Ontario School District

EMERGENCY OPERATIONS PLAN

[Ontario School District 8C](#)

Ontario School District 8C
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Ontario School District 8C
Emergency Operations Basic Plan

To all Recipients:

This revised Emergency Operations Plan for Ontario School District is promulgated as the school district's official emergency response plan. This plan supersedes any previous plan. It provides a framework within which the school district can plan and perform its respective emergency functions during a disaster or national emergency.

This Emergency Operations Plan attempts to be all-inclusive in combining the five mission areas of emergency management to ensure the school district is prepared to prevent, protect against, mitigate the effects of, respond to and recover from those hazards and threats that pose the greatest risk to the school district. This includes the following:

- **Prevention:** activities taken to avoid, prevent, or stop a threatened or actual manmade or natural disaster or act of terrorism.

- **Protection:** activities taken to secure the school district against acts of terrorism and manmade or natural disasters.

- **Mitigation:** activities that reduce loss of life and property by lessening the impact of disasters.

- **Response:** activities taken to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

- **Recovery:** activities taken to assist the school district and/or the community to recover effectively from a disaster.

This plan has been approved by the Ontario School District Superintendent and the School Board. It will be revised and updated as required. All recipients are requested to advise the Superintendent or designee of any changes that might result in its improvement or increase its usefulness. Plan changes will be transmitted to all addresses on the distribution list.

Ontario School District 8C
Emergency Operations Basic Plan

Nicole Albisu, Superintendent
Ontario School District

Mike Blackaby, School Board member
Ontario School District

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Ontario Fire Department

Rich Harriman, Emergency Operations
Malheur County Sheriff's Office

Mike Iwai, Chief
Ontario Police Department

Plan Administration

The Superintendent will coordinate review and revision of this plan every two years and formal re-promulgation of this plan by the Ontario School District Superintendent every five years. Revisions will also be made when changes occur, such as lessons learned from exercises or events. Changes to the annexes and appendices, and non-substantive changes to the Basic Plan, may be made by the Superintendent without formal Board approval.

Record of Plan Changes

All updates and revisions to the plan will be tracked and recorded in the following table. This process will ensure that the most recent version of the plan is disseminated and implemented by school district staff and emergency response personnel.

Date	Change No.	Department	Summary of Change
Sept. 2022	Original Release	Superintendent	Original Release

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Plan Distribution List

Copies of this plan will be provided to the following jurisdictions, agencies, and persons electronically, unless otherwise indicated. Updates will be provided electronically, when available. Recipients will be responsible for updating their Emergency Operations Plans when they receive changes. The School Safety Coordinator is ultimately responsible for all plan updates. The plan will be posted on the School District's website as well as be made available digitally to all schools and community partners/agencies.

Department/Agency	Title/Name
Malheur County Sheriff's Office	Emergency Operations/Richard Harriman
Ontario Fire Department	Ontario Police Department
Ontario City Hall	Mayor Deborah Folden

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Section 1
Introduction

1.1 General

The goal of the Ontario School District Emergency Operations Plan (EOP) is to establish that the district is prepared for a disaster by ensuring coordination of protection, prevention, mitigation, response, and recovery activities that increase the school district's capabilities to minimize loss of life and reduce impacts for disasters.

Emergencies are handled effectively in the school district every day. These routine emergencies are managed by school administrators, educators, and staff as part of their day-to-day duties. While the principles described in this EOP can also be applied to these daily responses, the plan is primarily designed to offer guidance for larger or more complex incidents related to a broad spectrum of hazards that exceed the response capability and/or resources of school administrators, and supervisors.

No plan can anticipate all the situations and conditions that may arise during emergencies and on-scene incident commanders must have the discretion to act as they see fit based on the specific circumstances of the incident at hand. It is imperative however, that all schools and community response agencies have a plan that provides general guidance and a common framework for preparing for, responding to and recovering from emergencies and disasters. This plan promulgates a framework within the district that will bring a combination of technical capabilities and resources, plus the judgment and expertise of its administrators, department directors, first responders, and other key stakeholders to bear on any incident. The Ontario School District EOP provides the foundation and guidance for use of a common language, fundamental principles and incident management system necessary to effectively manage incidents within or affecting the school district.

No guarantee of a perfect response system is expressed or implied by this plan, implementing instructions or procedures. District assets and systems may be overwhelmed by natural and technological disasters. The district can only attempt to make reasonable efforts to respond based on the situation, information and resources available at the time of the disaster.

1.1.2 Whole Community Planning
The 'Whole Community' planning approach is based on the principle that preparedness is a shared responsibility; it calls for the involvement of everyone, not just the government, in preparedness efforts. By working together, everyone can help keep the district and community safe from harm and help keep it resilient when struck by hazards, such as natural disasters, acts of terrorism, and pandemics.

Whole Community includes:

- Individuals and families, including those with access and functional needs

- Businesses

- Faith-based and community organizations

- Nonprofit groups

- Schools

- Media outlets

- All levels of government, including state, local, tribal, territorial, and federal partners

Every member of the community and district shares responsibility for minimizing the impact of disasters on our community. These individual responsibilities include hazard awareness, knowledge of appropriate protective actions, taking proactive steps to mitigate the impact of anticipated hazards, and preparations for personal and family safety and self-sufficiency. To the extent possible, the district will assist citizens in carrying out this responsibility by providing preparedness and mitigation information, and delivering critical services during a disaster. However, the reality is that a major emergency is likely to damage the school district's critical infrastructure, as well as that of the communities, and reduce the workforce available to continue essential public service needs. Knowledgeable citizens prepared to take care of themselves and their families in the early phases of an emergency can make a significant contribution towards survival and community resiliency.

