



La Grande

SCHOOL DISTRICT

Emergency Operations Plan

Updated: December 2021

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“I Love You Guys” Standard Reunifications Method, Handouts, Signage
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SIGNATORY PAGE

La Grande School District 1

Code: EBC/EBCA
Adopted: 6/11/03
Revised/Readopted: 4/11/07; 4/30/08; 10/10/18
Orig. Code: EBC

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedure Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedure Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)

[ORS 433.441](#)
[ORAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Cross Reference(s):

EEAC - School Bus Safety Program
GBE - Staff Health and Safety
JHCC - Communicable Disease - Students

This school emergency operation plan has been completed and approved through a collaboration of efforts in the community.

George Mendoza
LGSD Superintendent

Date:

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the La Grande School District Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of La Grande School District and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers 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 an incident. This plan provides parents/guardians and other members of the community with assurances that La Grande School District 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 potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific plan 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. La Grande School District regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

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

B. Scope of the Plan

The La Grande School District 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.

Definitions

- **Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

- **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 principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.
- **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.
- **Vulnerability:** Characteristic of the school that could make it more susceptible to the identified threats and hazards.

School Board Policy Statement

The La Grande School Emergency Operations Plan operates within the framework of La Grande School Board policy. La Grande School District policies related to this Emergency Operations Plan include but are limited to:

EB – Safety Program
EBBA – First Aid
EBAC – Safety Committee
EBC/EBCA – Emergency Procedures and Disaster Plans
EBCB – Emergency Drills and Instruction
EB CD – Emergency Closures
GBE – Staff Health and Safety
JFCM – Threats of Violence
JHF – Student Safety

C. Situation Overview

School Population

La Grande School District's current enrollment is approximately 2350 students located in five buildings: Central Elementary, Greenwood Elementary, Island City Elementary, La Grande Middle School, and La Grande High School. These students are supported by a committed staff and faculty consisting of:

- 13 Administrators
- 4 Managers
- 10 District Office Staff
- 134 Teachers and specialists

- 142 Classified staff (i.e., secretaries, para-educators, custodians, cooks, etc.)

Master schedules of where classes, grade levels, and staff are located during the day are available in the main office of each building. Master schedules are also located in the appendix as a reference.

La Grande School District 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).

The district's enrollment of students with access and functional needs will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Building Information

La Grande School District is comprised of five campuses, four in La Grande and one in nearby Island City. The Central Elementary, La Grande High School, and La Grande Middle School campuses are located next door to one another and share one soccer field, one football field/track, one tennis court complex, and multiple parking lots. Classes take place in each of the main buildings, as well as modular buildings at the middle school and high school (Options Center or alternative education building).

The Greenwood Elementary School campus is located on Greenwood Ave. and is comprised of one main building, one small modular building (Rising Stars), a playground, and a large field.

Island City Elementary School is located in Island City on Fourth Street. and is comprised of one main building, two modular, a playground, and two large fields.

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

Threat/Hazard Assessments Summary

La Grande School District 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 school planning team completed a thorough site assessment to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The school planning team also conducted a culture and climate assessment to determine student and staff perceptions of safety and to identify problem behaviors needing to be addressed.

The table on the following page briefly discusses La Grande School District's high-priority threats/hazards of flood, severe storm, fire, hazardous material, active shooter, pandemic, terrorism, and bullying.

Table 1. Local Context Hazards

Active Threat	La Grande School District, like any school district, is vulnerable to an active threat incident.
Bomb Threat	Buildings within La Grande School District may receive bomb threats. Incendiary devices pose an imminent threat to students and staff, therefore all threats are taken seriously and investigated immediately for credibility.
Fire	Fire hazards are the most prevalent types of threat/hazard due to mechanical and electrical systems failure, CTE facilities, shops, and activities that require heat or fire to complete (i.e. STEM rocket launching).
Flood/Dam Failure	<p>Given its proximity to the Grande Ronde River, as well as the Morgan Lake Dam, La Grande is vulnerable to flooding.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall or runoff causes rivers to rise. Flooding may also occur as a result of damage to water distribution systems, such as failure of the dam.</p>
Hazardous Materials	Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around La Grande. Chemicals and other hazardous materials are transported through La Grande and Island City via the railroad and freeways and could cause major disruptions as student and staff are directed to shelter in place for extended periods of time while material is cleaned.
Pandemic	<p>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 new 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.</p> <p>The effects of a pandemic can be lessened if preparations are made ahead of time. La Grande School District is vulnerable to pandemic and must understand the school's impact on the overall illness rates within the community.</p>

Severe Storm	La Grande and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by La Grande School District, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Student Violence	Student violence may or may not involve weapons and multiple active threats. Given local community factors and historical trends, student violence does not poses a significant threat to the staff and students of La Grande School District.
Sudden Death	La Grande School District, like any school district, is susceptible to sudden death of students or staff. Sudden death includes on or off campus instances, including car accidents and suicide. The sudden death of student/staff can cause significant disruption and may result in crisis flight team being initiated.

Resources

La Grande School District's leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. La Grande School District has the following agreements in place, with:

- IMESD Crisis Flight Team to borrow or lend counselors.
- Union County Fairgrounds and the LDS Church for reunification sites.
- IMESD to supply first aid kit and sanitation supplies.
- IMESD to supply cots and bedding.
- IMESD to supply food and water supplies.
- Local law enforcement to provide security services.
- Center for Human Development to provide counseling services.
- Intermountain ESD to provide payroll/accounts payable services.

All pre-negotiated agreements and contracts are included in the appendix section.

D. Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows La Grande School District to deviate from the plan if certain assumptions prove not to be true during operations. The School 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 the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, may stop or reduce incident-related losses.
- Maintaining the School EOP 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 may result in their providing assistance and support to incident management efforts.
- Personal and individual family preparedness is the single most important factor in increasing resiliency to emergencies and disasters. La Grande School District, City and County Emergency Operations and plans can only be successful if individuals and families have made necessary plans and preparations to be self-sustaining in an emergency. This plan is not intended to nor will it be successful at supplanting individual and family emergency preparedness planning, preparedness and training.

Limitations

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

La Grande School District Emergency Operations Plan
Administrative and Command Structures

II. RISK ASSESSMENT

In 2021, La Grande School District conducted an Emergency Incident Risk Assessment in collaboration with emergency responders, local agencies, and state/regional educational safety specialists. The following table was developed based on local information and context.

Potential Event	Warning Preceding Event	Consequences or Significance	Likelihood/Probability	Risk Level
Earthquake	15 minutes or less	Critical	Possible	Medium
Infrastructure failure: dam, power, water systems cyber	No warning	Catastrophic	Unlikely	Medium
Lightning	More than 90 minutes of warning	Negligible	Highly Likely	Medium
Severe wind	More than 90 minutes of warning	Negligible	Highly Likely	Medium
Flood	30 minutes or less	Negligible	Likely	Low
Wildfire	More than 90 minutes of warning	Limited	Likely	Medium
Extreme Temperature	More than 90 minutes of warning	Negligible	Highly Likely	Medium
Landslide or mudslide	15 minutes or less	Catastrophic	Possible	High
Winter precipitation	More than 90 minutes of warning	Negligible	Highly Likely	Medium
Snow storm	More than 90 minutes of warning	Negligible	Likely	Low
Hazardous materials in the community: industrial plants, tanker trucks on major highways	No warning	Limited	Possible	Low
Infectious disease	No warning	Limited	Likely	Medium
Contaminated food outbreak	No warning	Limited	Unlikely	Negligible
Water contamination	No warning	Limited	Unlikely	Negligible
Toxic materials	More than 90	Negligible	Likely	Low

La Grande School District Emergency Operations Plan

Administrative and Command Structures

emerging in schools such as mold or asbestos	minutes of warning			
Toxic materials present in school laboratories	No warning	Negligible	Possible	Negligible
Fire or explosion	No warning	Critical	Possible	Medium
Medical Emergency	No warning	Negligible	Highly Likely	Medium
Active shooter	No warning	Catastrophic	Possible	High
Threat of violence	No warning	Critical	Likely	High
Fights	No warning	Negligible	Possible	Negligible
Bomb threat or device found	No warning	Limited	Possible	Low
Child abuse	No warning	Negligible	Likely	Low
Cyber attack	No warning	Limited	Possible	Low
Cyber malfunction	No warning	Limited	Possible	Low
Suicide	No warning	Critical	Possible	Medium
Dangerous person(s)	No warning	Critical	Likely	High
Missing student(s) or Kidnapping	No warning	Limited	Possible	Low
School bus emergencies	No warning	Negligible	Possible	Negligible
Student demonstration or riot	More than 90 minutes of warning	Negligible	Possible	Negligible
Dangerous animal	No warning	Negligible	Highly Likely	Medium

III. CONCEPT OF OPERATIONS

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

A. 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.

La Grande School District 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.

La Grande School District works with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

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

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, La Grande School District facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events.** [Note: The ICS approach can be used before, during, and after an incident.]

Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. The most qualified individual present will establish command at the onset of the incident until relieved by a more qualified individual. At that time, there should be a formal transfer of Command, including necessary notification of the transfer of command.

C. 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 Local, State and Federal agencies and industry where appropriate. School or District personnel will likely be integrated into the Command Structure serving either at the Incident Commander level in a joint or shared command capacity or within roles in the overall Incident Command Structure. Wherever possible, integration into one incident command structure is the preferred alternative. Integration avoids duplication of effort, unclear lines of authority and muddled lines of communication.

