

Bandon School District

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Emergency Management Plan

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Bandon School

Emergency Management Plan

Basic Plan

INTRODUCTION

Purpose of the Plan

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

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Staff will assess the seriousness of incidents and respond according to these established procedures and guidelines.

Scope of the Plan

The District EMP outlines the expectations of staff; 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 hazard vulnerabilities and responses/recovery.

Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The administrators shall have the authority to determine when an incident has occurred and to implement the procedures within this District EMP.

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

School Board Policy Statement

This District EMP operates within the framework of the Bandon School Board Policy.

Situation Overview and Hazard Analysis Summary

School Population

General Population

Bandon School District's approximate enrollment is 680 students in Kindergarten through 12th Grade. It is located within three city blocks with 8 buildings. There is one unattached garage and multiple sheds. The campus also houses one classroom that is for life skills and our Go Native program.

Bandon students are supported by a staff consisting of:

- teachers and specialists
- administrators
- office and support staff
- contracted support staff
- instructional assistants
- cafeteria staff
- maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is available in the office in the District EMP Folder, in the administrators' offices, and in each classroom.

Special Needs Population

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

- Cognitive or emotional disabilities
- Mobility/physical disabilities
- Medically fragile health (includes asthma and severe allergies)

The school's current enrollment of students with special needs is approximately 80; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are the three resource rooms and the life-skills room. The list of students and staff names with special needs along with their schedules can be found in the office in the District EMP Folder and in the administrators' offices. Staff members that have been assigned to assist the special needs population during drills, exercises, and incidents are also listed.

Building Information

Bandon Schools are located on three city blocks and includes four classroom buildings, one transportation department, a maintenance shop, four storage sheds, two baseball fields, two softball fields, one large track field/football field, one large playground (elementary), two playgrounds (middle school) and four parking areas.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, advanced first aid kits, automatic defibrillators, hazardous materials storage, utility shutoffs, and alarm stations is available in the office in the District EMP Folder and in the administrators' offices. This map has also been provided to the local fire department. All staff members are required to be familiar with this map. The most current map dates are out dated will be redone during the 2017-2018 school year. It will be included in the end of this EMP.

Hazard Analysis Summary

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

The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly. The following table briefly discusses Bandon School's high-priority hazards including fire, forest fire, severe storm, chemical accident, train accident, intruder, and earthquake.

Table 1. High-Priority Hazards

Fire & Forest Fire	Fire hazards are the most prevalent types of hazard. In addition, Bandon School is situated close to large areas of Gorse. A forest or Gorse fire near the school would be most likely to occur in late summer or early fall
Severe Storm – Winter, Tornado, High Winds	Bandon and its surrounding areas are vulnerable to severe local storms, especially in the winter months. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Bandon School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Hazardous Materials Incident	Hazardous chemicals are used for a variety of purposes and are regularly transported near Bandon School. Currently, ammonia, chlorine, natural gas, and propane are all used and stored on school grounds.
Highway Accident	Hazardous materials travel close to the school on a frequent basis. While traffic accidents are rare, if one were to occur, it could involve dangerous materials and cause a hazardous materials incident.

Intruder	While a hostile intruder incident has never occurred at Bandon School, it, like any school, is vulnerable to intruders.
Earthquake Tsunami	If a significant earthquake or tsunami were to occur at Bandon School, it has the potential to be a catastrophic event that impacts the entire community.

Preparedness, Prevention, and Mitigation Overview

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

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Bandon School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Bandon School has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Bandon School is in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, and exiting requirements. In addition, a portion of the school has a fire suppression system.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows Bandon School to deviate from the plan if certain assumptions prove not to be true during operations. The District EMP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not,

wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to 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.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the District EMP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

Limitations

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

CONCEPT OF OPERATIONS

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

National Incident Management System (NIMS)

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

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Bandon School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

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

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

- Adopt use of the Incident Command System (ICS). The Web-based courses ICS-100 and IS-700 are available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Staff with roles described in the basic plan or annexes should complete both courses.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EMP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Bandon School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

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

Initial Response

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

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

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage an 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 principal are not able to manage all 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/or 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 District EMP 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.

Superintendent or Principal

The superintendent or principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the administration still retains the overall responsibility for the safety of students and staff. However, delegating the authority to manage the incident allows the administration to focus on policy-level activities and interfacing with other agencies and parents.

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EMP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the superintendent and other officials informed of the situation.

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 frequently; including 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 personnel trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff should be trained and certified in first aid and CPR.

Instructional Assistants

Responsibilities include assisting teachers as directed.

Counselors, Social Workers, and Psychologists

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

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

Custodians/Maintenance Personnel

Responsibilities include:

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

Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents. This includes locking the safe during all emergencies.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the superintendent and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Remotely or on site, update website with emergency information possibly send emergency message through Ever Bridge to families.
- Access and distribute important student information during the incident.

Kitchen Staff

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.

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.

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

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

Students

Responsibilities include:

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

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- 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.
- Understanding their roles during a school emergency.

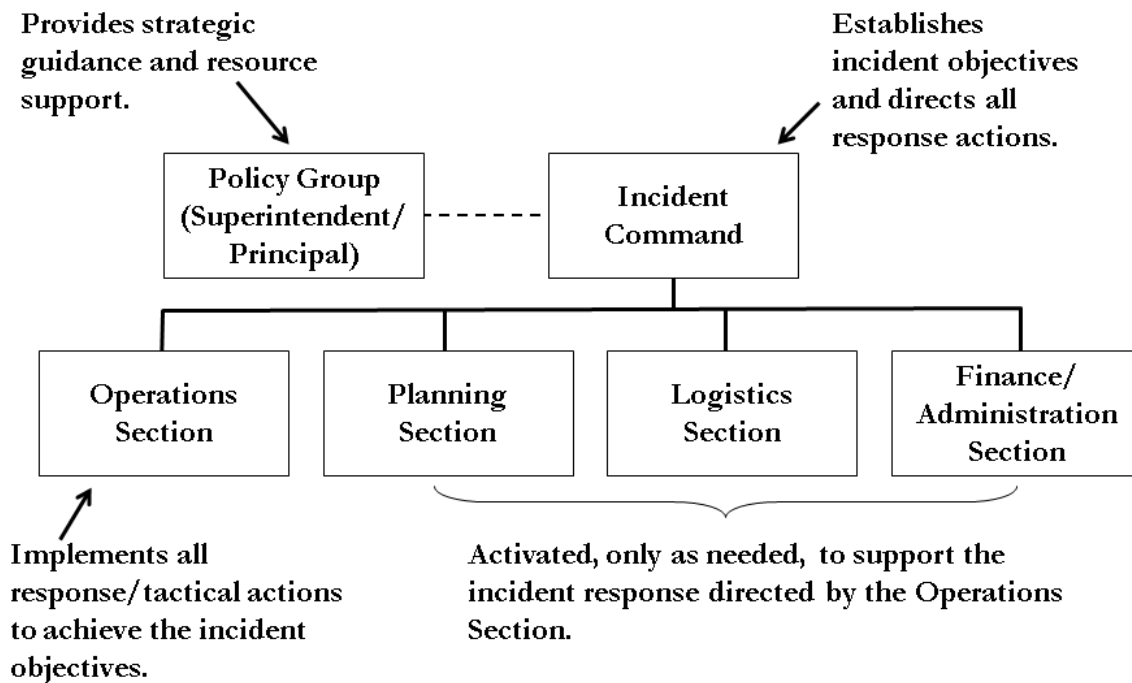
DIRECTION, CONTROL, AND COORDINATION

School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District EMP 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:

Incident Command

The Incident Command directs the incident management activities using strategic guidance provided by the Policy Group. School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

- Coordinate media relations and information dissemination with the superintendent.
- 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.

Operations Section

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

- Analyze school staffing to develop a Parent-Student 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.

Strike Team	Potential Responsibilities
Crisis Intervention Team	<p>The Crisis Intervention 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.
Student Release Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <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.

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. 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.

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. Additional responsibilities 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.

Finance/Administration Section

The School Business Manager 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. Additional 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, and secure all records.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the nearest public location available. 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 Bandon School Superintendent, Principal, or Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the Bandon District EMP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Bandon School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. 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 first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Source and Use of Resources

Bandon School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members may be called upon to help 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: McKay's Market
- Food/water supplies will be provided by: McKay's Market
- Security will be provided by: Bandon Police Department
- Counseling services will be provided by: Regional Crisis Team

COMMUNICATIONS

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

Internal Communications

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.
- **Morning Staff Meeting:** As appropriate, updated information about an incident will be presented at a morning staff meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Staff 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.

