and location of safe areas.
 - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
 - Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
 - Review “DROP, COVER and HOLD” procedures with students.
 - Assign support staff to monitor all entrances and weather conditions.
 - Report findings to the Facilities Office or Principal.
 - When Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school:

- Announce SHELTER alert signal – Shelter for a hazard using a safety strategy Example: “Tornado – Drop, cover and hold!”
Repeat
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- Direct students and staff outside to REVERSE EVACUATE into the building. If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate students and staff from any mobile classrooms into the building.
- Remain in a safe area until warning expires or until emergency personnel have issued an “All-Clear”.
- Report findings to Facilities Office or Principal

NSSD School Specific Annexes

Stayton High School
Stayton Elementary School
Stayton Intermediate/Middle School
Sublimity School
Mari-Linn School
Options Academy

A. Stayton High School

I. INTRODUCTION

This plan is based upon the concept that the incident management functions that must be performed by a 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.

II. CONCEPT OF OPERATIONS

- A. Follow NSSD EOP
- B. Additional / Divergent Responsibilities
- C. Principal or designee selects an Incident Commander
- D. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- A. Follow NSSD EOP

V. INFORMATION COLLECTION

- A. Follow NSSD EOP

B. Stayton Elementary School

I. INTRODUCTION

This plan is based upon the concept that the incident management functions that must be performed by a school generally parallels 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.

II. CONCEPT OF OPERATIONS

- A. Follow NSSD EOP
- B. Additional / Divergent Responsibilities
- C. Principal or designee selects an Incident Commander
- D. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- A. Follow NSSD EOP

V. INFORMATION COLLECTION

- A. Follow NSSD EOP

C. Stayton Intermediate/Middle School

I. INTRODUCTION

This plan is based upon the concept that the incident management functions that must be performed by a 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.

II. CONCEPT OF OPERATIONS

- A. Follow NSSD EOP
- B. Additional / Divergent Responsibilities
- C. Principal or designee selects an Incident Commander
- D. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- A. Follow NSSD EOP

V. INFORMATION COLLECTION

- A. Follow NSSD EOP

D. Sublimity K-8 School

I. INTRODUCTION

This plan is based upon the concept that the incident management functions that must be performed by a 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.

II. CONCEPT OF OPERATIONS

- E. Follow NSSD EOP
- F. Additional / Divergent Responsibilities
- G. Principal or designee selects an Incident Commander
- H. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- B. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- B. Follow NSSD EOP

V. INFORMATION COLLECTION

- B. Follow NSSD EOP

E. Mari-Linn K-8 School

I. INTRODUCTION

This plan is based upon the concept that the incident management functions that must be performed by a 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.

II. CONCEPT OF OPERATIONS

- I. Follow NSSD EOP
- J. Additional / Divergent Responsibilities
- K. Principal or designee selects an Incident Commander
- L. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- C. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- C. Follow NSSD EOP

V. INFORMATION COLLECTION

- C. Follow NSSD EOP

F. Options Academy

I. INTRODUCTION:

This plan is based upon the concept that the incident management functions that must be performed by a school generally parallel some of the 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.

II. CONCEPT OF OPERATIONS

- A. Follow NSSD EOP
- B. Additional / Divergent Responsibilities
- C. Principal or designee selects an Incident Commander
- D. The Incident Commander develops and communicates the ICS plan, assigns roles, and responsibilities of staff.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. Follow NSSD EOP

IV. DIRECTION/CONTROL/COORDINATION

- A. Follow NSSD EOP

V. INFORMATION COLLECTION

- A. Follow NSSD EOP

G. EXTERNAL COMMUNICATION STANDARD PROCEDURES AND PROTOCOLS

I. GATHER INFORMATION

Information is collected which are a source of ongoing, official information on the response effort and other sources such as: response agencies; media; calls from public and elected officials; technical specialists; other agencies such as utilities and the National Weather Service; and emergency response guidebooks.

II. VERIFY INFORMATION

Verify the accuracy of the information collected by consulting with:

- EOC sources and technical specialists: ensuring that information is consistent and accurate, striving toward accessibility to all affected by the incident; and
- Other PIOs: Compare notes, especially with the lead PIO and PIOs who are liaisons to the various assistance programs or response/recovery partners, to verify the accuracy of information.

III. COORDINATION OF INFORMATION (INTERNAL)

Coordination includes, but is not limited to:

- coordinating between ICS Command and General Staff;
- coordinating between EOC participants; and
- obtaining approval from appropriate authorities before information is disseminated.

Initial information should include:

- actions the public should take;
- impact of the incident;
- actions the response agencies are taking;
- actions businesses and industries should take;
- a summary of the incident;
- Twelve overall steps to be taken by the government and by citizens to return to normal after the incident.

In addition to the public and media, information needs to be shared with the Command Staff; response community; other Federal, State, tribal, local, and volunteer agencies; elected and appointed officials; other community leaders; and other PIOs. Sharing information regarding response and recovery actions and objectives is critical to building situational awareness for a JIS.