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

IV. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

School staff may be required to remain at school to assist in an incident. Employees have a responsibility to report to or remain at work as soon as self-preservation concerns for themselves and their families have been met. Individual preparedness and planning should be made to allow expedited return. Personal preparedness is vital to maintaining mission critical operations and expediting recovery. In the event that this 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.

A. Superintendent

The superintendent provides leadership and oversight over all aspect of emergency response procedures and works to ensure all systems are working to support students, staff, and community during and after an emergency. The superintendent may serve as the Emergency Incident Commander, however, it is not recommended as their responsibility has a broader focus. At all times, the superintendent still retains the ultimate responsibility for the overall safety of students, staff, and facilities. It is essential to the emergency response system that the superintendent immediately establish Operations, Logistic, Communication Section Chiefs, and a Liaison with incident command for the district and communicate frequently with these leaders and with local emergency responders to coordinate efforts.

B. Principal/District Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident may allow the principal to focus on policy-level activities and interfacing with the school district, other agencies, and parents/guardians. The principal shall coordinate between the superintendent's office and the Incident Commander.

C. 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., Evacuation, Lockout, Shelter, Lockdown), as described more fully in the functional plans 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.

D. Incident Command Liaison

The Incident Command Liaison responsibilities include:

- Maintaining an active presence in ICP.
- Facilitating communication between ICP and the district.

- Represent the district's interests in ICP.
- Share information regarding facilities and resources the district maintains.

E. Teachers

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

Responsibilities include:

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

F. Instructional Assistants

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 if necessary. Counselors will be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Assisting at reunification site with various tasks as needed.

G. Counselors, Social Workers, and Psychologists

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

Responsibilities may include:

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

H. 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.

I. Custodians/Maintenance Personnel

Responsibilities include:

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

J. School Secretary/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 Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

K. 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.

L. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

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

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

N. Students

Responsibilities include:

- Understand the value of and strive to increase personal and family emergency preparedness.
- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of 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.

O. Parents/Guardians

Responsibilities include:

- Understand the value of and strive to increase personal and family emergency preparedness.
- 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.
- Monitor and follow instructions of trusted communications lines during emergencies.

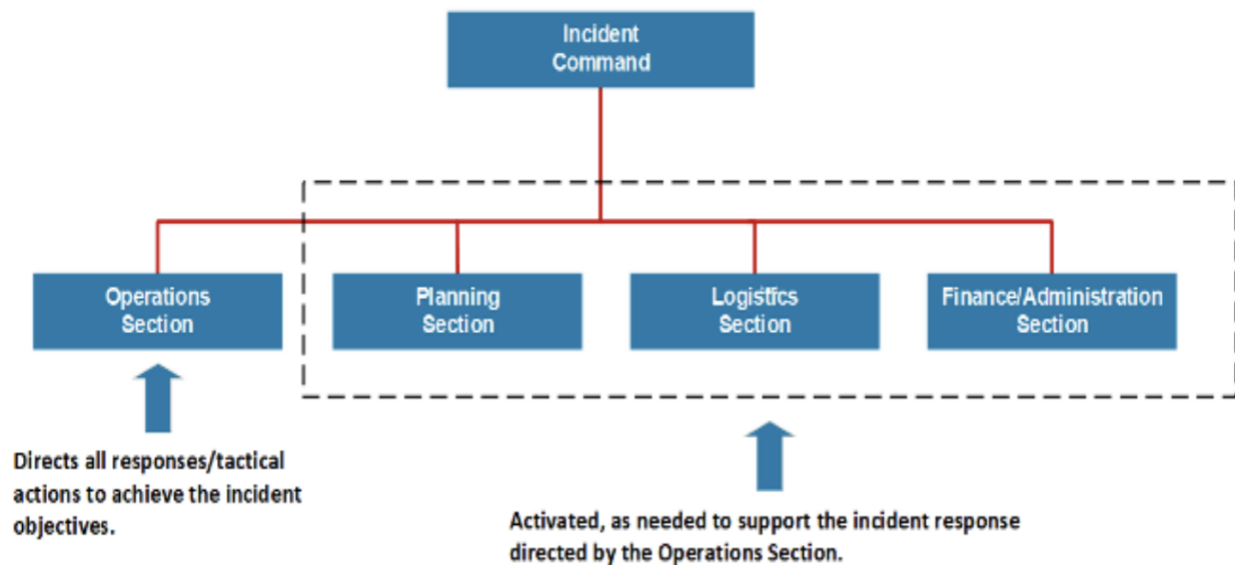
V. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. District Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Policy Group.

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.

2. 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 develop a Family Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing 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 or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

3. 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.

4. Logistics Section

Supports incident 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 center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and oversee transportation needs of students/staff at reunification site.
- Manage financial costs of the emergency and eventual mitigation of the event or emergency 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.
- 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.

5. Financial/Administration

Oversees all financial and administrative activities such as:

- Financial expenses that occur during the emergency
- Monitor financial processes and systems during the emergency
- Establish and maintain internal and external communication systems.
- Support the regular releases of information to public from Incident Command
- Submit regular reports to Incident Command
- Help Incident Command develop any press releases regarding emergency

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

Coordination with Responders

An important component of the La Grande School District EOP is a set of interagency agreements with various governmental agencies to aid timely communication. Agreements with these agencies and services (including such governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and La Grande School District. 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 the 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. Depending on the emergency, the school district may keep an internal ICS and only coordinate with responder ICS as well.

Source and Use of Resources

La Grande School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by La Grande School District and IMESD
- Cots and bedding supplies will be provided by IMESD
- Food/water supplies will be provided by IMESD
- Security will be provided by: La Grande Police Department and Union County Sheriff's Department
- Counseling services will be provided by: IMESD Crisis Flight Team

All pre-negotiated agreements and contracts are included in the appendix section.

Other Incident Command Groups – Emergency Response Agencies	
Branch/Group	Potential Responsibilities
Response Branch (Law Enforcement)	
Contact Group	Contact Group will most likely be engaged during an active threat to students and staff and be charged with neutralizing the known threat(s).
Rescue Group	Rescue Group 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 move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: <ul style="list-style-type: none">▪ Identifying and marking unsafe areas.▪ Conducting initial damage assessment. Obtaining injury and missing student reports from teachers.
Security/Perimeter Group	The Security and Perimeter Group is responsible for: <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.
Investigation Branch (Law Enforcement)	

Other Incident Command Groups – Emergency Response Agencies	
Branch/Group	Potential Responsibilities
Investigation Group	<p>The Investigation Group is responsible for:</p> <ul style="list-style-type: none"> ▪ Identifying cause of the emergency/event ▪ Identifying students/staff/community members that may help provide evidence to aid in investigation ▪ Conduct investigation regarding individuals responsible for emergency event. ▪ Identify potential systems that were successful or failed in emergency event.
Scene Preservation Group	<p>The Scene Preservation Group is responsible for:</p> <ul style="list-style-type: none"> ▪ Maintaining scene of emergency from tampering ▪ Maintain security of evidence ▪ Aid staff in documenting the scene and collecting evidence
Medical Branch (EMS/FIRE/GRH)	
Triage Group	<p>Triage Group provides triage, treatment, and Psychological First Aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up first aid area for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Treatment Group	<p>The Treatment Group is responsible for:</p> <ul style="list-style-type: none"> ▪ Patient care after the initial assessment provided by emergency medical staff. ▪ Determining the particular services, treatments, and/or needs of the patient(s). ▪ Contacting guardians or designated individual that can provide medical information and permissions needed to treat the patient.

Other Incident Command Groups – Emergency Response Agencies	
Branch/Group	Potential Responsibilities
Transport Group	The Transportation Group is responsible for all transportations needs of students, staff, and community members from the scene of the emergency to reunification, hospital, and other identified sites.
Tracking Group	The Tracking Group is responsible for the tracking of students from the scene of the emergency and communicating to other Branches for eventual reunification. Tracking group is also responsible for the tracking and maintaining evidence gathered during the event.
District Branch	
Reunification Group	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student and staff feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinate spaces and resources for injury and/or death notifications. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Psychological and Emotional Recovery Group	<p>The Psychological and Emotional Recovery 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 school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Other Incident Command Groups – Emergency Response Agencies	
Branch/Group	Potential Responsibilities
Student Release Group	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: <ul style="list-style-type: none">▪ Setting up secure reunion area.▪ Checking student emergency cards for authorized releases.▪ Completing release logs.▪ Coordinating with the Public Information Officer on external messages.

VI. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

La Grande School District will collect, analyze, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, La Grande School Communications Team will assign administrative staff to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal with any immediate actions required identified.

After an incident, La Grande School District will assign staff to monitor websites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

B. Information Documentation

The assigned staff member will document the information gathered. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.
- The date and time the information was collected and shared.

VII. TRAINING AND EXERCISES

La Grande School District 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 Safety and Emergency Response Committee will coordinate training and exercising efforts.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

A. Training

All La Grande School District staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

1. Staff Training

Basic training and refresher training sessions will be conducted during in-service at the beginning of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory staff training will include:

- Threat/hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First aid and CPR for at least 10% of staff.
- “Run, Hide, Fight” Active Shooter Response
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Bloodborne pathogens/minor first aid training for all staff.

All La Grande School District 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.

2. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

3. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take in-person training on some of the school’s response procedures. The District Emergency

Operations Procedures will be available on the school district's website along with other emergency response tools.

B. Exercises

Instruction on fire and earthquake dangers and drills for students shall be conducted each school month. At least two drills on earthquakes shall be conducted each year. Other types of exercises will occur at least once per school year.

Approved parent/guardian volunteers and community members will also be incorporated into larger exercise plans.