External Communications

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

Communication with Parents

Before an incident occurs, Bandon School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the district's EMP, its purpose, and its objectives. Information will be included in the school newsletter.
- Create an accurate list of emergency contact information at the beginning of each school year.
- Identify parents who are willing to volunteer in case of an incident.

In the event of an incident, Bandon School will:

- Disseminate information via telephone, text messages, and media announcements to inform parents about exactly what is known to have happened. Bandon School uses Ever Bridge to rapidly distribute emergency information through an automated voice and text message system. This will include general information of the event the status at the school. In the middle of the incident, it will be

suggested that parents not pick up their children at this time and to not call the school. Finally, the message will confirm that emergency personnel have been notified.

- Parents of students who are in immediate danger will be notified personally as soon as information is available.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number and web site address where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Bandon School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication with the Media

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

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

All Bandon District employees are to refer all requests for information and questions to the Superintendent, designated spokesperson, or Joint Information Center (if established). Students and family member should be sheltered from media representatives.

Media contacts at the major television, newspaper, and radio stations are maintained by the Superintendent and Principal. In the case of an incident, these media contacts will broadcast Bandon School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Bandon School 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 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.

After the immediate incident response period, Bandon School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Bandon School may exercise the District EMP with first responders to practice effective coordination and transfer of command.

Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff 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.

The staff 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.

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, 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.

Communication Tools

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

- **Standard telephone:** Bandon School has designated a school telephone number for parents to call for information during incidents (347-4411). It is on a battery back-up system and should work during an emergency.
The school will use Ever Bridge to send automated voice messages and text messages to families as needed. A Telephone Tree will be used to contact staff when necessary.
Students will not be able to use the school phones during an incident as those lines must remain available for official use.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to staff en route to or from a site. During an incident, cell phone use should be limited in order to avoid overloading the service and making it unusable for official use.
- **Intercom systems:** The intercom system works through the internal telephone system. Emergency notification, excepting fire, will be delivered over the intercom.
- **Alarm systems:** A fire alarm system is in place and has a unique sound to signal a fire. Each building will/or has a panic button installed in the main office.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. There are three radios available at the school as well as a base in the office. These also communicate directly to the busses.
- **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 superintendent. An

assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.

- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

ADMINISTRATION, FINANCE, AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, Bandon School 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 on page 23 for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

Recordkeeping

Administrative Controls

Bandon School 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.

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.

Incident Costs

Annual Incident Management Costs

The district clerk 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.

Incident Costs

The school business manager 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.

Preservation of Records

In order to continue normal school operations following an incident, vital school records must be protected. These include legal documents and student files as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly. The office staff will be responsible for closing the safe which contains the majority of these documents during any incident. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The administration is responsible for the overall maintenance and revision of the Bandon District EMP and for coordinating training and exercising the District EMP. The School Board is responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The School Board together with the principals and superintendent 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)
- Distribute the Plan

Copies of plans and annexes will be distributed to those tasked in this document and all local emergency management agencies. This includes school staff, Bandon Rural Fire Department, Bandon Police Department, Coos County Sheriff Office, and local churches. Staff will be required to acknowledge their receipt, review, and acceptance of the plan in writing each school year. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the school administration in consultation with staff and local emergency management agencies as needed. The District EMP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Training and Exercising the Plan

Bandon School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the training, drill, and exercise actions will occur. Basic refresher training sessions will be conducted during the first month of the school year for all school personnel. Mandatory District EMP training will include:

- Orientation to the District EMP.
- First aid and CPR made available for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills and functional exercises. Drills will be conducted at least once per month. Exercises will occur at least once per school year. Records of the training provided including date and type of training will be maintained by the principal. Approved parent volunteers and community members may be incorporated into larger training efforts.

All Bandon School 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.

Bandon School

Emergency Management Plan

Functional Annexes

SECURITY

The purpose of these security procedures is to ensure that there are procedures in place to provide basic continuous safety for staff and students. Failure to maintain a secure campus would significantly affect the education and/or service mission of the school in an adverse way.

Scope

It is the responsibility of Bandon School officials to protect students and staff from incidents before they occur. These security procedures are written to address these responsibilities in order to be best prepared for an adverse incident.

Responsibilities

The delegation of authority and management responsibilities of campus security follows the hierarchy outlined in previous sections. Designated school staff, in conjunction with the principal, will perform the essential functions listed in Table 4.

Table 4. Essential Functions Performed by Security Procedures Personnel

Administration	<ul style="list-style-type: none">• Determine additional security measures as needed.• Disseminate information internally to students and staff.• Evaluate video recordings on an as needed basis.• Assist law enforcement with viewing video recordings.
Maintenance and Technology Personnel	<ul style="list-style-type: none">• Open and lock doors based on the time of day and activities that occur at the school.• Maintain system of video monitoring on the exterior of the school.
Office Staff	<ul style="list-style-type: none">• Serve as liaison between the school and emergency notification systems and personnel.

Procedures

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

During the school day,

- Visitors should enter the school by the breezeway doors, register in the office, and display a visitor sticker. Staff members should direct all visitors who do not have an identification sticker to return to the office. The elementary school is equipped with a “buzz in” feature to control access to the building.

- The exterior doors will be locked at 8:15 am and will remain locked until at least 2:45 pm.
- Video recordings are made on the school buses and around the interior of the school. These may be consulted as needed by law personnel.

ALICE SAFETY PROTOCOL

Bandon School District is committed to providing the safest possible environment for its students. As such, we have implemented the ALICE safety protocol district-wide. ALICE provides a range of options for staff and students to use in a crisis situation with the singular goal of getting to safety. Although initially created in response to a violent intruder, this protocol may be used for any incident involving a threat to the safety and security of our staff and students. ALICE is an acronym that stands for Alert, Lockdown, Inform, Counter, Evacuate. This is not a linear process, but rather a menu of options available to ensure that adults and students have adequate information to make informed safety decisions.

Alert: We will get the word out about a safety threat using clear, concise language and describe the location of the event. Each school is equipped with an intercom system including surveillance cameras with continuous monitoring in each office.

Lockdown: We will continue with a traditional lockdown (door locked, adults and students quiet and out of sight) areas when that is the option that is the safest based on the location of the threat. It is expected practice that all classroom doors remain locked for quick and easy security in the event of a lockdown. All outside doors other than the main entrance remains locked other than during recess times with adult supervision outside. Along with locking down, when inside the building students and staff are taught to barricade the entrance with anything available (furniture, etc.) to provide more difficult access to the room.

Inform: Keeping the staff and students informed continually allows for good decision making. Each school has an intercom system located near the continuous monitoring of our surveillance cameras to allow for real time information to be shared building-wide. This flow of information will allow adults and students to make informed decisions about their safety based on the location and specifics of the threat.

Counter: Apply skills to barricade (see Lockdown), and if necessary, distract, confuse and gain control. This strategy is not introduced at the elementary level, but is taught at the middle and high school levels. The Counter strategy includes creating an environment that will impact the ability of the threat to carry out the intended damage such as loud noises, continuous movement, physical distance from the threat, and distractions such as throwing objects, etc.

Evacuate: Reduce the number of potential targets for the shooter, and reduce chances of injuries resulting from friendly fire when help arrives. Evacuate is our preferred strategy for all who can safely leave the area of threat. Our Evacuation protocol specifically requires evacuation on foot based on the data that indicates the minimal chance of multiple intruders/threats and the safety concern that arises with the inclusion of evacuation via vehicle (traffic impeding ability for law enforcement to access the scene, safety concerns regarding highly emotional people behind the wheel coupled with a large group of students evacuating on foot, etc.). There is a protocol in place for reunification at a designated place

(dependent on the nature of the threat incident) and have staff assigned to account for all persons on campus at the time of the incident.

ACCOUNTING FOR ALL PERSONS

All incidents and subsequent procedures will require an accounting of all persons. When accounting for all persons, the following procedure should be adhered to by students and staff. The accounting for all people's procedure outlines steps to be taken by staff and students to prevent injury or death during an incident.