IV. DISSEMINATION OF INFORMATION (EXTERNAL)

Information should be disseminated to:

- disaster victims;
- outside general public;
- affected jurisdictions;
- community leaders;

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- private sector;
- media;
- nongovernmental organizations (NGOs) (e.g., American Red Cross);
- response and recovery organizations (e.g., urban search and rescue, utilities); volunteer groups (e.g., Community Emergency Response Team – CERT); and other impacted groups

Appendix 1: Standard Response Protocol

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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Appendix 2: The Standard Reunification Method



Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Parent Guardian Sign Off

I have read and understand these instructions.

Print Your NameDate

Signature



along Elm street?" Both are necessary tasks, and can enlist the parent into being part of the solution.

The Reunification Go Kit

Reunification "Go Kits" contain specialized items that are unique to the reunification process. Consequently, these kits are different than school evacuation go kits. Since reunification is often managed by district personnel, reunification Go Kits aren't necessary at each school, rather the kits can stay with district response teams. Larger districts may have several kits, one at the district office. Others in the trunks or backs of vehicles used by district responders. Smaller districts may have only two kits. One at the district office. One with the primary district responder. (Two is a suggested minimum: redundancy is important.)

Inventories and locations should be audited once a quarter.

Item	Count	Date	Date	Date	Date
Inventory Sheet	1				
Popup tent	1				
Parent check in banner	1				
Bungee cords	12				
Folding table (6 foot)	1				
Folding chairs	4				
24 count boxes of pens	2				
English reunification cards	2500				
Spanish (or another language) reunification cards	500				
Directional signs	12				
Bull horn	1				
Extra bull horn batteries	1				
Flashlights	4				
Extra flashlight batteries	12				
Safety vests	24				
Set of laminated alphabet sheets (A - Z)	2				
Set of laminated grade sheets (K - 12)	2				
Numbered plastic bins with lids	8				
Duct/Gaffers Tape	2				
Emergency contact hardcopy	1				
Suntan Lotion	10				

Some districts are moving to electronic parent verification (see page 11) and include electronic rosters, laptops and internet hot spots in their reunification Go Kits.

Appendix 3: Incident Damage Report

North Santiam School District School/Site Preliminary Damage Report						
School/Site:				Location Code:		
Date:		Time:		Person in Charge:		
Contact Information (How can we call you back for additional information?):						
Please answer the following:						
Has anyone died from this incident?	☐ Yes	☐ No	# of Students		# of Staff	
Are there any injuries?	☐ Yes	☐ No	# of Students		# of Staff	
How many buildings at your site are visibly damaged?	<input style="width: 30px; height: 30px; border: 1px solid black;" type="checkbox"/>		Explain the type of damage you observe?			
Summarize your actions thus far:				Do you have the following?		
				Power	☐ Yes	☐ No
				Water	☐ Yes	☐ No
				Phone	☐ Yes	☐ No
				Radio	☐ Yes	☐ No
Where is your current evacuation assembly area?						
What are your most critical issues?						
What are your other problems?						
What assistance do you need?						

Go Kit Items For Consideration		
Administration Go Kit Supplies		Classroom Go Kit Supplies
<ul style="list-style-type: none"> Clipboard with <ul style="list-style-type: none"> List of students List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked <i>confidential</i> List of school personnel List of school emergency procedures Whistle and hat for leadership identification Battery-operated flashlight Utility turnoff procedures Emergency communication device First aid kit with instructions 		<ul style="list-style-type: none"> Clipboard with <ul style="list-style-type: none"> List of classroom students List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked <i>confidential</i> List of school emergency procedures Whistle and hat for teacher identification First aid kit with instructions Student activities (such as playing cards, checkers, inflatable ball)
Supply Items For Consideration		
Administration Supplies List	Classroom Supplies List	Student and Staff Supplies List
<ul style="list-style-type: none"> Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet. Reflective vests or other means of identifying safety team members Whistles Small directory with emergency telephone numbers of local drugstores, etc. Walkie-talkies Pens, pencils, or wax markers Change for payphones Special needs roster Campus layout maps with evacuation sites, first aid sites, and parent reunification site First aid supplies First aid instruction manual Medical gloves Food Water supply Battery-operated flashlight or light sticks Extra batteries Battery-operated radio 	<ul style="list-style-type: none"> Clipboard with <ul style="list-style-type: none"> List of classroom students (and photo) List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked <i>confidential</i> List of emergency procedures Whistle & hat (or other identifier) for teacher First aid supplies First aid instruction manual Medical gloves Food Water Battery-powered flashlight Batteries Blankets Bucket Sanitary items (towelettes & toilet paper) Work gloves Breathing masks Plastic sheeting Duct tape Can opener Hard candies 	<ul style="list-style-type: none"> Jacket, raincoat Change of clothes Hat, gloves, and scarf where applicable Food Water Personal prescription medications where applicable

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<ul style="list-style-type: none">• Blankets• Portable toilets, makeshift toilets, or garbage bags• Sanitary items (toilet paper and towelettes)• Work gloves• Plastic sheeting• Breathing masks• Can opener• Waterproof matches and container• Lighter• Multipurpose tool, wrench or pliers, and knife• Speaker or megaphone• Utility turnoff procedures	<ul style="list-style-type: none">• Student activities	
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