1.2 Purpose and Scope

1.2.1 Purpose

The Ontario School District EOP outlines the district's approach to emergency response and enhances the school district's ability to protect the safety, health, and welfare of its staff, students, and community members. The EOP describes the school district's emergency response organization and assigns responsibilities for various emergency functions, identifies lines of authority and coordination, and communicates the legal basis and references that provide a framework for emergency planning in the district. The EOP:

- Includes hazards and types of emergencies likely to impact the district.
- Provides a framework for multi-disciplinary, multi-jurisdictional coordination and cooperation.
- Addresses all phases of a disaster through mitigation, preparedness, response, and recovery activities.

- Designates the National Incident Management System (NIMS) as the framework within which all emergency management activities occur.
- Directs the use of the Incident Command System (ICS) for managing incident response.
- Identifies roles and responsibilities of district administrators, departments, offices, and personnel in emergency operations, as well as those of cooperating public and private sector agencies.
- Establishes life safety, followed by property and environment as the emergency response priorities.
- Provides a common framework within which the school district, City of Ontario, Malheur County, special districts, and other agencies/organizations can integrate their emergency planning, response, and recovery activities.

The EOP defines and outlines developed guidelines and procedures for dealing with existing and potential student and school incidents through a variety of plan components, including functional annexes and hazard-specific annexes, also referred to as incident annexes. These components have been created in an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Ontario School District supports the EOP by providing in-service training for faculty and staff on the plan itself as well as skill sets required to implement the EOP.

1.2.2 Scope

The EOP is activated whenever the district must respond to an emergency incident or planned event, the size or complexity of which is beyond that normally handled by routine operations. Emergencies may include natural or man-made disasters and may impact beyond the school district's area of responsibilities and into the neighboring community. This plan is intended to guide the school district's emergency operations while complementing and supporting the emergency response plans and procedures of responding agencies, local governments, special districts, and other public and private sector stakeholders.

The EOP establishes roles, responsibilities, and relationships among agencies and organizations involved in emergency operations, relying on already established relationships among local, county, state, tribal, and regional agencies and organizations to coordinate during a disaster. In accordance with the National Incident Management System (NIMS), the Ontario School District (OSD) will initiate the Incident Command System (ICS) in order to manage a cooperative and collaborative response.

Incidents unfold in a variety of ways. Some move slowly allowing for a deliberate and careful planning process, others more quickly requiring immediate actions and decisions. Familiarity with this EOP will provide guidance and a framework for any incident.

1.3   Plan Activation

Once promulgated by the Ontario School District Superintendent and the School Board, this EOP is in effect and may be implemented in whole or in part to respond to:

- Incidents in or affecting the district.
- Health emergencies in or affecting the district.
- Non-routine life-safety issues in or affecting the district.

An emergency declaration is not required in order to implement the EOP or activate the Emergency Operations Center (EOC). The Superintendent may implement the EOP as deemed appropriate for the situation or at the request of an Incident Commander.

1.4   Plan Organization

The District EOP is composed of three main elements:

- Basic Plan
- Emergency Response Procedures Annexes
- Hazard-Specific Annexes

1.4.1 Basic Plan

The purpose of the Basic Plan is to:

- Provide a description of the legal authorities upon which the district has structured its Emergency Management Organization (EMO), including the declaration process, activation of mutual aid agreements, and requests for resource and emergency spending powers.
- Describe the context under which the district will respond to an incident, including a community profile and discussion of hazards and threats facing the district and community.
- Assign and describe roles and responsibilities for the school district's employees tasked with emergency preparedness and response functions.
- Describe a concept of operations for the district that provides a framework within which the district will conduct its emergency operations and coordinate with other agencies and jurisdictions.
- Describe the district's emergency response structure, including activation and operation of the district EOC and implementation of ICS.
- Discuss the district's protocols for maintaining and reviewing this EOP, including training, exercises, and public education components.

1.4.2 Functional Annexes

While this EOP is developed as an all hazards planning document, there may be unique considerations that must be taken into account for specific hazards. Functional Annexes supplement the Basic Plan to identify critical tasks particular to specific natural and human-caused/technological hazards identified in the district's most current Hazard Identification Assessment.

If the incident or disaster is significant enough to activate this procedure the Superintendent will assume the position of Incident Commander (IC). Other district staff or departments will fulfill roles as identified below.

1.4.3 Hazard-Specific Annexes

1.5 Federal Plans

1.5.1 Presidential Policy Directive 8

Presidential Policy Directive 8: National Preparedness (PPD-8) describes the Nation's approach to preparing for the threats and hazards that pose the greatest risk to the security of the United States. National preparedness is the shared responsibility of our whole community. Every member contributes, including individuals, communities, the private and nonprofit sectors, faith based organizations, and Federal, state, and local governments.

1.5.2 National Preparedness Goal

The National Preparedness Goal describes the Nation's security and resilience posture through identifying key mission areas and core capabilities that are necessary to deal with great risks, using an integrated, layered, and national approach as our foundation.

Using the core capabilities, the National Preparedness Goal is achieved by:

- Preventing, avoiding, or stopping a threatened or an actual act of terrorism.
- Protecting our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.
- Mitigating the loss of life and property by lessening the impact of future disasters.
- Responding quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of a catastrophic incident.
- Recovering through a focus on the timely restoration, strengthening, and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by a catastrophic incident.

1.5.3 National Preparedness System

Our Nation faces a wide range of threats and hazards, including acts of terrorism, cyber-attacks, pandemics, and catastrophic natural disasters. Communities can address the risks these threats and hazards pose by working together using a systematic approach that builds on proven preparedness activities. The National Preparedness System builds on these activities and enables the Nation to meet the National Preparedness Goal. The National Preparedness System consists of these components: identifying and assessing risk, estimating the level of capabilities needed to address those risks, building or sustaining the required levels of capability, developing and implementing plans to deliver those capabilities, validating and monitoring progress, and reviewing and updating efforts to promote continuous improvement.