Specialized Procedures

The following procedures will be implemented by staff as part of each incident and when directed by the superintendent, principal, or when deemed appropriate by the situation. Any time a group changes location; this procedure should occur (ex. evacuation). Staff should remain with the students throughout the entire incident to verify safety.

The initial method of communication of an accounting for all persons will be a red card/green card procedure. A red card indicates a person is missing or injured or assistance is needed. A green card indicates that all persons are accounted for and safe. If both cards are used, it will be assumed that assistance is required. Secondary methods of communication will be handwritten notes or verbal communication.

Responsibilities

The delegation of authority and management responsibilities during an accounting for all persons follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Coordinate the search team to account for all persons.
- Communicate with bus drivers.
- Coordinate care as indicated.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

- Participate with the search team to account for all persons.
- Document all actions taken.

Staff Actions

- Use your roll sheet to account for all assigned students and additional staff members.
- Amend your roll sheet by adding any additional individuals who were present (ex. guest speaker) and notating students who are known to be absent.

- Report missing or injured persons to the Incident Commander
 - If outside, hold up a red card or green card based on the presence of all persons and their injuries.
 - Secondary methods of communication are verbal or hand-written notes.
- If an extra person has taken shelter in a classroom (like during a lockdown), document him or her on your roll sheet. If it is a student and you are able, notify the appropriate teacher via a phone call that he or she is safe.
- Document all actions taken.

ROOM CLEAR

In cases of an incident requiring room clear, the following procedure should be adhered to by students and staff. Example of an incident that may require a room clear is a student who is behaving in an unsafe and aggressive manner. The room clear procedure outlines steps to be taken by staff and students to prevent injury or death during an incident.

Specialized Procedures

The following procedures will be implemented by staff when directed by the superintendent, principal, or when deemed appropriate by the situation. Students and staff should calmly and rapidly exit the room and move to a safe location.

Responsibilities

The delegation of authority and management responsibilities in event of a room clear follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Staff Actions

- Notify administration of the need for assistance.
- Direct other students and staff to calmly leave the classroom and move to another location. This should be to a room that is identified in advance and can include a teaching partner's classroom. If there is no other adult present, contact the location where you sent the students and apprise them of the situation. Send the roll sheet with a responsible student or give to an adult.
- If safe to do so use your body to block the exit from the individual who is causing the disruption. Do not touch the person.
- Close the door. Remain in the room and monitor the situation until assistance arrives. Do not engage the individual if it increases agitation.
- In the alternative classroom, account for all persons. Notify the office of the location of the students.

Incident Commander Actions

- Respond to the request for assistance.
- Take appropriate action based on the situation and level of agitation of the individual.

Alert and Notification Process

The signal for a room clear will be a phone call and/or in-person notification.

EVACUATION

In cases of an incident requiring evacuation, the following procedure should be adhered to by students and staff. Example of an incident that may require an evacuation is a fire in the school or the conclusion of a drop, cover, and hold. The evacuation procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a Moving Vehicle.

Specialized Procedures

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

Indoor Procedure – When indoors, students/staff should:

- Quickly line up in a calm and orderly fashion.
- If time permits, turn off electronics and lights.
- Lock and close classroom doors.
- Travel as a group to the assigned evacuation point by the primary route.
- If the primary route is not safe, follow the secondary route.
- If all hallways are not safe, break a window and evacuate. Send a responsible student to locate assistance. Students should be provided a written note if time permits.
- Students involved in pullouts should join their class at the pre-assigned evacuation point.
- If a whole class is at a special activity, the classroom teacher should join their class at the appropriate evacuation point.
- If evacuation point it determined to be unsafe, move the group to an alternate location. Notify the Incident Commander of the new location.

Outdoor Procedure – When outdoors, students/staff should:

- Move quickly to the assigned evacuation point.

Moving Vehicle Procedure – When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Assign an evacuation point.
- When it is safe to do so, instruct all students/staff to exit through an appropriate door/window.
- Account for all persons
- Contact the school for direction.

Responsibilities

The delegation of authority and management responsibilities in event of an evacuation follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Sound the signal to indicate an evacuation.
- Notify local law enforcement of the evacuation.
- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.
- Notify the Policy Group of the status and action taken.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

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

Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency to-go kits. Account for all persons. Report any missing or injured individuals to the Incident Commander.
- Remain with students throughout the evacuation process. Students should remain calm and quiet.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

Bus Driver Actions

- Execute evacuation procedures.
- Account for all persons. Create an accurate list of students and staff who are present. Report any missing or injured individuals.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

Alert and Notification Process

The signal for an evacuation will be an alarm. The office staff will call staff that is off campus on their cell phones as soon as possible to notify them of the incident.

REVERSE EVACUATION

In cases of an incident requiring reverse evacuation, the following procedure should be adhered to by students and staff. Example of an incident that may require a reverse evacuation is a severe winter storm, a mountain lion on campus, or a chemical spill. The reverse evacuation procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a Moving Vehicle.

Specialized Procedures

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

Indoor Procedure – When indoors, students/staff should:

- If in homeroom (K-4) or current class (5-8), remain in place.
- K-4 students – Return to their homeroom classroom in a calm and orderly fashion.
- 5-12 students – Return to the current or subsequent (if passing period) classroom.

Outdoor Procedure – When outdoors, students/staff should:

- K-4 students – Return to their homeroom classroom in a clam and orderly fashion.
- 5-12 students – Return to the current or subsequent (if passing period) classroom.

Moving Vehicle Procedure – When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.

Responsibilities

The delegation of authority and management responsibilities in event of a reverse evacuation follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Notify the staff of a reverse evacuation.
- Notify local law enforcement of the situation.
- Delegate a search team to ensure that all students and staff are accounted for.
- Determine if additional procedures should be activated.
- Notify the Policy Group of the status and action taken.

- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

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

Staff Actions

- Execute reverse evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Direct students in the hallway or outside to return to the appropriate location.
- Locate the class roster and emergency to-go kits. Account for all persons. Report any missing or injured individuals to the Incident Commander or building principal.
- Cover vents and block the gap under the door. Close the blinds and lock the door.
- Remain with students throughout the reverse evacuation process. Students should remain calm and quiet. Instruction may continue. Indoor activities may resume during a reverse evacuation when indicated by the Incident Commander.
- Do not leave your classroom until told to do so or the situation becomes unsafe. If you do evacuate, notify the Incident Commander of your new location.
- When reverse evacuation is lifted, open windows and vents to remove any contaminated air.
- Document all actions taken.

Custodian Actions

- Turn off all air circulating devices, if not already completed by other staff

Bus Driver Actions

- Document all actions taken.

Alert and Notification Process

The signal for a reverse evacuation will be an announcement over the intercom, a call to the classrooms, and/or in-person notification. Employees that are indoors should assist in notifying staff that may be outside so that they may become aware of the event. The office staff will call staff that is off campus on their cell phones as soon as possible to notify them of the incident.

LOCKDOWN

In cases of an incident requiring lockdown, the following procedure should be adhered to by students and staff. Example of an incident that may require a lockdown is an intruder on campus. The lockdown procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a Moving Vehicle.

Specialized Procedures

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

Indoor Procedure – When indoors, students/staff should:

- If in a classroom, remain in place
- If in hallway, quickly move to the closest enclosed place that (preferably) has two possible exits.
- Move away from the line of sight of windows and openings.

Outdoor Procedure – When outdoors, students/staff should:

- Enter the building through the nearest entry and move to an enclosed place.

Moving Vehicle Procedure – When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Drop below the windows.

Responsibilities

The delegation of authority and management responsibilities in event of a lockdown follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Notify the staff of a lockdown.
- Notify local law enforcement of the situation.
- Lock all exterior entrances to the school.
- Delegate a search team to ensure that all students and staff are accounted for.
- Determine if additional procedures should be activated.
- Notify the Policy Group of the status and action taken.

- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

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

Staff Actions

- Execute lockdown procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Direct students in the hallway or outside to enter the nearest classroom. Lock the classroom door.
- Locate the class roster and emergency to-go kits. Account for all persons.
- Cover vents and block the gap under the door. Close the blinds and barricade the door. Turn off electronics and lights.
- Remain with students throughout the lockdown process. Students should remain calm and quiet. Conduct a quiet activity to help calm the students.
- Do not leave your classroom until told to do so, the all clear is given, or the situation becomes unsafe. If you do evacuate, notify the Incident Commander of your new location.
- Document all actions taken.

