



Emergency Operations Plan

August 2022

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Echo School District Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Echo 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 Echo 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 annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Echo 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 Echo 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 Echo 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, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

1. 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.

2. School Board Policy Statement

The Echo School Emergency Operations Plan operates within the framework of Echo School Board policy.

C. Situation Overview

1. School Population

Echo School District's current enrollment is approximately 340 students located in one building, in downtown Echo. These students are supported by a committed staff and faculty consisting of:

- 21 Teachers and specialists
- 2 Administrators
- 3 Office/support staff
- 7 Instructional Assistants
- 2 Cafeteria staff
- 5 Maintenance and custodial staff

Master schedules of where classes, grade levels, and staff are located during the day are available in the main office of the building. Master schedules are also located on the district website.

Echo 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.

2. Building Information

Echo School District is comprised of one campus, in downtown Echo.

Our facilities include a softball field, one football field, and one parking lot. Classes take place in the main building.

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 on file in the office and with emergency responders. Assigned staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Threat/Hazard Assessments Summary

Echo 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 Echo School District's high-priority threats/hazards of flood, severe storm, fire, hazardous material, active shooter, pandemic, terrorism, and bullying.

Table 1. High-Priority Hazards

Flood/Dam Failure	<p>Given its proximity to the Umatilla River, Echo 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>
Severe Storm	<p>Echo 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 Echo School District, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p>
Fire	<p>Fire hazards are the most prevalent types of threat/hazard.</p>
Hazardous Materials	<p>Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Echo.</p>
Active Threat	<p>Echo School District, like any school district, is vulnerable to an active threat incident.</p>
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. Echo School District is vulnerable to pandemic and must understand the school's impact on the overall illness rates within the community.</p>
Sudden Death	<p>Echo 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.</p>
Bomb Threat	<p>Buildings within Echo School District occasionally receive bomb threats. Incendiary devices pose an imminent threat to students and staff, therefore all threats are taken seriously.</p>
Student Riot	<p>Student rioting, including gang violence, may or may not involve weapons and multiple active threats. Given levels of poverty and gang activity in the local community, student rioting poses a significant threat to the staff and students of Echo School District.</p>

4. Resources

Echo 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.

Echo School District has the following agreements in place, with:

- InterMountain Education Service District (IMESD) Crisis Flight Team to borrow or lend counselors.
- IMESD to supply first aid kit and sanitation supplies.
- IMESD to supply cots and bedding.
- IMESD to supply food and water supplies.
- IMESD to provide payroll/accounts payable services.
- Community Counseling Solutions, Inc. to provide counseling services.
- City of Echo to provide debris removal services.
- Echo Ridge as a reunification site.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Echo 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, will 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 will result in their providing assistance and support to incident management efforts.

2. Limitations

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

II. 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.

Echo 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.

Echo School District will work with local government agencies to become NIMS compliant.

B. Implementation of the Incident Command System (ICS)

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

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 State and Federal agencies and industry where appropriate.

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

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

School staff may be required to remain at school to assist in an incident. In the event that this School 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/Building Administrator

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

B. 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 annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

C. 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.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. 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.

F. 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.

G. Custodians/Maintenance Personnel

Responsibilities include:

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

H. 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.

I. 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.

J. 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.

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

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

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.

- Develop an awareness of 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.

M. Parents/Guardians

Responsibilities include:

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

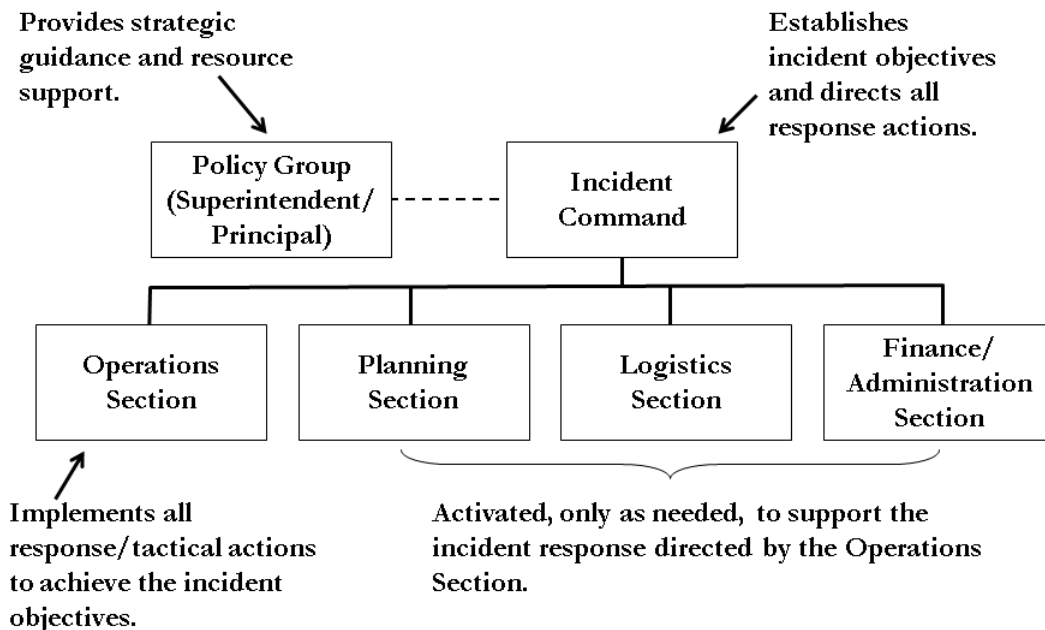
IV. DIRECTION, CONTROL, AND COORDINATION

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. 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.

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

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and Psychological First Aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up 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>
Evacuation/ Shelter/Care Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. 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 feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating fire/HazMat. ▪ Assessing and notifying officials of fire/HazMat. ▪ Conducting perimeter control.
Psychological and Emotional Recovery Team	<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.

Strike Team	Potential Responsibilities
Student Release Team	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.

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 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. Finance/Administration Section

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

Responsibilities and duties may include:

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

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

B. Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The Echo School District Administrators and Incident Commander will keep the Policy/Coordination Group informed.

C. Coordination With Responders

An important component of the Echo School District EOP is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and Echo 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 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.

D. Source and Use of Resources

Echo 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 Echo School District and IMESD

Echo School District Emergency Operations Plan
Basic Plan

- Cots and bedding supplies will be provided by ESD
- Food/water supplies will be provided by IMESD
- Security will be provided by: Echo/Stanfield Police
- Counseling services will be provided by IMESD Crisis Flight Team

V. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

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

A. Types of Information

Before and during an incident, the IMESD Communications Team will 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, the IMESD Communications Team will 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.

VI. TRAINING AND EXERCISES

Echo 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 Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

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

A. Training

All Echo 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.
- 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 Echo 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 review web-based materials on some of the school's response procedures via the Echo School District website.

B. Exercises

Instruction on fire and earthquake dangers and drills for students shall be conducted for at least 30 minutes 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.

VII. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Echo 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

Echo 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 annex of this plan.

VIII. PLAN DEVELOPMENT AND MAINTENANCE

The planning team is responsible for the overall maintenance and revision of the Echo 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 Echo 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 and its annexes 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

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the planning team.

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged 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.

B. Plan Review and Updates

The basic plan and its annexes 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.

IX. 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.

- ORS 339.312 Safe school alliance.
- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.
- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction.
- FEMA: IS-100 Introduction to Incident Command System.
- Homeland Security Presidential Directive No. 5 (2003).

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Functional Annexes

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COMMUNICATIONS PROCEDURE

I. PURPOSE

Communication is a critical part of incident management. This section outlines Echo 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 annex.

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

Before an incident occurs, Echo 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.
- Maintain (by the principal's administrative assistant) a list of contacts for the major television and radio stations and Web sites.

B. During an Incident

1. Internal Communications

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

- **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.