1.5.4 National Incident Management System

The National Incident Management System (NIMS) guides all levels of government, nongovernmental organizations (NGO), and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from incidents. NIMS provides stakeholders across the whole community with the shared vocabulary, systems, and processes to successfully deliver the capabilities described in the National Preparedness System. NIMS defines operations systems, including the Incident Command System (ICS), Emergency Operations Center (EOC) structures, and Multiagency Coordination Groups (MAC Groups) that guide how personnel work together during incidents. NIMS applies to all incidents, from traffic accidents to major disasters. (NIMS Doctrine Supporting Guides & Tools: http://www.fema.gov/nims-doctrine-supporting-guides-tools)

1.5.5 National Response Framework

The National Response Framework is a guide to how the Nation responds to all types of disasters and emergencies. It is built on scalable, flexible, and adaptable concepts identified in the National Incident Management System to align key roles and responsibilities across the Nation. The Framework describes specific authorities and best practices for managing incidents that range from the serious but local, to large-scale terrorist attacks or catastrophic natural disasters. The National Response Framework describes the principles, roles and responsibilities, and coordinating structures for delivering the core capabilities required to respond to an incident and further describes how response efforts integrate with those of other mission areas. This Framework is always in effect, and elements can be implemented at any time. The structures, roles, and responsibilities described in the Framework can be partially or fully implemented in the context of a threat or hazard, in anticipation of a significant event, or in response to an incident. Selective implementation of National Response Framework structures and procedures allows for a scaled response, delivery of the specific resources and capabilities, and a level of coordination appropriate to each incident.

1.5.6 National Disaster Recovery Framework

The National Disaster Recovery Framework provides guidance that enables effective recovery support to disaster-impacted States, tribes, and local jurisdictions. It provides a flexible structure that enables disaster recovery managers to operate in a unified and collaborative manner. It also focuses on how best to restore, redevelop, and revitalize the health, social, economic, natural, and environmental fabric of the community and build a more resilient nation.

1.6   State Plans

1.6.1 State of Oregon Emergency Management Plan

The Oregon Office of Emergency Management (OEM) is responsible for preparing and updating a statewide emergency management plan. This comprehensive plan consists of a set of strategic and operational documents that define principles and priorities, assign roles and responsibilities, and direct action in all phases of emergency management.

- ▪ **OEM Strategic Plan.** The OEM Strategic Plan defines the vision, mission, and core values of OEM. The Strategic Plan defines goals and objectives based on identified strategic issues. The Strategic Plan emphasizes the primary importance of protecting lives, property and the environment; providing excellent customer service; providing resources for the job to get done; and engaging partners in a collaborative approach.

- ▪ **Operational Plans.** The State of Oregon CEMP operational plans are divided into four volumes. Each volume addresses a specific phase of emergency management.

Volume I – Natural Hazard Mitigation Plan (NHMP). The NHMP identifies natural hazards and vulnerabilities in Oregon, and proposes a strategy to mitigate risk, and address recurring disasters.

Volume II – Preparedness Plan. This plan provides requirements and guidance for each step of the emergency preparedness cycle, including planning, organization and equipment, training, exercise, and evaluation and improvement.

Volume III –State of Oregon Emergency Operations Plan (State EOP). The State EOP describes the organization used by the state to respond to emergencies and disasters. It describes common incident management and response functions applicable in all-hazards response. (http://www.oregon.gov/oem/Documents/OR_EOP_Basic_Plan.pdf)

 Volume IV – Recovery Plan. The Recovery Plan describes the organization used by the state to assist communities recovering from disasters. It is primarily targeted at large- and catastrophic-scale disasters but can be applied in any recovery situation.

Support Plans. OEM and partner agencies have developed operational and scenario-based documents to address specific procedures in preparing for, responding to and recovering from disasters. Examples include annexes to the State EOP and the Recovery Plan, as well as

independent documents such as the Cascadia Playbook and the Oregon Disaster Housing Strategy.

Activation and implementation of the Oregon Emergency Management Plan (EMP) may occur under various situations. The following criteria would result in activation of the EMP, including Volume III, the State of Oregon EOP:

- The Oregon Emergency Response System receives an alert from an official warning point or agency, indicating an impending or probable incident or emergency.
- The Governor issues a "State of Emergency" declaration.
- A Statewide disaster is imminent or occurring.
- Terrorist activities or weapons of mass destruction incidents are occurring or imminent.
- A localized emergency escalates, adversely affecting a larger area or jurisdiction and exceeding local response capabilities.
- A geographically limited disaster requires a closely coordinated response by more than one State agency.
- An affected city or county fails to act.

The Oregon EMP is developed, revised, and published by the Director of Oregon Emergency Management (OEM) under the provisions of Oregon Revised Statutes (ORS) 401.092, which are designed to coordinate the activities of all public and private organizations that provide emergency services within the State and to provide for and staff a State Emergency Coordination Center (ECC) to aid the Governor. ORS 401.035 makes the Governor responsible for the emergency services system within the State of Oregon. The Director of OEM advises the Governor and coordinates the State's response to an emergency or disaster.

1.7   County Plans

The district relies on Malheur County for many critical services during an emergency. Ontario School District is an active partner with the Malheur County Sheriff's Emergency Management Department. The district provides a qualified liaison to the Malheur County Emergency Operations Center (EOC) whenever the EOC is activated for a disaster. It is vital to have an understanding of what plans the County has in place and how they link to the school district's emergency plans.

1.7.1 Malheur County Emergency Operations Plan

The County EOP is an all-hazard plan describing how the County will organize and respond to events that occur in individual cities, across the County, and in the surrounding region. The plan describes how various agencies and organizations in the County will coordinate resources and activities with other Federal, State, local, tribal, and private-sector partners. Use of NIMS/ICS is a key element in the overall County response structure and operations.

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The County EOP Basic Plan describes roles, responsibilities, concepts of operations, and command and control while clearly defining escalation pathways and legal authorities involved with critical decision making and resource allocation by local and county governments. The 15 Emergency Support Function (ESF) annexes supplement the information in the Basic Plan and are consistent with the support functions identified in State and Federal plans. Each ESF serves as an operational-level mechanism for identifying primary and support entities to maintain capabilities for providing resources and services most likely needed throughout all phases of an emergency. In addition, the County EOP contains Incident Annexes that provide tactical information and critical tasks unique to specific natural and human-cause/technological hazards that could pose a threat to the County.