Bus Driver Actions

- Drive to a safer location as soon as possible.
- Document all actions taken.

Alert and Notification Process

The signal for a lockdown will be an announcement over the intercom, a call to the classrooms, and/or in-person notification. In the case of an active shooter near you or other incident requiring a lockdown, begin lockdown procedures immediately and notify the office. The office staff will call staff that is off campus on their cell phones as soon as possible to notify them of the incident.

DROP, COVER, AND HOLD

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff. An example of an incident that would require a drop, cover, and hold is an earthquake. The drop, cover and hold procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

Specialized Procedures

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

Indoor Procedure – When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop. Keep as much of the body shielded as possible. Bury face in arms, close eyes, and cover ears.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Outdoor Procedure – When outdoors, students/staff should:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground on stomach with face turned away from incident.
- Cover their face and head with their arms. Close eyes.
- Do not remove special needs individuals from wheelchairs.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Moving Vehicle Procedure – When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

Alert and Notification Process

The signal for a drop, cover, and hold will be an announcement over the school intercom and the two-way radio. The office staff will call staff that is off campus on their cell phones as soon as possible to notify them of the incident. It is possible, as in the case of an earthquake, that the signal will be delayed; staff should use their best judgment to initiate a drop, cover, and hold with their students.

MASS CARE

In cases of an incident requiring mass care, the following procedure should be adhered to by students and staff. Examples of an incident that may require mass care are an armed intruder or a chemical spill. The mass care procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a Moving Vehicle.

Specialized Procedures

The school operates under the assumption that if a large incident impacts our greater community, it may take an extended period for emergency personnel to arrive at the school. In such an occurrence, the staff will need to be able to provide mass care simultaneous to providing for the welfare of uninjured students. This will include sheltering them from witnessing extreme trauma.

Water conservation could be a concern when an incident requires mass care. Medical use will receive the first priority for available water. Drinking water will be the second priority. Hygiene uses are a much lower priority.

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

Indoor Procedure – When indoors, staff should:

- Set up the mass care location in the high school gymnasium. Verify the area is safe for use for an extended period of time. If not, select an appropriate alternate location. Report the new location to the Incident Commander.
- If location becomes unsafe, move to an alternate location. Notify the Incident Commander of the new location.

Outdoor Procedure – When outdoors, students/staff should:

- Set up the mass care location on the middle school basketball courts. Verify the area is safe for use for an extended period of time. If not, select an appropriate alternate location. Report the new location to the Incident Commander.
- Screen the mass care area as much as possible so that the trauma can be visually contained. Consider parking a bus between the highway and the basketball courts.
- If location becomes unsafe, move to an alternate location. Notify the Incident Commander of the new location.

Moving Vehicle Procedure – When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Call 911
- Contact the school for direction.
- Begin First Aid.

Responsibilities

The delegation of authority and management responsibilities in event of an evacuation follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.
- Communicate with bus drivers.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

- Personally and in private notify the families of students who are missing, seriously injured, or deceased. A member of the clergy or a professional counselor should attend the notification in the case of death.
- Monitor radio and Internet for information and report any developments to the Incident Commander.
- Document all actions taken.

Search & Rescue Team Actions

- Search the school for building safety. Mark unsafe areas.
- Locate victims. Assess the scene to determine if it is safe to assist the victim(s).
- If possible, move the victim(s) to the triage area. Note injuries and provide information to the triage area.
- If it is not possible to reach the victim(s) safely, notify the administration of the location and possible injuries.
- If it is possible to reach the victim(s), but it is not possible to transport them, notify the school administration to dispatch a first aid team member to provide care.

Medical (or other individual as determined by the Incident Commander) Actions

- Complete master injury report. This should include reference to emotional traumatization as well.
- Set up separate triage and treatment areas. Assign personnel to direct each area.
- Assess and treat injuries.

- Remains of deceased should be moved to an area that is out of sight of students and should be completely covered with a blanket or tarp. Assign an individual to ensure that no one enters the area until professional help arrives.
- Document all actions taken.

First Aid Team Actions

- Never assume that someone is deceased until certified by appropriate medical personnel. Provide all possible medical support until that time.
- Provide assistance to the medical personnel as requested.

Counselor Actions

- Set up a counseling area near to the triage and treatment area. It should not be within line of sight.
- Provide mental health services to individuals. Be prepared to meet with family members who may become hysterical.
- As other counseling service providers arrive, organize for the care of students.
- Establish group meetings
- Provide information to the administrator to distribute to the community to assist with home-based mental health and identify external resources

Staff Actions

- Recognize that emotional distress is natural in a mass care situation. Work to help students remain calm and provide something for them to do.
- Monitor for signs that individual students are becoming hysterical. Move these students to the triage area to receive attention.

Bus Driver Actions

- Be prepared to transport injured individuals to Southern Coos Hospital.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

Alert and Notification Process

An incident requiring mass care will already have this EMP in action. The Incident Commander will delegate members of the First Aid Team and the Search & Rescue Team verbally.

TEMPORARY RELOCATION

In cases of an incident requiring a temporary relocation, the following procedure should be adhered to by students and staff. Example of an incident that may require a temporary relocation is a fire in the school or a suspicious device. The temporary relocation procedure outlines steps to be taken by staff and students to prevent injury or death during an incident. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

Specialized Procedures

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

Indoor Procedure – When indoors, students/staff should:

- Quickly line up in a calm and orderly fashion.
- If time permits, turn off electronics and lights.
- Travel as a group to the assigned evacuation point, then continue on to the relocation site or designated bus loading zone.

Outdoor Procedure – When outdoors, students/staff should:

- If appropriate, line up at the assigned evacuation point, and then continue on to the relocation site.

Relocation Sites

The primary relocation site is the city park located to the west of the school. Secondary relocation sites will be identified on an as needed basis.

Responsibilities

The delegation of authority and management responsibilities in event of an evacuation follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Indicate to the staff a temporary relocation. If necessary, identify a secondary location.
- Notify local law enforcement of intent to relocate, the new location, and the route to be taken to that site.

- Issue directed transportation instruction if students will be relocated by means of buses and cars.
- Document all actions taken.

Incident Management Team and Section Chiefs Actions

- Notify relocation centers and determine an alternate relocation center, if needed, if primary center will also be impacted.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify families via Ever Bridge of the relocation center and how to reunify with the students.

Staff Actions

- Execute relocation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Remain with students throughout the relocation process.
- Upon arrival at the safe site, account for all. Report any missing or injured individuals to the Incident Commander.
- Document all actions taken.

Bus Driver Actions

- If evacuation is by bus, use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Be prepared to provide transportation to a relocation center.
- Document all actions taken.

Alert and Notification Process

The signal for a temporary relocation will be delivered in person by the Superintendent, Principal, or Incident Commander and/or announced over the school intercom and the two-way radio. The office staff will call staff that is off campus on their cell phones as soon as possible to notify them of the incident.

FAMILY REUNIFICATION

In cases of an incident requiring family reunification, the following procedure should be adhered to by students and staff. The family reunification procedure outlines steps to be taken by staff and students during an incident.

Specialized Procedures

The following procedures will be implemented by staff when directed by the administration of the Incident Commander or when deemed appropriate by the situation. Family reunification should begin as quickly as possible following the incident. The coordinator of family reunification will be the school secretary or other individual as determined by the Incident Commander.

Family Reunification Site

A variety of considerations must be made in selecting an appropriate site for family reunification. It must be in a safe location and accessible to school buses. It will be away from where the students are located, the first aid station, and the media location. Preferably, there will be adequate room for parking and have separate entrance and exit points to minimize traffic congestion.

The incident will determine which family reunification site will be used. The primary site is the school office. The secondary site is the gymnasium associated with each school. The reunification site may be in a parked school bus. More distant family relocation sites will be identified on an as needed basis. One reason to move the family relocation sites to a more distant location would be if the highway is closed and families cannot reach the school site.

Responsibilities

The delegation of authority and management responsibilities in event of an evacuation follows the hierarchy outlined in previous sections. The following procedures will be initiated by individuals as indicated below.