VIII. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, La Grande School District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials and are in writing. Agreements and contracts identify the school and district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in the appendix.

B. Recordkeeping

1. Administrative Controls

La Grande School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.

- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

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.

D. 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. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional plan of this plan.

IX. PLAN DEVELOPMENT AND MAINTENANCE

The planning team is responsible for the overall maintenance and revision of the La Grande School District EOP and for coordinating training and exercising of the School EOP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The La Grande School District School Board, superintendent, and administrators are responsible for approving and promulgating this plan. Community fire, law

enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board, together with the superintendent and building administrators, will approve and disseminate the plan following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board, building administrators, and superintendent)
- Distribute the Plan

B. Record of Distribution

Copies of plans 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 their receipt, review, and/or acceptance of the plan. The planning team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the 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 School Board.

C. Plan Review and Updates

The basic plan will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School EOP 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.

X. AUTHORITIES AND REFERENCES

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

Functional Plans

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COMMUNICATIONS SYSTEM

I. PURPOSE

Communication is a critical part of incident management. This section outlines La Grande School District's communications procedures and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents/guardians, responders, and media.

II. SCOPE

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

III. RESPONSIBILITIES

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

IV. 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 La Grande School District about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, La Grande School District will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at each building's open house.
- 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.
- Establish "Trusted Sources" of information including web location and social media accounts that will be utilized during an emergency to rapidly and widely distribute accurate information.
- Maintain contacts with local media outlets in order to provide accurate and timely information.

B. During an Incident

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:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site.
- 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.

The principal will notify the district office and will designate staff member(s) to monitor all communications.

External Communications

La Grande School District will communicate with parents during an incident by:

- Disseminating information via automated phone messages (School Messenger), social media outlets, text messages (Remind), radio announcements, and emails to inform parents about exactly what is known to have happened.
- 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, Web site address, or recorded hotline where families can receive updated incident information.
- Informing families and students when and where school will resume.
- Utilizing the Intermountain ESD Communications Team for support.

La Grande School District will communicate with the media during an incident by:

- Designating a Public Information Officer- IMESD Communications Team.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with administration and Policy Group and partner agencies.

- Requesting the media contacts broadcast La Grande School District's external communications plans, including the information hotline for parents and guardians.

La Grande School District employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the appendix.

The Incident Commander 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.

Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, La Grande School District 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 status 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, La Grande School District administrators will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.

- 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 all other 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 the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oregon Department of Education of recovery status.

After an incident, the school district will:

- Identify recordkeeping 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, videoconferencing, 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.

V. COMMUNICATION TOOLS

Some common internal and external communication tools that La Grande School District may use include the following:

- **Standard telephone:** La Grande School District has designated a school telephone number as a recorded “hotline” for parents to call for information

during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- **School Messenger System:** La Grande School District uses School Messenger to distribute automated phone calls, text messages, and emails to staff, students, and parents.
- **Remind:** Students and families signed up for Remind can receive one-way text messages from the school district.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school, district website, and 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.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

PSYCHOLOGICAL HEALING

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 a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

VI. SCOPE

The following procedures outline steps to be taken by staff/students following a 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 the development, implementation, and evaluation of the School EOP as it relates to this plan. Additional advice will be sought from outside psychologists and mental health experts.

VII. RESPONSIBILITIES

To implement the recovery psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Flight Team will undergo indepth 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.

VIII. SPECIALIZED PROCEDURES

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

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals and the Crisis Flight Team to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the Crisis Flight Team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff may be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.

School Crisis Flight Team

- School principals will develop crisis flight team to respond to events that may substantially impact the psychological health of the overall school community.

HOLD IN CLASS

I. PURPOSE

Hold in classroom is the most basic of movement restriction action(s). The intent is to maintain sterile hallways allowing school staff/administration, law enforcement and/or fire/EMS to respond to a situation without being inhibited by students, staff, and/or visitors.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a Hold in Place on school grounds or in the school building.

EXAMPLES OF WHEN HIC COULD/WOULD BE USED:

- Medical emergency.
- K9 search.
- Fight/internal conflict.

III. COMMUNICATIONS

The school intercom system acts as a warning system to notify staff and students. If there is a loss of power, two-way radios and email will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Hold In Place
- Communications
- Psychological Healing
- Health/Medical

B. Activating Incident Command

The first individual(s) to encounter the emergency will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this plan. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION ACTIONS

- Determine need to engage Hold in Class protocol.

- Communicate with staff/students that Hold In Class protocol has been activated.
- Work with staff, law enforcement, medical personnel, and other agency staff to resolve the issue.
- Communicate with superintendent about situation and additional supports needed.
- Communicate with staff/students when Hold in Class protocol is discontinued and normal activities can resume. Announce “All Clear.”
- Develop plan to communicate information to staff and other as needed or directed.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

- Monitor radio for information and report any developments.
- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property.

STAFF ACTIONS:

- Visually clear hallways of all students before closing their respective room doors. No students should be allowed to leave the room until “ALL CLEAR” is announced.

STUDENT ACTIONS:

- Follow instructions provided by staff via face-to-face communication, intercom announcement or electronic messaging to remain in current class until “ALL CLEAR” is announced. Students not in a classroom at the time of activation shall enter and remain in the most accessible room monitored by a staff member.

PASSING TIME/RECESS:

- Students in transition at the time of announcement/communication shall report to their next class.

Students who are outside should return to their respective.

SHELTER IN PLACE

I. PURPOSE

“Sheltering In-Place” simply means staying inside your building until the emergency passes and the “all clear” signal is given. Local officials, like the La Grande Fire Department or Police Department, are best qualified to recommend protective actions against hazardous materials incidents. As an example, during the release of hazardous materials, air quality may be threatened. Evacuation may take you through a plume of toxic chemicals, leading to serious, long-term health risks or even death. Toxic releases can come without warning and allow only minutes to respond.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to Shelter In Place on school grounds or in the school building.

EXAMPLES OF WHEN SIP COULD/WOULD BE USED:

- Chemical Spill in Chemistry Lab or CTE Shop
- Hazardous Material Spill in Town

III. COMMUNICATIONS

The school intercom system acts as a warning system to notify staff and students. If there is a loss of power, two-way radios will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Shelter In Place
- Evacuation
- Communications
- Psychological Healing
- Health/Medical

B. Activating Incident Command

The first individual(s) to become aware of the emergency will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this plan. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

SHELTER IN PLACE PREPAREDNESS:

- **Prepare window coverings:** When the room is used as a shelter, the windows must be sealed against any outside air entering.
- **Prepare vent and door coverings:** Just as you did for the windows, each air vent, door, and any other openings leading outside the room must be sealed.
- **Heating, Venting and Air Conditioning (HVAC)** controls should be clearly marked for shutdown.
- **If outside the buildings, then immediately go to area directed by administration.**

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Notify 911 and the Superintendent of your need to Shelter In Place.
- Carry your cell phone and radio with you.
- Communicate with staff/students that Hold In Class protocol has been activated.
- Work with staff, law enforcement, medical personnel, and other agency staff to resolve the issue.
- Communicate with superintendent about situation and additional supports needed.
- Communicate with staff/students when Hold in Class protocol is discontinued and normal activities can resume. Announce “All Clear.”
- Develop plan to communicate information to staff and other as needed or directed.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio for information and report any developments.
- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property.

STAFF ACTIONS

- Stay put or select a safe location.
- Communicate with office as possible.
- Take roll to make sure all students are present.
- Close and lock all windows and doors to the outside. Close drapes or shades over all windows. Push wet towels under the doors to help seal against outside air.
- Turn off HVAC systems, and switch inlets or vents to the “closed” position.
- While Sheltering In Place, stay away from windows.

- If there is no phone in your designated shelter room, bring along a battery-operated or cellular phone.
- ***Do not*** go outside or attempt to drive unless you are specifically told to do so. Evacuation procedures may vary by community.
- ***Do not*** leave your shelter until the “all clear” signal is sounded.
- ***Do*** listen to the Emergency Alert System radio messages and follow the message instructions. The alerting station for the La Grande area is 104.7 FM or 99.9FM is the alternate alerting station. Other local radio stations may also carry the news story.
- Follow directions of school administration, incident commander to remain in classroom, evacuate, and on other emergency protocols.

EMERGENCY LOCK OUT (PERSON OF CONCERN OUTSIDE CAMPUS)

I. PURPOSE

In an emergency lock out, we are trying to keep space between us and the Person of Concern (POC = bad guy). In an emergency lock out the POC is on the outside attempting to commit crimes or escape apprehension.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff engaging in lockout on school grounds.

An emergency lock out should be called if the following conditions exist but not limited to:

- Dangerous POC is out of control and traveling toward or last seen near a school:
 - POC is suspected of being armed with a weapon or committing a heinous act.
 - POC is the respondent of a restraining order and the petitioner is one of our students, parents, or a staff member.
 - POC is suicidal.

III. COMMUNICATIONS

The school intercom system acts as a warning system to notify staff/faculty and students in case of a lock out. If there is a loss of power, two-way radios will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Lockout
- Accounting for All Persons
- Continuity of Operations (COOP)

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

IV. STAFF PROCEDURES

INCIDENT COMMANDER/EMERGENCY SERVICES:

- Law enforcement or other safety agency may contact school or district to engage a school lock out.
- Law enforcement will provide detailed information on exact location.

- Determine the need for an emergency lock out based on the threat of harm to students and staff:
 - Incident is out of control and escalating.
 - External incident is contained but staff and students who are unaware of the situation could walk into the threat.
 - External incident is contained but the crime scene could be observed or contaminated by uninvolved persons.
 - 911 center or on scene police calls and orders an emergency lock out.
- Will notify administration and school district when safety concern is resolved and lock out can be discontinued.
- Will aide in developing appropriate communication to students, staff, parents, and community.