If capabilities or resources prove limited or unavailable to the school district during an emergency or disaster, resource request procedures for seeking additional resources through County, State, or Federal agencies are clearly defined in each County ESF.

1.7.2 Natural Hazards Mitigation Plan

The Malheur County Natural Hazards Mitigation Plan forms the foundation for the County's long-term strategy to reduce disaster losses and break the cycle of disaster damage, reconstruction, and repeated damage. The plan creates a framework for risk-based decision making to reduce deaths and injuries, property damage, and the economic impact from future disasters. Hazard mitigation is sustained action taken to reduce or eliminate long-term risk to people and their property from hazards.

1.7.3 Public Health Emergency Preparedness Program

Malheur County Health Services Public Health Preparedness Program monitors and strengthens the abilities of Malheur County and the region's healthcare systems to protect the public's health in disaster situations, such as disease pandemics and epidemics, chemical and radiological releases, severe weather, and natural disasters.

1.7.4 Community Wildfire Protection Plan

Malheur County Office of Emergency Management maintains the County Wildfire Plan. The plan was developed using a collaborative planning process between stakeholders within the county. The purpose of a Community Wildfire Protection Plan is to protect against loss of life, property and natural resources as the result of wildland fire.

1.8   City Plans

The City of Ontario falls under the direction of the Malheur County Office of Emergency Management and the county Emergency Operations Plan.

1.9   Administration and Logistics

1.9.1 Preservation of Vital Records

Each facility and department within the district must provide for the protection, accessibility, and recovery of vital records, systems, and equipment. Vital records and documents which require safeguarding fall into three general categories:

- Records that protect the rights and interests of individuals; vital statistics, land and property records, financial and tax records, bond records, licenses and other administrative records, etc.
- Records required for effective emergency operations; plans, procedures, resource inventories, maps, memorandums of understanding, agreements, and lists of employees and volunteers.
- Records required to re-establish normal district functions and protect the rights and interests of the district; federal, state, and local laws, rules and regulations, official proceedings, financial and court records.

Each facility and department should have a maintenance program for the preservation and quality assurance of data and systems. The program should take into account the cost of protecting or reconstructing records weighed against the necessity of the information for achieving the school district's mission.

1.9.2 Continuity of Operations (COOP) Planning

COOP plans detail the processes for accomplishing administrative and operational functions during emergencies that may disrupt normal business activities. COOP elements may include:

- Ensuring the district's continuous functions and operations during an emergency.
- Maintaining clear lines of authority and, when necessary, implementing the approved line of successions and proper delegation of authority.
- Protecting critical facilities, equipment, vital records, and other assets.
- Reducing or mitigating disruptions to operations and essential services.
- Reducing loss of life, minimizing property damage, and protecting the district from significant impacts.
- Achieving a timely and orderly recovery from emergencies and resumption of full services to the community.

1.9.3 Request, Allocation, Distribution of Resources

Resource requests and emergency/disaster declarations must be submitted to the Malheur County Emergency Manager through the Superintendent or designee. The Malheur County Emergency Manager will submit resource requests and emergency/disaster declarations to the Director of Oregon Emergency Management (OEM) according to provisions outlined under ORS Chapter 401. (https://www.oregonlaws.org/ors/chapter/401)

The district Incident Commander is responsible for the direction and control of the district's resources during an emergency and for requesting any additional resources required for emergency operations. All assistance requests are to be made through Malheur County Emergency Management via the County EOC.

In the case of emergencies involving fires threatening life and structures, the Conflagration Act (ORS 476.510) can be invoked by the Governor through the Office of State Fire Marshal. This act allows the State Fire Marshal to mobilize and fund fire resources through the state during emergency situations. The Fire Chief for the city of Ontario and/or the Malheur County Fire and Rescue Chief will assess the status of the incident(s) and, after determining that all criteria have been met for invoking the Conflagration Act, will notify the State Fire Marshal via the Oregon Emergency Response System. The State Fire Marshal will review the information and notify the Governor, who then authorizes the Act.

1.9.4 Financial Management

During an emergency, the district may find it necessary to redirect funds to effectively respond to the incident. The authority to adjust department budgets and funding priorities rests with the Business Manager for the school district. If an incident in the district requires major redirection of fiscal resources, Ontario School District Board will meet in an emergency session to decide how to respond to the emergency funding needs. The following procedures will be carried out in response to emergency funding needs:

- The School Board will meet in an emergency session to decide how to respond to emergency funding needs.
- The School Board will declare a State of Emergency and request assistance through the Malheur County Emergency Management Office.
- If a quorum of School Board Members cannot be reached, and if a prompt decision will protect lives or district resources and facilities, the Business Manager or Superintendent may act on emergency funding requests. The School Board will be advised of those actions as soon as practical.
- To facilitate tracking of financial resources committed to the incident, and to provide the necessary documentation, a discrete charge code for all incident-related personnel time, losses, and purchases will be established by the Business Office.

Expenditure reports should be submitted to the Business Office and managed through the Business Manager to identify budgetary shortfalls. The Procurement/Contract Manager will support procurement of goods and services, including personnel, with assistance from the Business Office and Human Resources Department. Copies of expense records and all supporting documentation should be submitted for filing with the Federal Emergency Management Agency (FEMA) Public Assistance reimbursement requests. Public assistance reimbursement requests will be processed and sent to FEMA through the Malheur County

Emergency Management Office. During activation of the Ontario School District EOC, financial management will be handled and staffed by the Business Office.