Incident Commander Actions

- Determine the location for family reunification. If the site is not at the school, follow the Temporary Relocation annex.
- Assign personnel to assist with the family reunification process.
- Document all actions taken.

Incident Management Team Actions

- Provide support to the Family Reunification Coordinator.
- Remain calm and work to calm families. Remind families that we are striving to keep all individuals safe. The safety of their child is our utmost priority.
- If individuals become hysterical, move them to a more private location.

- Personally escort all families who have students who are injured to the first aid station for reunification.
- Families of students who are missing should be escorted to the counseling area.
- In the case of a death, follow the appropriate annex for guidance.
- Determine where to place students who cannot be picked up and how to provide care for them.
- If the situation permits, assign an individual to direct traffic. As the situation develops there may be time to set up traffic control devices.

Family Reunification Coordinator (typically, School Secretary) Actions

- Take the Family Reunification File during all emergencies.
- Post signs to indicate the family reunification location.
- As families begins to arrive, have them fill out a Reunification Form and sign the attendance log.
- Verify identification if needed. Only individuals listed on the emergency card may pick up a student.
- Give the Reunification Form to a runner.
- When the form is completed, place in the correct class file.
- Document all actions taken.

Runner Actions

- Take the Reunification Form to the teacher in charge of the indicated student.
- The teacher will fill out the teacher section of the form.
- If the student is present and uninjured, escort the student back to the family reunification location. Give the completed form to the Family Reunification Coordinator.
- If the teacher indicates the student is located in the First Aid station, verify his or her presence there. Then, give the form to the Incident Management Team Member working at the family reunification site.
- If the location of the student is unknown, absent, or deceased, give the form to the Incident Management Team Member.

Alert and Notification Process

The signal to initiate family reunification will be delivered in person by the Superintendent, Principal, or Incident Commander.

Families will be notified via Ever Bridge the location of the family reunification site.

RECOVERY: PSYCHOLOGICAL AND EMOTIONAL

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.

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 implementation of the EMP.

Responsibilities

To implement the recovery: psychological healing procedures:

- All staff will work to recognize signs of trauma.
- The school counselor will be able to assist in managing trauma and will train others as needed.
- Parents and guardians will be offered tips on how to recognize signs of trauma.

Specialized Procedures

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

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

- 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).
- Contact families as soon as possible to inform them of how the situation is being handled and discuss the resources that are available including those at the school. This can be completed through a letter and changes on the school website.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff may include outside mental health professionals to assist with 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 school counselor.
- 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

- Be in contact with the family to determine their needs and assist as possible.
- 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. If a majority of the school was impacted, consider closing the school or making shortened day plans.
- The administration will visit the hospital and/or attend the funeral to represent the school.
- Offer the use of school facilities for a funeral or memorial service.

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.
- Continue to observe individual students for excessive difficulty returning to a more normal routine. Refer these students to the school counselor for appropriate assistance.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining donated items to charity.
- Discuss and approve permanent memorials with the school board's consent.

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope

It is the responsibility of Bandon School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Bandon School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

Responsibilities

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff COOP procedures personnel, in conjunction with the administration, will perform the essential functions listed in Table 3.

Table 3. Essential Functions Performed by COOP Procedures Personnel

Administration	<ul style="list-style-type: none">• Determine when to close schools, and/or send students/staff to alternate locations.• Disseminate information internally to students and staff.• Communicate with parents, media, and the larger school community.• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.• Ensure systems are in place for rapid contract execution after an incident.• Identify relocation areas for classrooms and administrative operations.• Create a system for registering students (out of district or into alternative schools).• Brief and train staff regarding their additional responsibilities.• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).• Reevaluate the curriculum.
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Custodial and Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or relandscaping).
Office Staff	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
Counselor	<ul style="list-style-type: none"> • Establish academic and support services for students and staff. • Implement additional response and recovery activities according to established protocols.
Kitchen Staff	<ul style="list-style-type: none"> • Determine how transportation and food services will resume.

Procedures

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

Activation and Relocation

The superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

Alert, Notification, and Implementation Process

The telephone tree will be used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified by Ever Bridge as important information becomes available. Information will also be available on the school website.

Relocation Sites

Specific relocation sites will be identified as needed. They may be as accessed by walking and/or by transportation services.

Possible Alternate Facilities and Strategy

If it is determined that an alternate facility becomes necessary to conduct school and school business, the alternate facilities are listed below would be used. For a longer term arrangement, schools in the immediate vicinity of Bandon would be utilized if possible.

Alternate Facility	Address	Contact Information
St. John's Episcopal Church	795 Franklin	541 347-2152
Holy Trinity Church	355 Oregon Ave.	541 347-2309
South Coast Assembly	HWY 101 & 13 th St SW	541 347-3216

Vital Records and Retention File

Hard copies of the cumulative files of each student are maintained in a fire proof safe.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Bandon School

Emergency Management Plan

Hazard- and Threat-
Specific Annexes

NATURAL HAZARD: FIRE (Near or On School Grounds)

Purpose

Fire is the most common natural hazard. With the school's proximity to the forest, a nearby forest fire is also a possibility. A fire may happen at any time of the year, however, a forest fire is most likely to occur in the late summer or early fall. 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 on or near school ground.

Core Functions

The Bandon Rural Fire Department and the USDA Forest Service maintains websites that provide current fire information. The BRFD will notify the office staff when they have an incident that could impact the school. The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a fire at or near the school.

Operational Functions/Procedures That May Be Activated

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

- Evacuation
- Reverse Evacuation
- Temporary Relocation
- Family Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological and Emotional
- Mass Care
- Accounting for ALL Persons

Activating the EMP for a Fire

Person discovering the fire

- If an individual's clothing is on fire, smother the flames by wrapping the person in heavy fabric and rolling him or her on the ground.
- Alert others in immediate area of the danger and move them to a safe location. If indoors, direct them to crawl away from the fire to avoid smoke asphyxiation.
- Pull a fire alarm and notify administration of the situation.
- If appropriately safe, use a fire extinguisher on the blaze.
- Close doors and windows to possibly reduce the speed with which the fire can spread.
- Begin First Aid if necessary.

Custodial Staff

- Turn off electricity and gas throughout the building.

HAZARDOUS MATERIALS INCIDENT

Purpose

In addition to hazardous materials that are used and stored on the school campus, Bandon School is in close proximity to Highway 101. All of these pose potential risk for a hazardous materials incident near the school. A hazardous materials incident has unique issues in that it could involve a gas. 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 hazardous materials incident on or near school ground.

Core Functions

Staff, including maintenance and custodial personnel, should immediately notify the administration of a hazardous materials incident on or near school property. The Bandon Rural Fire Department or the Sheriff Department will contact the school if a hazardous materials incident occurred in a dangerous proximity to the school. The Superintendent, Principal, or Incident Commander will activate the EMP.

Operational Functions/Procedures That May Be Activated

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

- Reverse Evacuation
- Shelter-in-Place
- Temporary Relocation
- Family Reunification
- Continuity of Operations (COOP)
- Mass Care
- Accounting for ALL Persons

If there is an internal chemical spill, the following operational procedure may additionally be activated:

- Evacuation

Activating the EMP for an Internal Chemical Spill

Person discovering the spill

- Alert others in immediate area of the danger and move them to a safe location. Be aware of wind direction.
- Notify administration of the situation.
- If spill is indoors, close windows and doors to contain the fumes and reduce danger and damage.
- Be prepared to report name of substance, if known, and/or describe characteristics (color, smell, visible gases).

Bandon School Emergency Management Plan
Hazard- and Threat-Specific Annexes

- Begin First Aid if necessary.
- Do not eat or drink anything or apply cosmetics.

Custodial Staff

- Turn off electricity, gas, air circulation throughout the building.

SEVERE WINTER STORM

Purpose

A severe winter storm is a possibility in the Bandon area. These guidelines could also apply to other weather related emergencies. 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 weather.

Core Functions

The school relies on outside sources to assist in predicting the arrival of a severe storm. The main office has an Emergency Broadcasting Radio that indicates when dangerous weather is possible. The school also uses other sources such as The Weather Channel and local news for information. The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a severe storm either during the school day or outside of school hours.