ADMINISTRATION ACTIONS:

- Notify 911 of your need for an exterior lock out unless they notified you of the need. Carry your radio and cell phone with you at all times.
- Provide detailed information on exact location.
- Determine the need for an emergency lock out based on the threat of harm to students and staff:
 - Incident is out of control and escalating.
 - External incident is contained but staff and students who are unaware of the situation could walk into the threat.
 - External incident is contained but the crime scene could be observed or contaminated by uninvolved persons.
 - 911 center or on scene police calls and orders an emergency lock out.
- Communicate frequently and fully with law enforcement and other appropriate agencies.
- Communicate with superintendent.
- Call for an emergency lock out on the school public address system, "**This is an emergency lock out.**"
 - If you are calling a lock out drill use the exact words "**this is a lock out drill.**"
 - The custodian, principal and assigned staff should lock and monitor all exterior doors.
 - Minimize cell phones use as possible.
- Give the all clear signal only after verifying with the responding law enforcement agency. The school administrator who called the first signal will also call the all clear. The signal for an all clear will be the exact words of "**All Clear.**"
- Any deviation in the exact wording should be interpreted as a signal that the administrator is under duress and has been taken hostage.
 - Example of an all clear: "This is Mrs. Jones we are All Clear... All Clear. Thank you for a great job on the lock out..."

- Example of a hostage situation: This is Mrs. Jones everything is fine I have been asked to have you all assemble in the cafeteria..."
- Develop communication with incident command and district staff for various stakeholders regarding the lock out.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

- Monitor radio for information and report any developments.
- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property

STAFF ACTIONS:

- Staff should bring all students into the classroom and continue the educational process.
- If possible, close drapes blinds or other window coverings.
- If drapes, blinds or other window coverings are not available, it is recommended that staff gather students into an area that affords the maximum protection and concealment from windows.
- Students in gymnasiums and other specialty areas should lock out in their current locations.
- Students on recess should lockout in the gym.
- If possible classroom teachers should go to the location of their students.
- Take roll to make sure all students are present
- If possible, report missing students to the office via intercom or phone.
- Staff can be given suspect information and descriptions.
- Do not allow students to leave the room until you are notified if any areas of the building will be considered off limits.
- Be prepared to lock all the interior doors if a full lock in is ordered.
- Wait for further directions from law enforcement, or the campus incident commander.

STAFF IN PORTABLES

- Staff should bring all students into their portables and wait for further instructions.
- If possible close drapes, blinds or other window coverings.
- If drapes, blinds or window coverings are not available, it is recommended that teachers gather students into an area that affords the maximum protection and concealment from windows.
- Take roll to make sure all students are present.
- If possible report missing students or unusual circumstances to the office via intercom or phone which could include:
- Staff will be notified if they will be moved to the main building.

- Students can be moved to the main building or another campus if they can be moved safely.
 - Students may be moved for the following reasons
 - The dangerous situation is in close proximity or likely to occur near the portable.
 - The time span of the situation is likely to last longer than that would be tolerable by students and staff, i.e. restroom and food breaks are needed.
 - Wait for further directions from law enforcement, or the campus incident commander.
 - Medical situations including but not limited to medications stored in the main building, injuries and unusual reactions to stress (diabetic).
 - Urgent and immediate need for restroom access.

EMERGENCY LOCKDOWN (PERSON OF CONCERN INSIDE CAMPUS)

I. PURPOSE

In an emergency lockdown, we are locking ourselves in our current location. We are trying to get and keep space between us and the person(s) of concern (POC = threat). In a lockdown, the POC is usually on the inside attempting to commit crimes. However, an emergency lockdown can be called if the POC is outside and close enough that movement within the building could be dangerous.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff engaging in lockdown on school grounds.

An emergency lockdown should be called if the following conditions exist but not limited to:

- Dangerous POC is out of control and is in the school campus:
 - POC is suspected of being armed with a weapon or committing a heinous act.
 - POC is the respondent of a restraining order and the petitioner is one of our students, parents, or a staff member.
 - POC is suicidal.

III. COMMUNICATIONS

The school intercom system acts as a warning system to notify staff/faculty and students in case of a lockdown. If there is a loss of power, two-way radios and cell phones will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Lockdown
- Accounting for All Persons
- Continuity of Operations (COOP)

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION ACTIONS:

- Notify 911 of your need for an emergency lock. Carry your radio and cell phone with you at all times.

- Determine the need for an emergency lock in based on the threat of harm to students and staff.
 - Incident is out of control and escalating.
 - Incident is contained but staff and students who are unaware of the situation could walk into the threat.
 - Incident is contained but the crime scene could be observed or contaminated by uninvolved persons.
 - 911 center or on scene law enforcement calls and orders an emergency lockdown.

Call for an emergency lock in on the school public address system, **"This is an emergency lockdown."**

- **Give a complete description of the POC including name(s) if known.**
- **Give a complete description of the situation.**
- If you are calling a lockdown drill use the exact words **"this is a lockdown drill."**
- Once an emergency lock in is called do not clear the emergency lock in until ordered to clear your emergency lockdown by on scene law enforcement. The school administrator will give the all clear signal only after verifying with the responding law enforcement agency. The school administrator who called the first signal will also call the all clear. The signal for an all clear will be the exact words of **"All Clear."**
- Any deviation in the exact wording should be interpreted as a signal that the administrator is under duress and has been taken hostage.
 - Example of an all clear: "This is Mrs. Jones we are All Clear... All Clear. Thank you for a great job on our lockdown..."
 - Example of a hostage situation: This is Mrs. Jones everything is fine I have been asked to have you all assemble in the cafeteria..."
- Only after the lockdown has achieved success should a roll call be activated. Calling roll during the lock in could reveal students and staff to the POC.
- **Important Note: RUN/HIDE/FIGHT:**
 - **If LOCKDOWN is not safe, engage RUN/HIDE/FIGHT!**
During a Lockdown, RUN/HIDE/Fight scenario staff will be required to determine whether or not it is safe to evacuate or remain in the building. We encourage all staff to evacuate (RUN) when possible and to distance them and their students from the threat. Those who HIDE or Fight will be evacuated by law enforcement and other supporting agencies under direction of Incident Command.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio for information and report any developments.
- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.

- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property.
- Work directly with school administration, incident commander, and other necessary agencies in protecting safety of school campus(es).

STAFF ACTIONS

- Staff should bring all students into classroom and wait for further instructions.
- Lock doors, close window covering, turn off lights, keep students quiet
- Stop students from calling out on cell phones unless calling 911
- It is recommended that teachers gather students into an area that affords the maximum protection and concealment from windows and doors.
- Some of our schools do not provide lockable classrooms. Therefore entire wings need to be locked to segregate themselves from the POC. In some schools it would be appropriate to place large numbers of students in the gyms and cafeterias where they could lock themselves in for protection from the POC.
- Students in PE and other specialty areas should lock in at their current locations.
- Students on recess should lockdown, in the gym or move to an approved evacuation point.
- If possible, staff should gather as many students as possible into their protection. It is unimportant which class a student belongs in as long as they are safely secured.
- Do not send anyone into the halls.
- If possible close drapes, blinds or other window coverings.
- Do not allow students to leave the room.
- If possible the teachers, custodians and principal should lock all doors that will provide them further protection.
- Wait for further directions.

STAFF IN PORTABLES

- If the POC is located in the main building and not in the portable, teachers should bring all students into to the portable and wait for further instructions.
- If possible the portable classroom teacher should gather as many students as possible into their protection. It is unimportant which class a student belongs in as long as they are safely secured.
- It is recommended that teachers gather students into an area that affords the maximum protection and concealment from windows.
 - Do not send anyone out of the portable.
 - If possible close drapes, blind or window coverings.
 - Do not allow students to leave the room.
 - If possible the teacher should lock all doors.

- If the POC is in the portable leave immediately and seek shelter in the main building and notify staff of the situation and your new location.
 - If possible, take roll to make sure all students are present
 - Follow instructions for an emergency lock in, in the main building.

CRISIS EVACUATION

- If the POC breaches your secure area it may be necessary to run from your current location and scatter and leave the building/campus to reduce your target potential. This may be the only way to save life and reduce injury. Once you have distanced yourself from the POC you can then begin the process of gathering back together.
- If it is necessary to conduct a crisis evacuation, the location you run to is unimportant, as long as it is away from the threat and does not trap you with no escape routes.
- It is not necessary to pre-plan a running route, or where you will gather, as this would likely become another preplanned point of attack.
- Speed and distance are of the utmost importance when confronted directly by an attacker. Intent and boldness could make the difference between success and failure.
- It should be understood that crisis evacuation is a last resort effort that is utilized if previously utilized Lock Out/Down procedures have not been successful.
- The decision to conduct a crisis evacuation will be up to individual staff members at the time of the security breach or anticipated security breach.
- Crisis evacuations should **not** be drilled or widely publicized.

EVACUATION PROCEDURES (MASS EVACUATION and RUN/HIDE/FIGHT)

I. PURPOSE

These procedures have been developed to ensure a safe and secure means for exiting students, staff, and community members from school sites during an emergency.

II. SCOPE

The evacuation procedure outlines the steps to be taken to protect students during an emergency on-campus. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it related to this plan.