1.9.5 Reporting and Documentation

Proper documentation and reporting during an emergency is critical for the school district to receive proper reimbursement for emergency expenditures and to maintain a historical record of the incident. School district staff will maintain thorough and accurate documentation throughout the course of an incident or event. Incident documentation should include:

- Incident and damage assessment reports
- Incident command logs
- Cost recovery forms
- Incident After Action Reports (AARs)

1.9.6 Legal Support and Liability

Emergency response and management of incidents requires immediate, critical, decisions to be made under adverse conditions. Emergency conditions may require actions to be taken that are not listed in this EOP, or which could run counter to the guidelines suggested. Decisions, when based on information available to the Incident Commander and which appeared reasonable at the time, will not give rise to a civil liability claim after an incident, even if a different course of action in retrospect appears better. District entities complying with the EOP shall not be liable for injury, death, or loss of property except in cases of willful misconduct or gross negligence.

1.10 Employee and Family Safety

All Ontario School District administrators and department heads are responsible for the safety of their employees. Employees should attempt to make contact as soon as possible with their supervisors/managers within the first 24 hours following an incident. If applicable, schools and departments will utilize Continuity of Operations Plans (COOP) to establish alternate facilities and staff locations. Ontario School administrators and department heads will coordinate with the Incident Commander and the Director of Facilities (or designee) in establishing alternate facility locations. Notification procedures for employee duty assignments will follow the required procedures established by each school or department.

If necessary, the Oregon Occupational Safety and Health Administration (OSHA), in coordination with the Oregon Health Authority (OHA), may provide assistance and guidance on worker safety and health issues.

While all employees are expected to contribute to the emergency response and recovery efforts of the district, employees' first responsibility is to their own and their families' safety. Each employee is expected to develop personal family emergency plans to facilitate family safety and sufficiency. Malheur County Emergency Management provides information and resources on developing a Family Disaster Plan. The *Malheur County Family Disaster information* can be found here: https://sheriff.malheurco.org/?s=Family+disaster+Plan

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Section 2

Situation and Planning Assumptions

2.1   Situation

The Eastern Oregon region is exposed to many hazards, all of which have the potential to disrupt the community, cause damage, and create casualties. Natural hazards include wildland fires, flooding, earthquakes, volcanic eruption, and severe winter storms. Other disaster situations like mass casualty incidents, hazardous materials accidents, pandemic outbreaks, major transportation accidents, cyber-attacks, and acts of terrorism or active shooter incidents have the potential to happen in the region, and in our schools.

2.2   County Profile

With Malheur County's huge geographic region and sparse population, there is very limited support for students and families. One hospital, one mental health clinic, one county health department, and three medical clinics comprise the county medical services. A poverty rate of 25.2% and a median household income of $37,112 creates major challenges for families. Extreme child poverty has existed for over 30 years ranging between 25% to 40%.

The median age is 36.1 years old, which is lower than the state median age. We have one of the highest teen pregnancy rates in the state with a rate hovering around 40 per 1,000 girls over the past three years. We are one of the top six counties with the highest number of children aged 0-17 in foster care at 3.12%; the highest being 4.12% in the state. These factors contribute to preschool and school age students that struggle with social, physical, and academic success. The size of the county makes providing support services to students and their families difficult and adds a disproportionate amount of travel time to deliver the services.

Malheur County has 11 public school districts with schools ranging in size from 2 students in one district to 2,435 in the largest district. According to the Oregon Department of Human Services, Malheur County had 114 children ages 0-5 spending at least one day in foster care. This is 44% of all foster children 0-18 in Malheur County. This is almost double the number of children ages 0-5 in 2009 which was 63.   Malheur County ranks 32nd in the state of Oregon for abuse and neglect victims' rate per 1,000 ages 0-17. (Data Source: 2019 Department of Human Services District 14)

2.2.1 Geography

Malheur County (according to the U.S. Census Bureau) has a total area of 25,719 km² (9,930 mi²). 25,607 km² (9,887 mi²) of it is land and 111 km² (43 mi²) of it (0.43%) is water.

Eastern Oregon's climate is similar to that of other arid, high desert regions. Eastern Oregon increases in elevation as you go from north to south. The higher elevations tend to bring longer, colder winters to the region. Other effects of higher elevations include lower night temperatures and increased intense sunlight year round. Malheur County has an annual precipitation of 10.67 inches, and an average annual snowfall of 8 inches. The average annual high temperature in the region is 63.1 °F, with an average annual low temperature of 35 °F.

Eastern Oregon's natural features make the environment and population vulnerable to natural disaster situations. The area is subject to occasional minor flooding, earthquakes, wildland fires, windstorms, severe winter storms, and potential volcanic activity. It is virtually impossible to predict when any of these natural disasters could take place in the region. With careful planning and mitigation strategies in collaboration with the public agencies, private sector organizations, and citizens of the community, there is a strong potential to minimize the damage caused by natural disasters.

2.2.3 Demographics

According to the United States Census Bureau, the population of Malheur County is 31, 693 as of July, 2021. The county's racial makeup consists of 91.7% White, 1.7% Black or African American, 2.1% American Indian and Alaska Native, 1.4% Asian, 2.8% two or more races, and 35.3% Hispanic or Latino. Median household income is $44,362, 21.1% of people live below the poverty level, and the largest employment industries are educational services, food services, and public safety.

2.2.5 Special Needs Populations

Ontario School District supports students and staff with special needs. The special needs population includes but is not limited to students/staff with limited English proficiency, blindness or visual disabilities, cognitive or emotional disabilities, deafness or hearing loss, mobility/physical disabilities (permanent and temporary), and medically fragile health (including asthma and severe allergies).

Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Staff members that work with these students have been trained and assigned to assist the special needs population during drills, exercises, and incidents and conduct emergency pre-planning for each student as necessary using the Individual Preparedness Plan (IPP).