Operational Functions/Procedures That May Be Activated

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

- Reverse Evacuation
- Temporary Relocation
- Family Reunification
- Accounting for ALL Persons

Activating the EMP for a Severe Winter Storm

Administration or Incident Commander

- Collect data in order to make the best possible assessment; predicting the weather can be difficult.
- Make decision to delay the start of school, delay busses, end school early, cancel all outdoor activities, or cancel school. Consult with the school board chair.
- Notify the staff of the decision either via a Phone Tree (outside of school hours) or in person (during the school day).
- Notify families of students via Ever Bridge and change the school website.

Staff Actions (during school day)

- Begin a Reverse Evacuation if indicated.
- If students are being sent home early, begin to call the parents of your students to confirm that they know the time school will be closing
- If the need arises for an evacuation, students may need an opportunity to appropriately dress themselves for the severe weather situation.

INTRUDER

Purpose

It is impossible to predict if or when an intruder will enter the Bandon School campus. Staff should be vigilant of unknown individuals and in-tune with the emotional wellbeing of students and other individuals on our campus. 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 intruder onto school grounds or in the school building.

Core Functions

To deter intruders from coming to the campus,

- All exterior doors in the elementary, middle school and high school will remain locked during the school day, exception of front doors at middle school and high school. The elementary exception for recess activities.
- Numerous cameras are placed on the interior of the school building.
- Signs are posted on entry to the buildings that indicate that visitors must register at the office. This is a requirement for all non-students and includes parents who are volunteering in a classroom.
- Staff will monitor unlocked doors and visitors to the school.

In the event of an intruder on campus, the administrators will contact law enforcement agencies for their assistance. 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.

The Superintendent, Principal, or Incident Commander will activate the EMP in the event of an intruder on campus.

Operational Functions/Procedures That May Be Activated

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

- Evacuation
- Reverse Evacuation
- Lockdown
- Temporary Relocation
- Family Reunification
- Recovery: Psychological and Emotional
- Mass Care
- Accounting for ALL Persons

Activating the EMP for an Intruder

Person discovering the intruder

- Notify administration, the administrator will activate the ALICE procedure. Provide description and location of the intruder.
- Alert others in immediate area of the danger and move them to a safe location.
- Keep intruder in view until assistance arrives. Stay calm. Do not indicate any threat to the intruder.

Incident Commander

- Call 911.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Keep intruder in view until law enforcement arrives.
- Designate a staff member to coordinate at the command post. Provide him or her with the EMP folder and map of the school.

PANDEMIC OR DISEASE OUTBREAK

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 pandemic or disease outbreak.

Core Functions

The Coos County Health Department contacts the school administration when cases of disease outbreaks that could impact the school are identified. The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a pandemic or disease outbreak.

Operational Functions/Procedures That May Be Activated

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

- Reverse Evacuation
- Temporary Relocation
- Continuity of Operations (COOP)
- Mass Care
- Accounting for ALL Persons

Activating the EMP for a Pandemic or Disease Outbreak

Administration or Incident Commander

- Determine the severity of the incident and take appropriate action.

Counselor

- Provide care as needed.
- Provide information to the staff that describes the pandemic or disease outbreak. Include how it spreads and how to avoid it.
- Be in contact with the Coos County Health Department for further guidance and reporting.

Custodial Staff

- Conduct a Terminal Cleaning on any part of the school where an infected person may have been.

BOMB THREAT

Purpose

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

Core Functions

The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a bomb threat at or near the school.

Operational Functions/Procedures That May Be Activated

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

- Evacuation
- Reverse Evacuation
- Room Clear
- Temporary Relocation
- Family Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological and Emotional
- Accounting for ALL Persons

Activating the EMP for a Bomb Threat

Person receiving the Bomb Threat

- Remain calm.
- Try to gather as much information as possible. Ask the following questions. This page may be used to take down the notes. Write down the exact words whenever possible.
 - Is the bomb on a timer?
 - When is it set to explode?
 - Where is the bomb located?
 - Is it in the open or concealed?
 - What kind of bomb is it?

- What does it look like?

- Why was the bomb placed at the school?

- How did it get into the school?

- Note the following information.
 - Time of call:

 - Time call was terminated:

 - Is the caller male or female?

 - Is the caller calm or frightened?

 - What is the caller's approximate age?

 - Does the caller have an accent? What type?

 - Did the caller use any slang? What words?

 - Does the caller sound educated?

 - Is there any background noise?

 - Did you hear anything else that would be helpful to know?

- Notify administration of the situation.

Administration or Incident Commander

- Call 911.
- Determine what procedures should be activated depending on the suspected bomb location and current information.
- Conduct a limited search of the building. Do not touch a suspicious device.
- Consult with local law enforcement and monitor the situation.

SUICIDE THREAT OR ATTEMPT

Purpose

Suicide is a social problem. It requires cooperation across the staff, with families, and with outside agencies to appropriately intervene with suicidal students. The purpose of this annex is to ensure that there are procedures in place to protect staff/students in case of the staff or student death.

Core Functions

School staff should be continually aware of students who may need emotional support. This includes attention to students who may exhibit suicidal ideation. Students should be referred to the school counselor whenever an adult is concerned about him or her. The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a suicide threat or attempt at or near the school.

Operational Functions/Procedures That May Be Activated

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

- Evacuation
- Reverse Evacuation
- Room Clear
- Recovery: Psychological and Emotional
- Accounting for ALL Persons

Activating the EMP for a Suicide Threat or Attempt

Staff (when there is a suicide threat)

- Threats of suicide should never be taken lightly. Do not leave the student alone.
- Refer the student to the school counselor for a suicide assessment.
- Remove the students from any area containing dangerous substances or items. Administration will assist in removing these items from the individual, if needed.
- School counselor will contact the family with a recommendation to complete further suicide assessment and/or the need to monitor the student.

Staff (when there is a suicide attempt)

- Treat this as a medical emergency. Do not leave the student alone. Remain calm.
- Alert other adults in immediate area and move other students to a safe location (Room Clear). Protect students from witnessing the trauma associated with seeing a suicide attempt.
- Notify administration.
- Remove the students from any area containing dangerous substances or items. Administration will assist in removing these items from the individual, if needed.

- Administration will notify parents and encourage the family to seek suicide assistance from Southern Coos Hospital. Advise parents that suicidal individuals should not be left alone. If parents do not seek assistance, consider making a referral to Child & Family Services.
- School counselor will set up a home/school communication system.
- If the individual completes suicide, refer to the school death annex. Special attention should be paid to other students who are at a high risk to also attempt suicide (close friends, students who are troubled by the incident, students who have previously attempted suicide).
- Provide a safe and supportive school environment for all students.

KIDNAPPING

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students in case of an attempted or successful kidnapping.

Core Functions

Students will only be released from school to individuals who are designated in the student record. Parents and guardians may update the list of approved individuals at any time. They may also notify the office if their student has limited permission to leave with a new person. Identification will be required from any unknown individuals.

Custody dispute issues should be treated with adequate attention.

The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a kidnapping at or near the school.

Operational Functions/Procedures That May Be Activated

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

- Reverse Evacuation
- Recovery: Psychological and Emotional
- Accounting for ALL Persons

Activating the EMP for a Kidnapping

Person discovering the kidnapping or attempted kidnapping

- Notify administration.
- Record any information that may be helpful in identifying the kidnapper (voice, vehicle type, license plate). This also applies if staff becomes concerned about a stranger loitering on or near school property or following students between home and school.
- Account for ALL persons.

Administration

- Call 911.
- Determine what procedures should be activated depending on the current information.
- Conduct a search of the building.
- Consult with local law enforcement.

STAFF OR STUDENT DEATH

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students in the case of staff or student death.

Core Functions

The Superintendent, Principal, or Incident Commander will activate the EMP in the event of a death at the school or a death of a staff member or student outside of school.

Operational Functions/Procedures That May Be Activated

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

- Evacuation
- Room Clear
- Family Reunification
- Recovery: Psychological and Emotional

Activating the EMP for a Death

Person discovering the deceased (if the death occurs at school)

- Alert other adults in immediate area and move students to a safe location (Room Clear). Protect students from witnessing the trauma associated with seeing a deceased individual.
- Observe the scene to determine if there is risk in providing assistance.
- Notify administration of the situation.
- Never assume that someone is deceased until certified by appropriate medical personnel. Provide all possible medical support until that time.