2. External Communications

Echo 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.

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

- Designating the IMESD Communications Team as Public Information Officer.
- 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.
- Requesting the media contacts broadcast Echo School District's external communications plans, including the information hotline for parents and guardians.

Echo 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.

3. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Echo 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, Echo 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 Echo School District may use include the following:

- **Standard telephone:** Echo 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:** Echo 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

EVACUATION OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the evacuation of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

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

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the evacuation procedure:

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

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for fire alarm or evacuation procedure announcement.
- Immediately leave the building in a calm, orderly fashion using the primary or alternate evacuation routes shown on the school map.
- Check the classroom and any adjoining restrooms to ensure everyone has exited (this should be a teacher or other staff member).
- Close the classroom door, but leave safety latch engaged (teacher or other staff member).
- Bring class rosters and emergency kit (teacher or other staff member).
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Take roll and report to administrator/Incident Commander
- Keep students together and calm.

- Ensure no one reenters the building until notified by the appropriate school administrator.
- Remember that it may be necessary to take independent action during a real emergency.

Note: Under no circumstances should staff/students use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for fire alarm or evacuation procedure announcement.
- Direct students to move away from the building immediately in a calm, orderly fashion to the pre-assigned assembly area.
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Implement the procedures in the accounting for all persons annex once at the assembly area.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.
- Remember that they may need to take independent action during a real emergency.

SHELTER PROCEDURE

I. PURPOSE

In cases of an incident where personal protection is necessary, such as an earthquake or tornado, the following procedure should be adhered to by students and staff.

II. SCOPE

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

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the full lockdown 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.

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the shelter procedure announcement.
- Immediately shelter using the designated method.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Take roll when able.
- Continue to shelter until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the shelter procedure announcement.
- Immediately shelter using the designated method.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Take roll when possible.
- Continue to shelter until notified by the appropriate authority.

FULL LOCKDOWN OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the full lockdown of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

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

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the full lockdown 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.

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Immediately lock windows and doors, simultaneously bringing students from the area immediately outside the classroom into the classroom.
- Turn off lights.
- Crouch down away from windows and doors.
- Remain silent and ensure the room looks and sounds like it is unoccupied.
- Ensure students with access and functional needs are properly assisted in the lockdown.
- Not allow anyone to enter the room once it is locked.
- Remain calm.
- Not make phone calls.
- Continue the lockdown until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Gather behind a natural barrier.
- Be prepared to move away from danger. Teachers should look for several escape routes and move students to rally points.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Continue the lockdown until notified by the appropriate authority.

LOCKOUT PROCEDURE

I. PURPOSE

In cases of a threat or hazard outside the school building requiring lockout of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

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

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the full lockout 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.

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the lockout procedure announcement.
- Immediately lock perimeter windows and doors, simultaneously bringing students from the area immediately outside the classroom into the classroom.
- Remain calm.
- Take roll.
- Conduct business as usual.
- Continue the lockout until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the lockout procedure announcement.
- Immediately get into the building.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Once inside, follow indoor procedure.

PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. 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 annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Flight Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

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

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.

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 relates to this annex.

III. 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.

IV. SPECIALIZED PROCEDURES

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

A. Before an incident

Before an incident occurs, Echo 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.
- 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 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.

B. During an incident

During an incident, Echo School District will:

- Establish a parent check-in location with signage.
- Deliver students to the student staging area.

- Communicate reunification location and process to parents/guardians.
- Greeters direct parents/guardians to check-in location and help them understand reunification procedures.
- Parents/guardians complete reunification cards, 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 checkers can confirm identity.
- Checkers verify identification and custody rights.
- Runners recover students from student staging area and reunite with parent/guardian.
- Runners retain reunification cards for school records.
- Families needing crisis counseling services are directed to designated area.

Threat- and Hazard-Specific Annexes

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FLOOD/DAM FAILURE (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of Echo 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 are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

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

III. CORE FUNCTIONS

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

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.