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Emergency Operations Basic Plan

Figure 2.1   Map of Malheur County
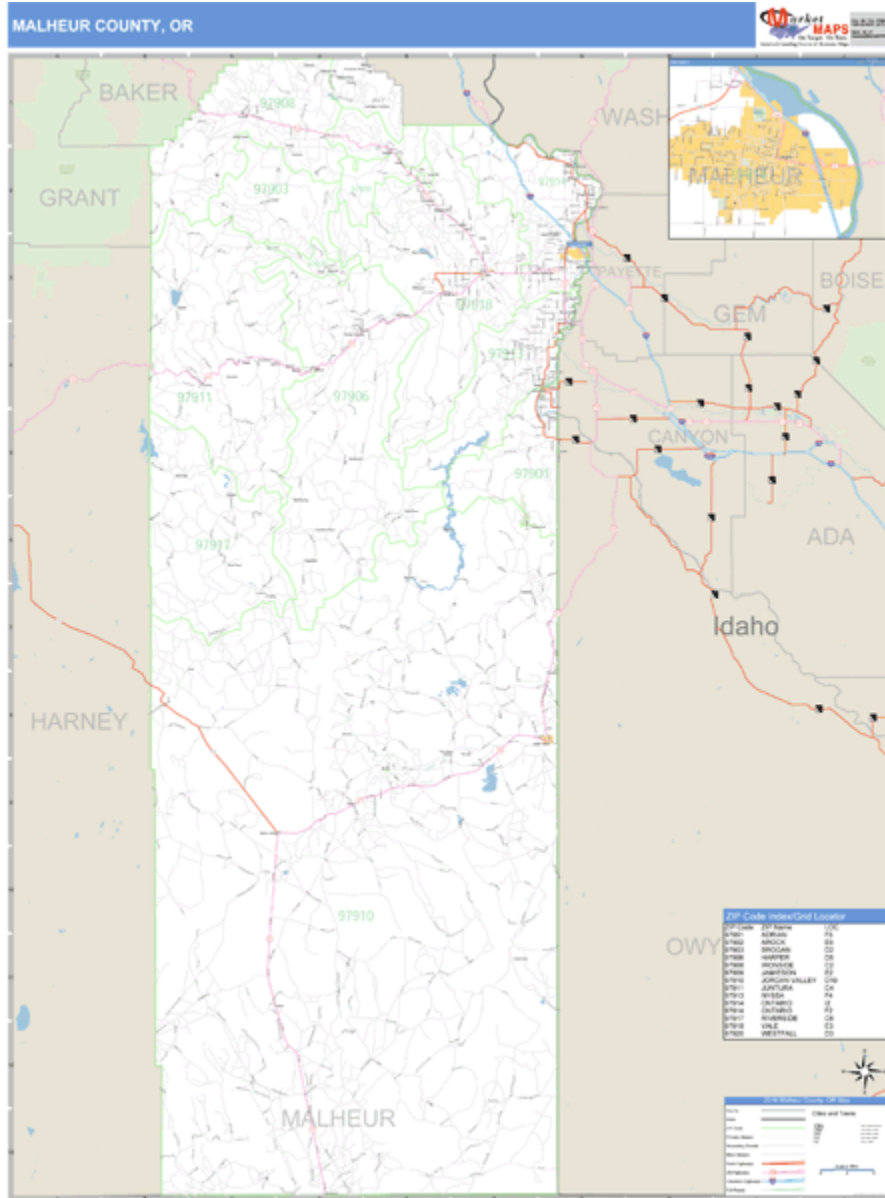
2.3 Hazard Analysis

Ontario School District's location 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.

In the winter of 2021, OSD staff members completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all 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.

OSD's High Priority Hazards List was developed in collaboration with the Malheur County Emergency Management's 2019 Natural Hazards Mitigation Plan (https://www.malheurco.org/wp-content/uploads/Departments/EmergencyManagement/2019-NHMP.pdf) . A Risk Assessment worksheet developed by FEMA was used to categorize the level of threat and risk priority for each identified high priority hazard. The following Risk Assessment chart shows the risk priorities for each hazard the school district has identified, as well as a brief description of each potential high priority hazard and their historical significance in the region.

- **WILDLAND FIRES:**

  Wildland fires are a prevalent natural and man-made disaster that happen often in the warm, dry climate of Eastern Oregon. 78% of Malheur County has moderate to higher wildfire hazard potential.

- **SEVERE WINTER STORMS:**

  Severe winter storms pose a significant risk to life and property in Malheur County by creating conditions that disrupt essential regional systems including, but not limited to public utilities, telecommunications, and transportation routes. Severe winter storms can produce rain, freezing rain, ice, snow, cold temperatures, and wind. Severe winter storms involving heavy snowfall and cold temperatures occur more often than incidences of rain, freezing rain and ice storms. Increased population including new residents living in the high desert who are less familiar with cold snowy winters make some Malheur County residents more vulnerable to severe winter storm conditions and hazardous travel.

- **VOLCANIC ERUPTION:**

  Malheur has some potential volcanic spots but the likelihood of eruption is very small.

- **FLOODING:**

Flooding can cause severe property damage and loss of life.

- **EARTHQUAKES:**

Malheur County has a moderate risk level for earthquakes.

- **ACTIVE THREAT/INTRUDER:**

Active threat situations are defined as those where an individual is "actively engaged in killing or attempting to kill people in a confined and populated area." School related active threat situations are complicated because of the many young and innocent lives that are at risk within a concentrated space.

Active threat situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active threat situation before law enforcement officers arrive on the scene. Ontario School District works hand-in-hand with law enforcement agencies, fire and emergency medical technicians, county emergency managers, and community partners to identify, prepare, prevent, and effectively respond to active threat or intruder situations in a coordinated effort.

- **MASS CASUALTY INCIDENT:**

Mass casualty incidents often reduce response capacity through their impact on local resources. Public safety resources may find that they have dual roles, further limiting capabilities. Ambulances supported by fire departments may be overwhelmed with fire suppression, hazardous material response, or other duties.

Ontario School District would work with first responders in a coordinated unified command structure to efficiently handle large numbers of casualties during a catastrophic incident. All administrators and supervisors are required to have completed FEMA ICS 100 and NIMS ICS 700 so that they have a thorough understanding of the Incident Command Structure utilized during emergency management incidents.