Administration or Incident Commander (if the death occurs at school)

- Remains of deceased should be moved to an area that is out of sight of students and should be completely covered with a blanket or tarp. Assign an individual to ensure that no one enters the area until professional help arrives.
- Personally and in private notify the families. A member of the clergy or a professional counselor should attend the notification.
- Determine if school will be shortened or cancelled that day and possibly subsequent days.
- Organize a special after school faculty meeting to share all known information with the staff.
- Consider preparing a letter regarding the incident to send home to families.
- Organize Psychological and Emotional Recovery

Administration or Incident Commander (if the death occurs outside of school)

- Contact each staff member to inform them of the death and request their arrival at school for a special faculty meeting at 7:45 am the next school day.
- Meeting will involve signs to look for in the students and an acknowledgement of grief for the staff. It should also establish how students and staff can access emotional assistance if necessary.

Bandon School District
Emergency Operation Plan

Communicable Disease Addendum

Background:

The Bandon SD Emergency Operation Plan (EOP) is made up of several components. In order to ensure efficient and effective emergency management, the components of the EOP must be implemented in its entirety.

The purpose of a Communicable Disease Addendum is to provide a general, comprehensive plan to help protect the whole school community (students, staff, and visitors) from new communicable diseases. This plan is not intended to build fear but to provide a thoughtful, measured response to help support health and safety in the school community. The plan is intended to mindfully plan for an event such as a pandemic and what to do before, during, and after, an event.

There are some diseases that are endemic, such as the seasonal flu, which are expected to infect people at a general rate every year. According to the World Health Organization (WHO), a pandemic is the worldwide spread of a new disease. This can be concerning as the new disease and its impacts are not well known. For this addendum we will assume the need for Pandemic response.

There is usually some warning, and therefore time, to prepare for a pandemic before it reaches the community. As a pandemic is the spread of new disease, disease-specific information for prevention, protection, mitigation, response and recovery from infection and community impact will become available as experts learn more about the disease. While disease-specific information may not always be known, there are general communicable disease prevention practices that can help protect people from infection.

Whether or not schools will be closed, or for how long, is impossible to say in advance since all pandemics are different in their scope and severity. However, it is well established that infectious disease outbreaks most often start in schools so the district may close schools early in an event. Any decision to close schools will be done at the recommendation of the Oregon Health Authority and Coos County Health and Wellness.

There is the potential for great impact on general community and school functions in relation to pandemics. As such, the creation of this Communicable Disease Addendum is intended to help prepare the District to support the school community (students, staff, and visitors) to be safe and healthy before, during, and after a pandemic.

General Outline

This Addendum is broken down into three sections:

Before – This section details how the school will prepare and protect the school community before the

new disease reaches the community.

During – This section details how the school will mitigate the impact of and respond to the disease if it

reaches the school community.

After – This section details how the school will recover from and return to general operations once the disease is no longer present in the school community or has become endemic in the broader community.

Each section will have:

Goal(s) – Broad general statements that indicate the desired outcome.

Objective(s) – Specific, measurable actions that are necessary to achieve the goals.

Course(s) of Action – Address the what, who, when, where, why, and how.

When appropriate, the Communicable Disease Addendum will refer to functions, such as the Communications Addendum and Continuity of Operations Addendum to support a thorough response.

Considerations in the Communicable Disease Addendum Development

Potential School Impact Issues Considered:

- Student absenteeism elevated above normal trends.
- Parents who choose to keep children at home.
- Cancellation of extracurricular activities (i.e. athletic events and dances).
- Cancellation of field trip activities.

- Large numbers of staff absent, difficult to maintain school operations.
- Potential for schools closing; loss of teaching days.
- Loss of services from supply and support services (i.e. food services and transportation).
- Loss of ability to continue operations in support departments.
- School operations could be affected by decreased community support capacities and critical infrastructures.

Potential Community Impacts Considered:

Large percentages of the population may be unable to work for days to weeks during the pandemic either due to illness or caring for ill dependents.

Significant number of people and expertise would be unavailable.

Emergency and essential services such as fire, police, and medical may be diminished.

Large number of students/kids under quarantine protocols.

Lack of consumable goods.

Methods of continued instruction should school close.

Access Control on School District Property:

Follow visitor and volunteer policies that allow school administrators to control access to the buildings.

Each should have a plan to lock out certain entrances and exits and to monitor others, if necessary.

BEFORE a Public Health Emergency

Situation: The time before an identified infectious disease has begun spreading rapidly geographically.

Goal: To Prepare the Bandon SD community in mitigating and protecting its members from rapidly spreading communicable diseases.

Objective 1: Develop a culture of good hygiene throughout the Bandon SD community

Building Principal

All staff will be instructed in proper community hygiene to stop transmission including hand washing, respiratory etiquette, and avoiding touching the eyes, nose, and mouth.

Part of all-staff orientation during in-service week.

Human Resources Staff will provide information on health insurance and sick leave policies and staff will be encouraged to stay home when sick.

The district will coordinate multiple flu shot clinics across the district and share dates and times with staff.

Distribute communication on hand washing and infection control to schools, facilities and on school and district websites.

Provide information to staff and parents on emergency readiness short-term Distance Learning.

The building principal will be responsible for surveillance and infection control.

Building principal will review staff contracts and board policy regarding staff reporting expectations.

Provide information to schools, parents, and staff about how to stop the spread of flu and cold; cough and sneeze etiquette; signs and symptoms of influenza.

Maintenance

The Director of Operations will ensure that all trash and clutter will be remove daily.

Cleaning schedules and protocols will be prepared and reviewed to meet standard and incident-appropriate levels.

Hand Sanitizer, tissue and trash receptacles will be spaced within 10 ft. of all entrances and exits.

Objective 2: Systems will be put in place to properly respond to a public health event

Superintendent

Develop Incident Command Center protocol, location, equipment and staff re-assignment.

Human Resources Develop plans for operating with staff workforce reduction.

Leadership Team Develop plans to secure buildings, information technology, and finance.

Bandon School Emergency Management Plan
Hazard- and Threat-Specific Annexes

Superintendent

Develop plans for educational continuity if schools close.

Prepare sample templates for news releases to public, staff, and parents.

Provide information to staff and parents on pandemic planning for families.

Identify resources for influenza surveillance and control.

Track international, national, regional, and local trends, utilizing the local health department resources.

Identify and develop public health department contacts.

Communicate with your local health department and discuss collaboration on pandemic preparedness.

Identify any local or state reporting requirements for pandemic.

Supervise/Monitor and report obvious trends by conducting surveillance of students, staff and visitors.

Establish procedures for screening to be utilized with pandemic.

Identify administrative measures to accomplish “social distancing.”

Identify areas within the school facility that can be used for isolation and quarantine.

Develop and share alternative delivery options: Online learning resources, Virtual assignments.

Develop a plan for continuation of education.

Building Principal

Apply all plans and procedures to after-school programs.

Plan for a full school closure or a partial school closure (i.e., some but not all schools are closed, or students are dismissed but staff works with local agencies to assist families).

Maintenance

Work with vendors in the supply chain to have pandemic or emergency plan for continuity or recovery of supply deliveries.

Bandon School Emergency Management Plan
Hazard- and Threat-Specific Annexes

Emphasize frequent cleaning and disinfection of high touch areas, i.e., door knobs, keys, telephones, etc.

Ensure custodial staff has an appropriate plan for proper cleaning and disinfecting all teaching, learning, shared spaces and play areas.

Review inventory and replenish supplies as needed.

Technology Director

Establish and test emergency communication protocol, including an internal communication staff tree.

Objective 3: Equipment and Supplies will be maintained at levels recommended for preparedness.

Maintenance

At least two months' inventory of cleaning and sanitation supplies will be maintained on site.

Ensure schools and departments have adequate supplies (soaps, bottles, towels, hand sanitizers, and paper towels).

Remind staff annually of opportunity to replace classroom/office cleaning bottle and towel

Supplies sufficient to set up two isolation or quarantine rooms will be stored in the building for emergency use.

Material for constructing signs and emergency tape will be stored with infectious disease monitoring equipment.

DURING a Communicable Disease outbreak:

School is still open.

Situation: Confirmed disease outbreaks are spreading or likely to spread to the area

Goal: Maintain educational functions with the lowest communicable disease spreading

Objective 1: Effectively focus the attention of Staff, Students and parents to mitigate the impact of any outbreak

Superintendent

Conduct meeting/briefing with Incident Command Center staff to pre-stage full activation of Center.