III. COMMUNICATIONS

La Grande School District will train staff of the importance of responding immediately, including recognizing the sounds of danger, forcefully communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, La Grande School District administrators will limit school entry points, require sign-in sheets for visitors, and use cameras (when available) and staff to monitor entryways.

In the event of an active threat, La Grande School District will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

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.

Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Evacuation

- Lockdown
- Run/Hide/Fight
- Reunification
- Communications
- Psychological Healing
- Health and Medical

A. Activating Incident Command

The first individual(s) experience any event that requires evacuation from the site will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

IV. Responsibilities

To implement the evacuation procedure:

- All staff and students will undergo training and participate in incident management drills.
- Staff assigned to work with students with access and functional needs will undergo in-depth training and provide appropriate assistance during drills.
- Emergency management and response personnel will review and provide input into the plan.

V. Specialized Procedures (Fire, Explosion, Internal Hazardous Materials Release, Post Earthquake)

The Incident Commander generally orders evacuations, and students and staff are notified by the bell signal (commonly described as a fire drill bell). The Incident Commander calls for an evacuation during conditions in which the interior of the school buildings may not be safe. Such as fire, explosion, or hazardous materials spill in the building.

Evacuation Routes:

- Evacuation routes should minimize exposure to hazards.
- Evacuations due to fire, earthquake, plane crash, or internal explosions should utilize the quickest route out of buildings.
- Move away from buildings
- Avoid walking under covered walkways, alongside block walls or buildings, under power lines, or near utility poles etc.
- Note: It is preferable to select one main evacuation plan for both earthquake and fire; however, this may not be possible for some schools. Consider disabled persons in planning routes.
- Practice evacuation routes regularly in drills. Include people with disabilities in your drills.

- Train students and staff that planned evacuation routes may be blocked in an emergency. Practice alternate routes.

Evacuation Sites:

- I. Evacuation sites should, if possible, be at a minimum of 100 yards from the building.
- II. If possible distances should be increased if the situation indicates. At least one alternate site should be considered.

Evacuation Procedures:

Staff:

- During an earthquake or any ground shaking, students and staff duck, cover, and hold.
- Evaluate situation; order immediate evacuation in case of fire, chemical spill, or obvious structural damage.
- Check for injuries
- Initiate first aid for severe injuries, if necessary
- Take roll to make sure all students are accounted for.

NOTE: If an earthquake, repeat above procedure for every aftershock.

- Check with buddy teacher, who is currently _____.
- If buddy teacher is unable to complete above steps, combine classes and repeat above steps.
- Evacuate when advised to do so.
- Take roll again to make sure all students are accounted for.
- Teachers and students are encouraged to face away from the building if explosion(s) are possible. This will assist in protecting the face from flying glass and other sharp material.

ADMINISTRATION/INCIDENT COMMANDER ACTIONS:

- Keep your emergency radio and cell phone with you at all times.
- Assess situation, determine whether it is necessary and safe to evacuate.
- Announce over the school public address system, "This is an emergency evacuation." When ready to evacuate, sound the fire alarm.
- If conducting a drill announce over the school public address system, "This is an evacuation drill." When ready to evacuate, sound the fire alarm.

Reasons to evacuate after an earthquake:

- Existence or possibility of fire, structural damage or chemical spills inside buildings
- To consolidate students into one area for care, freeing staff members for other assignments

Reasons not to evacuate following an earthquake:

- Hazardous material released in area and shelter in place is necessary.

- Inclement weather that is more dangerous than the conditions in the building.
- Hazards in the primary and backup evacuation areas.
- Hazards along the possible evacuation routes

Reasons to delay evacuation until further assistance arrives:

- Severe injuries in classroom
- Students/staff with mobility impairments
- All evacuation routes are blocked.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

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

BUDDY TEACHER SYSTEM:

- Neighboring teachers are paired at the beginning of the school year. Currently my buddy teacher is _____.
- If no injuries/problems, evacuate classes together, one teacher at front of line, other at rear to check that all students have evacuated.
- If one class has injuries, the teacher stays with the injured students; other teacher takes both classes out.
- If both classes have injuries, and building appears stable, both classes wait for assistance.
- Check on each other after an evacuation.

Re-Entry:

- Do not re-enter your building until the Incident Commander, Plant Operations Director, law enforcement and fire fighters give authorization.
- If the evacuation is the result of a natural disaster an assessment may have to be made by qualified personnel.

VI. Specialized Procedures (RUN/HIDE/FIGHT)

During a RUN/HIDE/Fight scenario staff will be required to determine whether or not it is safe to evacuate or remain in the building. We encourage all staff to evacuate (RUN) when possible and to distance them and their students from the threat. Those who HIDE or Fight will be evacuated by law enforcement and other supporting agencies under direction of Incident Command.

IMMEDIATE NOTIFICATION:

- EVERYONE IN THE BUILDING TO WITNESS OR HEAR THE THREAT WILL IMMEDIATELY CALL 911 AND MAIN OFFICE.
- Secretary or any available person will activate Run/Hide/Fight procedures (Repeat message 3 times):
 - On the intercom: "Run/Hide/Fight. The shooter is..." (Give as much information in 2 seconds as possible).
 - Front desk personnel locks all automatic locking doors.

ADMINISTRATION ACTIONS:

- Principal who has cell phone/radio availability and knowledge of rooms and setup of the school will be with incident commander.
- After threat has been neutralized, ICP moves from school site to police station in the basement.
- The principal and identified staff will go to ICP
- Assistant Principals and/or other identified staff will aid in evacuation/reunification at the school site.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

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

STAFF ACTIONS:

- Determine whether to RUN/HIDE/FIGHT
- Maintain contact with building administration and law enforcement to determine best time to evacuate school or other location to access reunification site, medical services, or other needed services.

IF THERE ARE INJURIES IN YOUR GROUP, IMMEDIATELY CALL 911 AND NOTIFY THEM OF YOUR LOCATION AND EXTENT OF INJURIES.

LAW ENFORCEMENT ACTIONS:

- Law enforcement will do their initial sweep to look for threats. Stay out of their way. Law enforcement may be prone out, search/or hand cuff individuals
- Once threat is neutralized, law enforcement will do a second sweep of the building and students and staff will be removed from classrooms to a staging area while they await for bus transportation to the reunification location.
- In the staging area, staff will write down names of students and staff. (Use whatever tool is available to list names of students.)
- Students and staff will be escorted by Law Enforcement from the staging area to the bus.
- Students and staff will follow directions from the reunification staff. (Staff will stay with students during this time.)

REUNIFICATION PROCEDURE

I. PURPOSE

These procedures have been developed to ensure a safe and secure means of accounting for students, as well as reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and relocation to a remote site is necessary.

II. SCOPE

The reunification procedure outlines steps to be taken to protect students and ensure they are reunited with authorized parents/guardians. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it related to this annex.

III. Communications

Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

IV. Responsibilities

To implement the reunification procedure:

- All staff and students will undergo training and participate in incident management drills.
- Staff assigned to work with students with access and functional needs will undergo in-depth training and provide appropriate assistance during drills.
- Emergency management and response personnel will review and provide input into the plan.

V. Staff Procedures

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

A. Before an incident

Before an incident occurs, La Grande School District will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and presentation delivered at each building's open house.
- Encourage parents/guardians to update custodial paperwork and emergency contact information as needed.

- Prepare reunification kit, including signage, reunification cards, writing implements, and emergency contact hard copies.
- Identify staff who are willing to assist in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with services for student and staff to meet basic physical needs and provide emotional/mental support.

B. During an incident

During an incident La Grande School District will (See Management Chart) :

- Work with law enforcement and local agencies to establish safe conditions.
- Establish relocation center and communicate location to parents/guardians.
- Transport students to relocation center
- Establish a parent check-in location with signage.
- Deliver students to the student staging areas.
- Greeters direct parent/guardians to check-in location and help them understand reunification procedures.
- Parents/guardians complete reunification card, prepare photo ID, and self-sort to designated waiting areas (alphabetized or by grade-level).
- Parents/guardians without photo ID are directed to a special zone where staff can confirm identity.
- Staff verify identification and custodial rights.
- Staff recover students from student staging area and reunite with parents/guardians. Staff retain reunification cards for school records.
- Families needing crisis counseling services are directed to designated areas.
- Staff communicate reunification details to Incident Command with regular reports/updates.
- Identify victims and witnesses for law enforcement.
- Establish private area for injury/death notifications

C. After an incident

After an incident La Grande School District will:

- Report to school board, administration, community agencies, students, and parents/guardians regarding reunification process and any updates to our procedures based on experience.
- Update training procedures based on changes to plan.
- Work with community agencies and partners to debrief and make adjustment to plan based on experience.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and Internet for fire information and report any developments to the Incident Commander.

- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and family reunification procedures.
- Implement the internal and external communications procedures.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers are damaged.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.
- Develop and communicate plan for re-entry

VI. REQUIRED RESOURCES

The following list of resources have been identified to support reunification procedure:

- Midco Transportation Services
- Public release of LGSD Emergency phone number, website, and email communication network
- 2-way radios
- Reunification site signage
- Hard copies of approved student contacts from SIS
- Reunification parent/guardian cards
- Reunification student sign-out log
- First Aid Kits
- Food, water, and restroom facilities
- IMESD Crisis Flight Team
- Security Services at location

VII. POSSIBLE REUNIFICATION SITES

The following sites have been identified as possible reunification sites depending on type, size, and impact of emergency.