- **PANDEMIC OR DISEASE OUTBREAK:**

Pandemics are characterized by the emergence of a new infectious disease that causes serious illness and spreads easily among humans. Since pandemics involve new diseases, there are often no vaccines and little natural immunity to thwart the spread of the epidemic.

Pandemics spread quickly through communities, nationally, or even globally. Generally, the elderly, young children, and people with pre-existing illnesses are the most vulnerable to a pandemic. The primary concern when a pandemic occurs is severe illness and potential loss of life. A pandemic may cause disruptions in the local economy. Schools and businesses may close either to stop the spread of the disease or due to employee absence.

In the event of a pandemic, the World Health Organization and the U.S. Center for Disease Control and Prevention in conjunction with the Malheur County Health Department will direct response efforts.

- **CYBER ATTACK:**

Despite heightened attention and the unprecedented levels of investment into cyber security, the number of cyber-attack incidents, and their associated costs, continues to rise.

Cyber-attacks are an inherent risk in the day-to-day lives of our society, and a growing concern globally and locally here in Eastern Oregon. Cyber security is a three-pronged approach; being secure means focusing protection around the risk sensitive assets within our district. Being vigilant means establishing threat awareness throughout the district, and developing the capacity to detect patterns of behavior that may indicate, or even predict, compromise of critical assets. Being resilient means having the capacity to rapidly contain the damage, and mobilize the diverse resources needed to minimize impact, including costs and disruption to education.

- **CIVIL DISTURBANCE:**

Civil disturbances are defined as, arising from acts of civil disobedience and occur most often when participants in mass acts of civil disobedience become antagonistic towards authority, and authorities must struggle to wrest the initiative from an unruly crowd. Civil disturbances most often arise from highly emotional social and economic issues. Civil unrest spans a variety of actions including labor unrest, strikes, civil disobedience, demonstrations, riots and rebellion.

While there are no historical occurrences of civil disturbances in Eastern Oregon that does not preclude the possibility of one in the future. Ontario School District is partnered with local law enforcement agencies to ensure that if a civil disturbance does take place in our region, our community is prepared to respond to and act in an appropriate manner to ensure the safety of our students and staff within the district.

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Probability	Magnaitude	Warning	Duration	Risk Priority
4. Highly Likely	4. Catastrophic	4. Minimal	4. 12+ hours	High (75-100)
3. Likely	3. Critical	3. 6-12 hours	3. 6-12 hours	Medium (50-74)
2. Possible	2. Limited	2. 12-24 hours	2. 3-6 hours	Low (1-50)
1. Unlikely	1. Negligible	1. 24+ hours	1. ≥ 3 hours	
Risk Factor x 7	Risk Factor x 10	Risk Factor x 5	Risk Factor x 3	

Hazard	Probability	Magnaitude	Warning	Duration	Risk Priority	Score
Structural Collapse					**Low**	0
Active Assailant					**Low**	0
Suicide					**Low**	0
Wildland Fire					**Low**	0
Bus Accident					**Low**	0
Structural Fire					**Low**	0
Bomb Threat					**Low**	0
Cyber Attack					**Low**	0
Food/Water Contamination					**Low**	0
Pandemic					**Low**	0
Missing/Kidnapped Student					**Low**	0
Medical Emergency					**Low**	0
Bullying					**Low**	0
Tornado					**Low**	0
Terrorism					**Low**	0
Severe Storm					**Low**	0
Earthquake					**Low**	0
Hazardous Material Spill					**Low**	0
Extreme Tempuratures					**Low**	0
Assaults					**Low**	0
Floods					**Low**	0
Dangerous Animal					**Low**	0
Civil Disturbance					**Low**	0
Utility Failure					**Low**	0

Table 2.1   Hazard Identification Assessment Worksheet

2.4   Capability Assessment

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. Ontario School District fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, and publicizing the plan and necessary emergency preparedness awareness to the citizens of Eastern Oregon.

Ontario School District partners closely with the Malheur County Sheriff's Office, Oregon State Police, Federal Bureau of Investigation, Saint Alphonsus Hospital, Treasure Valley Community College, Malheur County Health Department, Safe Schools Alliance, and other local, county, and

state stakeholders to ensure the highest possibility of preparedness, training prevention, and response takes place on a daily basis.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. The district is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include penalties and restorative justice for fighting, weapons possession, bullying and other actions that undermine the safety and security of our schools. Recent modernization to facility safety offers greater protection of our students and staff. In addition, district policies require all adults to display identification badges when in our schools and facilities.

2.5   Mitigation Overview

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. Ontario School District 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. Our schools and facilities are constructed and maintained in accordance with State building and fire codes, in the form of approved materials, fire-resistant assemblies, existing requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

The graphic on the following page outlines the interplay between a hazard identification/risk assessment process, emergency planning, prevention, mitigation, and crisis response activities.

This graphic illustrates the relative time & resource distribution for emergency operations planning. While the actual crisis response can be at times the most critical and demanding part of the process, it actually represents the smallest portion of the overall EOP. The overall plan structure is based on a continuous risk assessment and hazard identification process, which informs all hazards planning, drills and exercises. Day-to-day prevention and mitigation activities provide the foundation for a safe school environment, and crisis response and recovery represent the vanguard of the process during an acute emergency situation. A crisis itself may last minutes, hours or days, and the recovery process can take months, but the components that make up the bottom three tiers of this graphic continue indefinitely.

2.6 Planning Assumptions

Developing a set of planning assumptions allows our staff and students to deviate from the plan if certain assumptions prove not to be true during operations. The district's EOP assumes the following:

- The School District community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Section, as well as lesser hazards and other incidents 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 leakage) 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 may be required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school district may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. A rapid and appropriate response has the potential to 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 District 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.
- A spirit of volunteerism among School District employees, students, and families will result in their providing assistance and support to incident management efforts.

Section 3

Roles and Responsibilities

3.1   Organization/Roles & Responsibilities

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

- A list of tasks to be performed by position and organization.
- An overview of who performs which tasks under the EOP

Administrative staff are not able to manage all the aspects associated with an incident without assistance. Ontario School District relies on other key district personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command Staff (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles of the ICS should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. By the nature of ICS, roles can be interchanged based on available staff on the day of an incident and the length of time that it takes to resolve the incident.