Maintain a daily link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.

Alert all principals of Response Plan Activation and remind them that the Event Level may escalate rapidly to the next Level or Levels.

Gather designated staff to review jobs and prepare for response options.

Develop a continuous direct link to local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs.

Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Department of Education.

Building Principal

Provide ongoing communication to key staff on their roles and responsibilities.

Keep staff and parents current with updates through communication channels; make certain that health-related information and infectious disease updates have been verified for accuracy by the local health department.

Keep relevant groups informed (as appropriate) through emails, newsletters, fact sheets, social media, text alerts, on-demand phone system, and websites.

Objective 2: Reduce the spread of communicable disease in the school population

Superintendent

Activate Incident Command Structure, Assign duties as per Infectious Disease Addendum.

Track all expenses that are connected to the event. Fill out all required forms for reimbursement by state or federal agencies.

Building Principal

Monitor student and staff attendance daily as needed. Report any escalation to superintendent.

Reinforce education regarding influenza infection control.

Emphasize a triad of good health habits: hand hygiene, respiratory etiquette, and not touching the eyes, nose and mouth.

Review substitute teacher pool list with South Coast ESD.

Educate employees and visitors not to come to the facility if they have influenza-like symptoms.

Initiate screening for influenza-like illness. Interview influenza-like illness cases for pandemic risk factors.

Activate designated influenza isolation and quarantine rooms.

Isolate and send home staff or students with influenza-like symptoms, utilizing supervised isolation areas in the school; access to this room should be strictly limited and monitored (i.e., parents picking up their ill children should be escorted to and from the isolation area); a carefully monitored student checkout system should be activated.

Review and implement possible measures to increase “social distancing.”

Do not enroll any students without appropriate immunization records, based on immunization and other health guidelines provided by the local health department, the Oregon Division of Public Health and/or the United States Department of Health and Human Services.

Prohibit congregation in hall ways and lunchrooms; if possible, serve box lunches in classrooms to avoid gathering of students in the cafeteria; stagger class changes to avoid large groups of students in the hallway; stagger dismissal for the same reason; cancel gym class, choir or other school activities that place individuals in close proximity.

Separate student desks as much as possible.

Transportation Director

Sanitize schools and buses daily, or as per local health department guidelines; implement sanitizing verification process.

Monitor students getting off buses and out of vehicles for signs of influenza-like symptoms; do not accept students or staff with influenza-like symptoms, or quickly isolate students and staff with influenza-like symptoms.

Maintenance

Supervisor Ensure that sanitation procedures are in conjunction with public health advisories.

Post signs at entrances limiting access as directed by administration. Exterior signs for parking and pickup may be necessary to limit exposure.

Increase environmental cleaning of “high touch” surfaces, e.g., door knobs, keys, telephones. Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important).

During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning on the air conditioning/heating systems.

Isolation areas for ill children and staff should be cleaned several times each day.

Regularly wipe down high touch areas including desks, door knobs, counter tops, etc. with school-supplied cloth and spray.

Objective 3: Plan and Prepare for a possible shut down of school

Superintendent

Review workforce reduction plan.

Review distance learning plan.

Review continuity of operations plan

Maintain contact with Oregon Health, Coos County Health and Wellness, and Oregon Dept. Ed. For guidance and timing of any school shutdown.

Notify District Principals of possible shut down of schools

Confirm closure with the Oregon Department of Education.

Determine schedule and cancel or postpone meetings that cannot be done remotely.

Technology Supervisor

Secure information technology system and integrity.

Building Principal

Implement Continuity of Operations Plan

Communicate with staff regarding staffing needs.

Bandon School Emergency Management Plan Hazard- and Threat-Specific Annexes

Inform the public and school district employees using appropriate communication channels; coordinate news release with public health and the Oregon Department of Education.

Maintenance

During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning on the air conditioning/heating systems.

Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; in areas still in use. Areas not in use should be cleaned and locked except for ventilating.

Post directive signs on all entrances and parking lot

Check all buildings and establish periodic patrols during the school closure period.

Transportation Supervisor

Clean and secure all school buses and service vehicles.

AFTER an infectious disease outbreak

Goal: Transition to a model that comes closest to meeting educational and operational goals

Objective 1: Determine what the new normal may look like assuming the potential for future waves of illness.

Superintendent

Meet with stake holders and staff to evaluate current situation and develop a plan to achieve goals.

Communicate with OHA and county health to determine best and worst case scenarios for future infectious disease relapse.

Begin the process of compiling communication to indicate which staff members are ready to return to work, OR establish an Employee Hotline Phone Bank so employees can call in status (name; position; work location; health status; return to work date); use a pre-determined Fitness for Duty checklist to determine if an employee is ready to return to work and under what conditions.

Develop a status report for each staff category by school and department: teachers, administrators, custodians, bus drivers, etc.

Building Principal

Review new standards for daily hygiene and cleanliness for staff, students and buildings.

Begin the process of compiling communication to indicate which staff members are ready to return to work, OR establish an Employee Hotline Phone Bank so employees can call in status (name; position; work location; health status; return to work date); use a pre-determined Fitness for Duty checklist to determine if an employee is ready to return to work and under what conditions.

Objective 2: Scale back Incident Command Center as students and staff return to buildings and new normal educational experience.

Superintendent

Communicate with staff and public regarding plans to move forward using all available means of communication.

Post information on the school district website for parents regarding helping children cope with tragedies (i.e., Teaching Children How to Respond to Tragedies from the National Association of School Psychologists).

Building Principal

Work with staff to confirm plan, training and tools to make plan work.

Develop an instructional reconstruction checklist (base on the length of school closure; if short-term, the checklist should be focused on make-up work and reorganizing the instructional calendar, benchmarks, testing, etc.; if the closure was long-term, the checklist may require restructuring of the current and following school year instructional and operational calendar and events) to guide staff, students, and parents when school reopens. The checklist should include anticipated instructional materials and supplies, as well as possible waivers from the Oregon Department of Education

Be prepared, when schools reopen, to assist students who may still need homebound instruction.

When schools reopen, re-activate social distancing strategies and monitor any illnesses.

Monitor staff and students regarding health and readiness to return to school. Set up monitoring protocol to insure any new cases are isolated immediately. Compile health reports for the Incident Command Center as needed.

Activate the mental health plan for students and staff, in conjunction with local mental health services staff, including Post-Traumatic Stress Syndrome counseling.

A mental health status report will be provided to the Superintendent as needed. This report should include the mental status of students and staff in order to determine if additional mental health services are needed.

Food Service

Service Supervisor to inspect all school cafeterias with the assistance of the local health department.

Maintenance

Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations. Maintain a status update for facilities not ready for occupancy

Expand school cleaning routines by maintenance staff.

Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important).

HVAC conditioning system filters should be cleaned and changed.

The school should be thoroughly ventilated and cleaned: opening all doors and windows or turning on the air conditioning/heating systems.

Survey supply vendors to determine when the supply chain and delivery system will be partially or fully operational; provide vendors with supply needs.

Business Office

Collect and complete all forms documenting expenses that may be reimbursable by state or federal agencies.

Determine the process for fast-tracking purchase orders for essential supplies.

Objective 3: Prepare for future response to a similar situation.

Superintendent

Evaluate the effectiveness of efforts.

Adjust plan for future use.

Develop a schedule to drill on and evaluate Infectious disease plan.

Maintenance

Inventory infection control and cleaning supplies to re-order as approved.

Inventory medical supplies and re-order as approved.

According to experts, in the most severe pandemic, the duration of these public health measures could be weeks to months, which would have educational implications for students. Planning now for a prolonged period of student dismissal will allow Coos County to be prepared as much as possible to provide opportunities for continued instruction and other assistance to students and staff.

If students are dismissed from school but schools remain open, school- and education-related assets, including school buildings, school kitchens, school buses, and staff, may continue to remain operational and potentially be of value to the community in many other ways. In addition, faculty and staff may be able to continue to provide lessons and other services to students by television, radio, mail, Internet, telephone, or other media.

Continued instruction is not only important for maintaining learning but also serves as a strategy to engage students in a constructive activity during the time that they are being asked to remain at home.

Finally, be prepared to activate the school district's crisis management plan for pandemic influenza that links the district's incident command system with the local and/or State health department/emergency management system's incident command system(s).