- Church of Jesus Christ of Latter-day Saints Chapel on Gekeler Ave.
 - Can handle large capacity with multiple classrooms and facilities
 - Easy access from Central, LMS, and LHS
 - Best cold weather site
 - Single building site for reunification – increases need for security
 - Restroom facilities available.
 - Parking lots and easy access to bus through route on back of building.
- Union County Fair Grounds
 - Can handle large capacity
 - Easy access from all schools
 - Best warm weather site

- Parent/Guardian access can be controlled relatively easily.
 - Multiple buildings to facilitate full reunification process.
 - Restroom facilities available.
- School Building (If transportation from site is not possible)
- Possible Alternative Locations
 - Eastern Oregon University
 - Blue Mountain Conference Center

VIII. ORGANIZATIONAL RESOURCES

- “I Love You Guys” Reunification Manual and tools (See Appendix)

Hazard-Specific Plans

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ACTIVE SHOOTER (RUN/HIDE FIGHT)

I. PURPOSE

The purpose of this plan 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 plan outlines additional responsibilities and duties as well as procedures for staff responding to an active threat on school grounds or in the school building.

Active Threat: An individual actively engaged in killing or attempting to kill people in a confined space or other populated area, most often using firearms.

III. COMMUNICATIONS

La Grande School District will train staff of the importance of responding immediately, including recognizing the sounds of danger, forcefully communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, La Grande School District administrators will limit school entry points, require sign-in sheets for visitors, and use cameras (when available) and staff to monitor entryways.

In the event of an active threat, La Grande School District will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

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.

Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Evacuation
- Lock Out
- Lockdown
- Active Threat
- Accounting for All Persons

- Reunification
- Communications
- Psychological Healing
- Health/Medical

B. Activating Incident Command

The first individual(s) to hear or witness shots fired will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this plan. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

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

Essential Phone Numbers

Principal -

Assistant Principal -

Other

Emergency Services - 911

Reunification Site Location: To be determined by law enforcement/school admin.

IMMEDIATE NOTIFICATION:

- EVERYONE IN THE BUILDING TO WITNESS OR HEAR THE THREAT WILL IMMEDIATELY CALL 911 AND MAIN OFFICE.
- Secretary or any available person will activate Run-Hide-Fight procedures (Repeat message 3 times):
 - On the intercom: "Run, Hide, Fight. The shooter is..." (Give as much information in 2 seconds as possible).
 - Front desk personnel locks all automatic locking doors.

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Administration who has cell phone/radio availability and knowledge of rooms and setup of the school will be with incident commander.
- After threat has been neutralized, ICP may move from school site to an alternative location.
- The principal and identified staff will go to ICP
- Assistant Principals and/or other identified staff will aid in evacuation/reunification at the school site.

- Communicate frequently with Incident Commander, Superintendent, and other agencies as needed.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

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

STAFF ACTIONS:

MAKE A DECISION TO RUN OR HIDE OR FIGHT

RUN

(Easy access to exit, already outside, in the gym area, or it is safer to get to an exit)

- Staff and students RUN to where you feel safe. (Examples: Homes, Backyards, Fire Department, Trees, Bushes etc.)
- Staff, to the extent possible and practical, keep track of your students.
- Staff attempt to call 911, then Principal's Cell (_____), or La Grande School District Emergency Number (_____) and notify them of your location.
- Once contact is made with an emergency number, stay in your location until law enforcement reaches your destination. If forced to moved, please repeat the notification process listed in the previous two bullets. (Law enforcement will take some time to transport you so be patient and stay in your location.)
- While hiding, staff will write down names of students and staff. (Use whatever tool is available to list names of students.)
- Students and staff will be escorted by resources from your hiding location to the collection or staging area.
- Students and staff will follow directions from the reunification staff. (Staff will stay with students during this time.
- IF A PARENT/RELATIVE/FRIEND COME TO RETRIEVE THEIR CHILD, LET THEM DO SO AND DOCUMENT. DO NOT ENGAGE IN POWER STRUGGLE.

HIDE/BARRICADE

- Lock and barricade the doors. Cover any windows into the hall area.

- Move students to the back corner of the room away from door windows.
- Instruct students to stay quiet
- Silence ALL cell phones (instruct students to do also)
- If possible, create a hard copy of all individuals in the room and note any missing.
- Wait for law enforcement to clear the room.
- Do not open your classroom doors for any reason. When law enforcement enters the room, follow their directions.

FIGHT

- Fight Situation- If fighting is your best option, do whatever is necessary to stop the threat. The use of deadly physical force may be necessary.

LAW ENFORCEMENT ACTIONS:

- Law enforcement will do their initial sweep to look for threats. Stay out of their way. Law enforcement may prone out, search and or hand cuff individuals.
- Once threat is neutralized, law enforcement will do a second sweep of the building and students and staff will be removed from classrooms to a staging area while they await for bus transportation to the reunification location.
- In the staging area, staff will write down names of students and staff. (Use whatever tool is available to list names of students.)
- Students and staff will be escorted by Law Enforcement from the staging area to the bus.
- Students and staff will follow directions from the reunification staff. (Staff will stay with students during this time.)

IF THERE ARE INJURIES IN YOUR GROUP, IMMEDIATELY CALL 911 AND NOTIFY THEM OF YOUR LOCATION AND EXTENT OF INJURIES.

I. EVACUATION PROCESS:

1. DISTRICT OFFICE will contact and update parents.
2. DISTRICT OFFICE will notify staff that have left the building as to when and how to return to access busing from campus.
3. STAFF that remained inside the building (after being cleared by officers) will take their class to the buses to go to the reunification site as directed by law enforcement.
4. STAFF will go with students on the buses to the reunification site.
5. STAFF will keep a list of those students who have left with parents. (DO NOT get in confrontations with distraught parents and/or students)

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District office personnel will broadcast information to families in the community requesting notification that their children are safe and accounted for off school premises.

LUNCHTIME/PASSING PERIOD SCENARIO:

1. RUN: Staff gather as many students/staff as possible as they exit to a safe escape zone. Follow RUN procedures above.
2. HIDE/FIGHT: Staff quickly gather as many students/staff as possible into a safe location. Lock and barricade door, and follow HIDE/FIGHT procedure above.

NOTE: In RUN/HIDE/FIGHT Scenario, other schools in the district may be in LOCKDOWN (based on their proximity to the event) and doors will not be open to students/staff who have RUN until 'All Clear" is given from ICP

BOMB THREAT

II. PURPOSE

The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a bomb threat.

III. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a bomb threat near or on school grounds.

IV. COMMUNICATIONS

The school intercom system and two-way radios and electronic communications will not be activated on-site as these may trigger an explosion. Staff will be notified using methods that will communicate essential information and help ensure student/staff safety. Electronic communications will resume once cleared by appropriate authorities.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Lockout
- Reunification
- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

V. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Activate communications procedures.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Administration and law enforcement will search to ensure that all students have been evacuated.

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

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

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

STAFF ACTIONS

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

BUS ACCIDENT

I. PURPOSE

Bus accident can happen because of a mechanical failure, weather conditions, and actions of bus driver or other drivers. The intent is to maintain safe conditions for students and staff that may be on a bus or traveling anywhere in Oregon representing La Grande School District.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a Bus Accident in La Grande or any other location.

EXAMPLES OF WHEN HIC COULD/WOULD BE USED:

- Mechanical Failure.
- Accident due to weather conditions.
- Trapped at location based on weather conditions
- Collision

III. COMMUNICATION

Bus system two-way radios will serve as primary communication method with staff cell phone or student devices providing additional support.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Communications
- Psychological Healing
- Health/Medical

B. Activating Incident Command

The first individual(s) to encounter the emergency will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

LGSD staff and bus driver will ensure appropriate communication is made and implement the procedures specified in this plan. The School Incident Commander will implement Incident Command and communicate with Mid-Columbia Bus Company, law enforcement, medical services, and district staff to resolve emergency. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS:

- Notify School Superintendent.
- Coordinate School Incident Command
- Document all events, noting time, date, severity of injuries, names of injured persons, witnesses and emergency personnel, etc. Provide a complete written report to the school district as soon as possible.
- Contact parents of all students on bus regarding the emergency.
- Contact parents of students who may be injured and update them on their student's status and location.
- Activate Community Notification Plan if necessary.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS:

- Monitor radio for information and report any developments.
- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property.

STAFF ACTIONS:

- Call 911
- Call bus company and appropriate administrators and inform them of situation.
- Provide assistance to students, provide first aid, and/or locate safe location until help arrives.
- As possible, document injuries and status of students after the accident.
- Update bus company and administration frequently, so they can provide best support.

STUDENT ACTIONS:

- Follow instructions provided by staff or bus driver. Assist other students as needed or directed.

BUS DRIVER ACTIONS:

- Call 911
- Maintain communication with bus company.
- Assist students to exit bus, provide first aid, and locate safe location until help arrives.
- Primary contact for police, other people involved in accident, insurance company, etc.

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- Communicate with police and work with bus company to, as quickly as possible, identify alternative transportation to complete the trip or return home depending on accident and feedback from bus company, district administration, and staff on trip.
 - classroom(s), and/or report to their next class immediately.
-

EARTHQUAKE/EXPLOSION (DROP, COVER, HOLD ON)

I. PURPOSE

Earthquake or explosion is a direct threat to the staff, students, and property of La Grande School District. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of an earthquake or explosion.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a fire near or on school grounds.

III. COMMUNICATIONS

The school fire alarm acts as a warning system to notify staff/faculty and students in case of earthquake or explosion. Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Earthquake/Explosion
- Relocation
- Reunification
- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER:

- Drop, cover, and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover and hold on.
- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Activate communications procedures.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and Internet for fire information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and family reunification procedures.
- Implement the internal and external communications procedures.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers are damaged.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.
- Develop and communicate plan for re-entry

STAFF ACTIONS:

- Drop, cover, and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. Staff should be the first to duck, cover and hold on.