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
- Reunification
- Psychological Healing

B. Activating the EOP

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

1. 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.
- 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 Echo transportation dept.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. 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.

4. 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.

SEVERE STORM

I. PURPOSE

Severe storms sometimes occur in Echo 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 annex is to ensure that there are procedures in place to protect staff/students and school property in case of severe storms.

II. SCOPE

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

III. CORE FUNCTIONS

The City of Echo, 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.

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
- Lockout
- Shelter-in-place
- Reunification
- Psychological Healing

B. Activating the EOP

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

1. 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.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. 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.

4. 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.

FIRE

I. PURPOSE

Fire is the most prevalent type of threat to the staff, students, and property of Echo School District. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a fire.

II. SCOPE

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

III. CORE FUNCTIONS

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 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 fire include the following:

- Communications
- Evacuation
- Lockout
- Reunification
- Psychological Healing

B. Activating the EOP

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

1. 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.
- 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.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. 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.

4. Bus Driver Actions

- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

HAZARDOUS MATERIALS

I. PURPOSE

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Echo. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

II. SCOPE

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

III. CORE FUNCTIONS

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 Echo School maintenance team inspects stored chemicals twice a month.

The school intercom system is used to alert students and staff of a hazardous materials emergency and the operational procedure to follow.

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
- Reunification
- Psychological Healing

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

- Communications
- Evacuation
- Reunification
- Psychological Healing

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

B. Activating the EOP for an External 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 **external**, the following steps will be taken by the school community:

1. 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.
- 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.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. Staff Actions

- 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 the EOP 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:

1. 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.

2. 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.

3. Incident Management Team and Section Chiefs 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 followup actions such as where the school has relocated and parent-student reunification procedures.

- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Move students away from 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.

ACTIVE THREAT

I. PURPOSE

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

II. SCOPE

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

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 and following no pattern or method in the selection of victims.

III. CORE FUNCTIONS

Echo 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, Echo 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, Echo 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
- Reunification
- Communications
- Psychological Healing

B. Activating the EOP

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 annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the threat.
- 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 active threat.
- 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 Psychological and Emotional Recovery 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.

2. 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 active threat.
- 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.

3. 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.

PANDEMIC FLU

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 annex 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, Echo 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 annex 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. CORE FUNCTIONS

Echo 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.

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

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

Echo 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.

A. Operational Functions/Procedures That May Be Activated

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

- Communications

B. Activating the EOP for a Pandemic

The principal will determine the need to activate the appropriate EOP procedures based on the severity of the pandemic.

1. Principal 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.

2. Staff Actions

- Report any students with signs of illness.
- 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.

SUDDEN DEATH

I. PURPOSE

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

II. SCOPE

The annex 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. CORE FUNCTIONS

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, Echo 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, the phone tree can be utilized to alert and inform staff.

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

A. 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
- Evacuation
- Lockout
- Lockdown
- Reunification
- Psychological Healing

B. Activating the EOP

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 annex. The school Incident Commander will transfer command upon the arrival of a law-enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Activate communications procedures.
- Activate psychological healing 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.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. 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.

4. Bus Driver Actions

- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

BOMB THREAT

I. PURPOSE

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

II. SCOPE

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

III. CORE FUNCTIONS

The school intercom system acts as a warning system to notify staff/faculty and students in case of a bomb threat. 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 fire include the following:

- Communications
- Evacuation
- Lockout
- Reunification
- Psychological Healing

B. Activating the EOP

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

1. 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.
- 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.

2. Incident Management Team and Section Chiefs 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 followup 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.

3. 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.

4. Bus Driver Actions

- Use two-way radios to communicate with Mid-Columbia Bus Co.
- Document all actions taken.

STUDENT RIOT

I. PURPOSE

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

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to 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. CORE FUNCTIONS

Echo 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, Echo 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, Echo 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
- Reunification
- Communications
- Psychological Healing

B. Activating the EOP

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 annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander 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.

2. 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.

3. 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.