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

A. INDOORS:

- **Drop** take cover under a nearby desk or table, positioning as much of the body as possible under **cover**
- **Cover** the back of the head by clasping your hands
- **Hold on** to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.
- **If there is no table or desk nearby, but there are chairs** (such as an auditorium-style arrangement): take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.
- **If there are no tables or chairs nearby** (or not enough): take cover by dropping to the floor, against an interior wall that is not covered by mirrors or glass, if possible. Select the closest safe place: between tables or against a wall. The "drop" position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.
- **Take cover by dropping to the floor**, in the middle of the room, away from the fall zone of any ceiling lights, if possible.

B. HALLWAY, GYM OR CAFETERIA:

- **Drop, Cover, Hold:** take the "drop" position alongside the walls. Try to avoid hazards such as windows, glass doors, unsecured lockers, trophy cases, etc.

C. ON STAIRS:

- **Drop, Cover, Hold:** Sit down, hold onto handrail and cover eyes.

D. PEOPLE WITH DISABILITIES:

- In a wheelchair: Remain in the chair, lock your wheels and hold on.

E. MOBILITY IMPAIRMENTS (NOT WHEELCHAIR):

- If sitting at onset of earthquake remain in place, protecting head if possible and hold on.
- If standing, sit down, or brace body to avoid falling.
- People with mobility impairments, if possible, should not be routinely placed under or near potential hazards.

F. OUTDOORS:

- **Drop, cover, and hold:** Move away from buildings, power lines, block walls and other items that might fall. Take the "drop" position or sit down.
- **Remain in position** until the ground stops shaking or the teacher indicates that this phase of the drill has ended

**ONCE EARTHQUAKE OR EXPLOSION HAS ENDED, MOVE INTO EVACUATION
PLAN**

FIELD TRIP EMERGENCY

I. PURPOSE

To provide staff with procedures and supports for emergencies they that may encounter while away from campus with students.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a Field Trip Emergency.

EXAMPLES OF FIELD TRIP EMERGENCIES:

- Bus Breakdown
- Fire on Bus
- Missing Student
- Medical Emergency

III. COMMUNICATION

Bus system two-way radios will serve as primary communication method with staff cell phone or student devices providing additional support.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Communications
- Psychological Healing
- Health/Medical

B. Activating Incident Command

The first individual(s) to encounter the emergency will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

LGSD staff and bus driver will ensure appropriate communication is made and implement the procedures specified in this plan. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

Administration Actions:

- Notify School Superintendent.
- Coordinate School Incident Command

- Document all events, noting time, date, severity of injuries, names of injured persons, witnesses and emergency personnel, etc. Provide a complete written report to the school district as soon as possible.
- Contact parents of all students on field trip regarding the emergency.
- Contact parents of students who may be injured and update them on their student's status and location.
- Activate Community Notification Plan if necessary.

Staff Actions:

- Determine the nature of the emergency and the number of staff, students and others affected.
- Call 911 if any personal injury or damage to vehicles has occurred.
- Provide assistance to students, provide first aid, and/or locate safe location until help arrives.
- Advise the appropriate supervisor of the incident; i.e. Building Principal, Transportation Director and Transportation Dispatch.
- Notify School Superintendent.
- Complete Critical Incident Report Form.
- Document all events, noting time, date, severity of injuries, names of injured persons, witnesses and emergency personnel, etc. Provide a complete written report to the school district as soon as possible.
- As directed, contact parents of injured students.

Student Actions:

- Follow instructions provided by staff .

Bus Driver Actions:

- Provide support as needed to LGSD staff and students.
- Communicate fully with appropriate supervisor, staff, and emergency responder personnel.
- Work to minimize impact of emergency on students.

FIRE

I. PURPOSE

Fire is a direct threat to the to the staff, students, and property of La Grande School District. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a fire.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a fire near or on school grounds.

III. COMMUNICATIONS

The school fire alarm acts as a warning system to notify staff/faculty and students in case of fire. If there is a loss of power, two-way radios, email, and cell-phones will serve as backup alerting/communication devices.

Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Lockout
- Reunification
- Psychological Healing
- Health and Medical

Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Immediately evacuate campus.
- Call 911 and notify superintendent of fire and fire alarm.
- Issue stand-by instruction. In consultation with the principal/Policy Group determine if full evacuation to reunification site is required.
- Activate communications procedures.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.

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

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and Internet for fire information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and family reunification procedures.
- Implement the internal and external communications procedures.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers are damaged.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.
- Develop and communicate plan for re-entry

STAFF ACTIONS

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

FLOOD/DAM FAILURE (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of La Grande and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods in our region are associated with burst dams, burst pipes, earthquakes, and severe storms. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

This plan outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. COMMUNICATIONS

The City of La Grande, the National Weather Service, and other Federal and State cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System as necessary.

The school intercom acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, two-way radios will serve as backup alerting/communication devices. Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Lockout
- Relocation
- Reunification
- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Activate communications procedures.
- Coordinate with local law enforcement and partner agencies of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with Mid-Columbia Bus Co.
- Determine whether school will be closed or remain open.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

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

STAFF ACTIONS

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

BUS DRIVER ACTIONS

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

GAS LEAK

I. PURPOSE

Gas Leak is a direct threat to the health and staff, students, and property of La Grande School District. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a gas leak.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a gas leak near or on school grounds.

III. CORE FUNCTIONS

Person-to-person communication will be the primary warning system to notify staff/faculty and students in case of a gas leak. When leak is contained, the incident commander may engage other communication tools.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Reunification
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Upon confirmation of a gas leak, evacuate building.
- Notify Fire Department and gas utility company (Avista) of the leak.
- Establish Command Center at a safe location away from the building.
- Use every practical means to eliminate sources of ignition. This includes, but is not limited to: matches, lighters, operating electrical switches or devices, opening furnace or other appliance doors and operating telephones.
- If possible, cut off all electric circuits at a remote source to eliminate operation of automatic switches in the danger area. Safety flashlights designed for use in hazardous atmospheres are recommended for use in such emergencies.

- If possible, ventilate the affected portion of the building by opening windows and doors.
- Shut off the supply of gas to the areas involved.
- Notify the Superintendent and Plant/Maintenance Director.
- Evaluate problem, if possible. Determine if maintenance staff can control leak.
- In consultation with Fire Department or utility company personnel, Safety Services and Maintenance personnel determine whether to implement off-site reunification, school cancellation, or resume normal building operation.
- If injury has occurred, contact emergency responders and notify parents.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio for gas leak information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and family reunification procedures.
- Implement the internal and external communications procedures.
- Determine if reunification site is needed and what site will be used. Communicate site to impacted families.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

STAFF ACTIONS

- Upon suspicion of gas leak, notify Principal/Site Manager and custodian.
- Execute Evacuation Plan when instructed by Administration/incident Commander
- Take the class roster and emergency kits.
- Remain with students throughout all emergency procedures (i.e. evacuation, reunification, etc.).
- Upon arrival at the reunification site, take attendance. Report any missing or injured students to the appropriate personnel.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

V. CAUTION

- **DO NOT**
 - Pull fire alarm
 - Remain in the Building
 - Use electronic communication or anything that will create an electronic spark.

- **DO**

- Evacuate build immediately by word of mouth
- Avoid locations that smell strongly of gas
- Communicate immediately with administration

HAZARDOUS MATERIALS

I. PURPOSE

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around La Grande. The purpose of this plan 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 plan outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

III. COMMUNICATIONS

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 La Grande School maintenance team inspects stored chemicals regularly.

The school intercom system is used to alert students and staff of a hazardous materials emergency and the operational procedure to follow. If there is a loss of power, two-way radios will serve as backup alerting/communication devices. Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Communications
- Lockout
- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

If there is an **internal** chemical spill, the following procedures may be activated:

- Communications
- Evacuation
- Relocation
- Reunification

- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating Incident Command for an EXTERNAL Chemical Spill

The principal will determine, in consultation with emergency responders, the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

If the chemical spill is EXTERNAL, the following steps will be taken by the school community:

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place in consultation with emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group 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/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- 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 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.

Building Staff Action

- Move students away from 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 and/or Section Chiefs.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

C. Activating Incident Command for an INTERNAL Chemical Spill

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.

If the chemical spill is **INTERNAL**, the following steps will be taken by the school community:

PERSON DISCOVERING THE SPILL

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- 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 Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of 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 gases).
 - Injuries, if any.
- Notify local law enforcement of intent to evacuate.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group 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/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in 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.

BUILDING STAFF ACTIONS

- Move students away from 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 and/or Section Chiefs unless there is a natural or propane gas leak or 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 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 evacuation process.
- Upon arrival at 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 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.

MASS VIOLENCE

I. PURPOSE

The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in the event of mass violence on school grounds or in the school building.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a student riot on school grounds or in the school building.

Student Riot: Multiple students engaged in aggressive behavior, including gang violence, against staff or other students. Student riots may involve weapons and multiple active threats.

III. COMMUNICATIONS

La Grande School District will train staff of the importance of responding immediately, including recognizing the sounds of danger, forcefully communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, La Grande School District administrators will limit school entry points, require sign-in sheets for visitors, and use cameras (when available) and staff to monitor entryways.

In the event of a student riot, La Grande School District will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

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 That May Be Activated

Operational functions or procedures that may be activated in the event of an active threat on campus include the following:

- Evacuation
- Lockout
- Lockdown
- Accounting for All Persons
- Reunification
- Communications
- Psychological Healing

B. Activating Incident Command

The first individual(s) to hear or witness student riot activity will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this plan. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

IV. STAFF PROCEDURES

ADMINISTRATION ACTIONS

- Determine what procedures should be activated depending on the location and nature of the rioting.
- Issue instructions, e.g., lockdown, lockout, or evacuation depending on the situation.
- Deactivate the fire alarm pull stations without disengaging the fire sensors and deactivate the school bells, until law enforcement arrives.
- Notify school buses to not enter the school grounds.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Notify law enforcement to assist if necessary. Provide a description and location of the rioting.
- Activate communications procedures.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Implement reunification and accounting for all persons procedures.
- Activate the Crisis Flight Team to implement psychological healing procedures.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave 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.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio for information and report any developments.

- Review procedures with staff as needed.
- May disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Take appropriate action to safeguard school property.
- Work directly with school administration, incident commander, and other necessary agencies in protecting safety of school campus(es).

STAFF ACTIONS

- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Notify the Incident Commander or designee. Provide description and location of the rioting.
- Use extreme caution.
- Continue the appropriate response action (lockdown or evacuation) until an all clear is issued.
- 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, keep their hands visible at all times, avoids making quick movements toward officers, and avoids pointing, screaming, or yelling.

LAW ENFORCEMENT ACTIONS

- Locate and stop the person(s) believed to be the threat(s). Rescue efforts are delayed until the threat has been stopped.
- Communicate frequently with school administration and superintendent.
- Make citations/arrests as appropriate.

PANDEMIC

I. PURPOSE

A pandemic is a global disease outbreak. It is determined by how the disease spreads, not how many deaths it causes.

When a new influenza A virus emerges, a flu pandemic can occur. Because the virus is new, the human population has little to no immunity against it. The virus spreads quickly from person to person worldwide and schools are often where disease outbreaks start. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and the community in case there is a pandemic flu outbreak.

During a flu pandemic, La Grande School District's main goals will be to limit the number of illnesses and deaths, maintain school functions, minimize academic disruptions, and minimize economic losses.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to flu from seasonal flu to mild/moderate pandemic flu to severe pandemic flu.

III. COMMUNICATIONS

La Grande School District has identified partners within the public health department to collaborate with on the development of these procedures and will continue to coordinate with these partners as needs change and to ensure consistent communication with the school community during an incident.

La Grande School District trains staff and students on procedures to protect against illness including hand-washing and cough/sneezing etiquette. La Grande School District also trains staff on flu-symptom recognition.

La Grande School District encourages flu vaccination for those students and staff for whom it is recommended.

La Grande School District has policies on having staff and students stay home or be sent home when ill and policies on when they may return after an illness.

Two-way radios and phones will be primary method of communication between administrators, Incident Commander, public health, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a pandemic include:

- Communications
- Health and Medical
- Academic Recovery
- Physical Recovery
- Continuity of Learning

B. Activating Incident Command for a Pandemic

The principal will determine the need to activate the appropriate EOP procedures based on the severity of the pandemic. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

Administration Actions

- Implement procedures for social distancing.
- Work with the community flu-planning team and school district to determine if the school will be closed and/or any additional measures to be taken.
- If school is closed, cancel all extracurricular activities and notify other schools impacted (e.g., opposing teams.)
- Announce dismissal if school will be closed during the school day.
- Communicate school closure using communication process.
- Implement daily symptom monitoring and reporting processes, and send home anyone who is positive for symptoms.
- Activate continuity of learning procedures with alternate learning strategies and changes to the school calendar.
- Identify chain of command with a minimum of two backups for key administrators.
- Make any necessary updates to procedures for sending ill individuals home.
- Determine any necessary changes to school cleaning.
- Implement processes for reporting the number of absent staff and students due to illness.
- Document all actions taken.
- Provide information to parents on the status of the pandemic flu within the school and closures.
- Develop a schedule to hold staff meetings.
- Participate in community flu-planning team meetings.
- When reopening the school implement physical recovery procedures.

Staff Actions

- Report any students with signs of illness.

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- Communicate with students the importance of social distancing, staying home when sick, covering the nose and mouth when coughing or sneezing, and hand-washing.
- Track students' absences due to illness.
- Provide students with at-home assignments.
- Follow dismissal procedures.

SEVERE STORM

I. PURPOSE

Severe storms sometimes occur in La Grande and surrounding areas. Some storms develop slowly over an extended period of time. Others can occur quickly, with little warning or time to react. Severe storms can make roadways treacherous and cause temperatures that endanger students walking home from school. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of severe storms.

II. SCOPE

The Plan outlines additional responsibilities and duties as well as procedures for staff responding to a severe storm near or on school grounds.

III. COMMUNICATIONS

The National Weather Service, and other cooperative agencies have extensive weather monitoring systems and provide severe storm watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a severe storm, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school intercom acts as a warning system to notify staff/faculty and students of impending severe storms. If there is a loss of power, two-way radios will serve as backup alerting/communication devices. Two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Shelter-in-Place
- Reunification
- Psychological Healing
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if early dismissal/shelter-in-place is required.
- Activate communications procedures.
- Notify local law enforcement of intent to release/shelter-in-place.
- Delegate a search team to ensure that all students have reached shelter area.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be released by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and Internet for severe storm information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as family reunification procedures.
- Implement the internal and external communications procedures.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

STAFF ACTIONS

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

BUS DRIVER ACTIONS

- If evacuation is by bus, drive according to road conditions.
- If the bus is caught in an unavoidable situation, seek shelter immediately.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

SUDDEN DEATH

I. PURPOSE

The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a sudden death, including suicide, on or off campus.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a sudden death.

Sudden Death: Sudden death includes the death of staff or students on or off school campus. Suicide, car accidents, and medical emergencies are examples of sudden death.

III. COMMUNICATIONS

The school intercom system can be utilized to communicate operational functions, such as evacuation, in case of sudden death on campus; however, general information about the sudden death should not be broadcast.

In the event of a sudden death, La Grande School District will contact 911 for assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

For a sudden death off campus, two-way radios, the phone tree, and personal cell phones can be utilized to alert and inform staff.

The Crisis Flight Team may be activated for sudden death on or off campus.

C. Operational Functions/Procedures That May Be Activated

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

- Communications
- Hold in Class
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

D. Activating Incident Command

The first individual(s) to encounter the victim will activate the EOP immediately taking the necessary response actions to keep everyone safe, notifying the office, and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this plan. The

School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

Administrative Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Activate Communications Procedure.
- Activate Psychological Healing Procedure.
- Notify local law enforcement of intent to Hold in Class or Evacuate.
- Determine if additional procedures should be activated.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and Internet for fire information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Notify relocation centers and determine an alternate relocation center, if needed, if campus cannot function.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.

Staff Actions

- Emergency may result in Hold In Class or Evacuation protocol
- May execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency kits. Take attendance before leaving the campus.
- Remain with students throughout the process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.

UTILITY DISRUPTION/MECHANICAL FAILURE

I. PURPOSE

Utility Disruption or Mechanical Failure is a direct threat to the staff, students, and property of La Grande School District. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a fire.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a Utility Disruption or Mechanical Failure near or on school grounds.

III. COMMUNICATIONS

The school intercom system can be utilized to communicate operational functions, such as evacuation, in case of Utility Disruption or Mechanical Failure on campus; however, general information about the failure should not be broadcast.

In the event of a Utility Disruption or Mechanical Failure, La Grande School District will contact appropriate utility or business for assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

For a Utility Disruption or Mechanical Failure two-way radios will be primary method of communication between administrators, Incident Commander, and emergency response agencies. Multiple means of communication will be used to share information with staff, students, and families during and after the threat to campus.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Reunification
- Health and Medical

B. Activating Incident Command

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander. The School Incident Commander will integrate with emergency services upon the arrival of a law enforcement Incident Commander.

IV. STAFF PROCEDURES

ADMINISTRATION/INCIDENT COMMANDER ACTIONS

- Evaluate problem; determine if problem is on-site or off-site.
 - On-site: Determine if problem can be corrected by staff and if there are safety hazards affecting building occupants. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.
 - Off-site: Ask utility supplier to determine probable duration of outage. Determine if life-safety systems have been affected. Isolate hazardous areas and/or evacuate the building as appropriate.
- Determine if critical operating systems have been affected. These may include: HVAC systems, computer systems, communications and signaling systems.
- Notify superintendent and facilities director. .
- Determine if building operations should be curtailed or canceled.
- Complete Critical Incident Report Form.
- Determine whether to activate the School Cancellation and/or Community Notification Plans.
- Evaluate problem, commence appropriate remedial action. Coordinate with Fire Department, DEM, utility supplier, electrical engineers or contractors as appropriate.
- Resume normal activities upon restoration of power.
- Document all actions taken.

SUPERINTENDENT AND INCIDENT MANAGEMENT TEAM ACTIONS

- Monitor radio and cell phone for Utility Disruption or Mechanical Failure information.
- Review procedures with staff as needed.
- Disseminate information regarding School Cancellation and/or Community Notification Plans
- Implement the internal and external communications procedures.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard students, staff, and school property.
- Document all actions taken.

STAFF ACTIONS

- Upon Utility Disruption or Mechanical Failure, immediately report to the Principal/Site Manager and the Maintenance Manager.
- Staff may execute Normal Operations, Hold in Class, Evacuation, and/or Reunification procedures as instructed by administration and based on nature of Utility Disruption or Mechanical Failure.
- Take the class roster and emergency kits. Take attendance before leaving.

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- Remain with students throughout the emergency procedures.
- If building is evacuated, do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.