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

The below outlines contain two different ICS structures: a district level structure and an individual facility level structure. The format used will depend on the size, scope, and nature of the incident, and may evolve over time as the incident develops. During the initial stages of an emergency situation at a facility, the building level ICS would be implemented using available school staff. As district personnel and first responders arrive, the ICS structure may be expanded or modified to a district level ICS structure. For example, the EI Administrator may be the Incident Commander at first, and then when a Cabinet level administrator or the superintendent arrives, that individual may take over as the Incident Commander.

In addition to the roles and responsibilities here, incident support may be provided by the district Crisis Management Team. The Crisis Management Team may form the ICS command structure depending on the incident.

3.2 District Level ICS Structure

3.2.1 Ontario School District Board

Ontario School District Board's responsibilities may include the following:

- Provide policy direction to the Superintendent for the Ontario School District emergency management program.
- Ensure that adequate funding is provided for emergency planning and operations and staffing.

3.2.2 Superintendent

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

Superintendent/Incident Commander responsibilities include the following:

- Direct all operations of the district in the management of the emergency.
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the emergency situation and assign tasks based on the overall needs for managing the emergency.
- Direct all activities of district and school staff in the management of the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Authorize the release of information to the public.
- Keep the School Board informed of the emergency status.

3.2.3 Administrative Assistant

- Develop a schedule for activities for the first day of school following the crisis with support services, if the incident is a district-wide crisis.
- Maintain or delegate follow-up activities such as referrals for help outside the school services setting.
- Report immediately or delegate personnel to report to the local hospital if students or adults are being sent to that hospital for treatments. If more than one hospital is admitting students or adults, coordinate communications among those hospitals and the district. Assign and direct other district staff to assist in those hospitals.
- Coordinate communication between the hospital and the district office.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital, or delegate staff to do so.

- In coordination with the IT department, develop plans to effectively deploy technological resources to emergency sites.
- Make recommendations regarding the restarting of school activities from support services.

3.2.4 Safety Department or Designee

The District Safety office or designee has the day-to-day authority and responsibility for overseeing emergency management programs and activities, including the following:

- Coordinate with the Emergency Managers for Malheur County and the City of Ontario before, during, and after an incident.
- Serve as staff advisors to the Superintendent and department heads for emergency matters.
- Coordinate the planning and general preparedness activities of Ontario School District, as well as the maintenance of this plan.
- Coordinate with business and industry partners to facilitate private sector support of response and recovery operations.
- Develop protective action procedures, including evacuation and shelter-in-place.
- Educate staff on facility emergency plans and procedures and the need for individual and family emergency planning.
- Establish and operate the Ontario School District Emergency Operations Center (EOC).
- Activate the EOC and request that department representative's report to the EOC.
- Deploy a district liaison to the Malheur EOC when activated.
- Establish and maintain lines of communication between the district and the emergency site.
- Assign resources (persons and materials) to various sites for specific needs.
- Communicate with other facilities in the district during the emergency period.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.
- Establish and implement a plan for the crisis, in conjunction with district administration. Form and coordinate crisis teams as needed.
- Maintain active point of contact rosters of helping agencies within the community.
- Ensure proper emergency incident reports and records are maintained.

3.2.5 Communications Department

- In conjunction with the Superintendent, collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the media meet deadlines.
- Create and disseminate press releases and updates.
- Respond to rumors through the dissemination of accurate information

- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Coordinate information to be shared with school and district personnel during and after the crisis.
- Act as a liaison between the media and district personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.
- Arrange interviews for the media with key school and district staff who are involved in the emergency.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.
- Be prepared to operate as a member of the Incident Command Teams Joint Information Center (JIC).
- Create letters to notify parents of continuing care that is available to all students; available care will include local and state agencies, as well as school-based care.
- Develop, in conjunction with mental health professionals, information sheets for parents, teachers, and others; information on how to talk with students, signs of depression and other stress related indicators.
- Coordinate telephone and email support for inquiries to the district about the emergency site(s).

3.2.6 Responsibilities of Other Departments

Ontario School District's individual departments are an integral part of the emergency management organization. All Ontario School District departments are responsible for the following:

- Support emergency response and EOC operations to ensure that Ontario School District is providing for the safety and protection of its students and staff.
- Establish, in writing, lines of succession and/or delegations of authority for each department.
- Develop guidelines to implement assigned duties specified by this plan.
- Develop and implement procedures for protecting vital records, materials, and facilities.
- Promote individual and family preparedness among employees.
- Dedicate staff time for participating in training and exercises.

3.3.1 Business Office / Finance

- Plan and initiate arrangements for food for building personnel.
- Arrange for payments of monies needed to respond to emergency situations; authorize purchases and payments for resources.
- Maintain detailed records of expenditures for assistance through the State of Oregon Emergency Management Office and FEMA. **– See Section 7 – Finance & Administration**

3.3.2 Maintenance/Facilities Department

- Obtain and direct the placement of generators when power must be restored to support critical facilities until permanent restoration is accomplished.
- Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- Plan, coordinate, and deploy district maintenance employees and contractors as needed to help with infrastructure assessment and repair (i.e. building maintenance/repairs, snow removal, supervising contractor work, assisting in damage assessment to buildings/facilities).
- Conduct pre-incident and post-incident assessments of Ontario School District facilities.
- Work with utilities to ensure rapid repair of damaged utility infrastructure that affects the Ontario School District.
- Coordinate disaster debris management activities.

3.3.3 Information Technology

- Establish and maintain emergency communications systems. This will include use of the Catapult System to house our emergency response protocol documents as well as the communication system for staff, as well as the Remind message system for communication with parents and students.
- Manage and coordinate all emergency communication with the Ontario School District EOC, once activated.
- Maintain the EOC in an operating mode, as required by the incident, or ensure that the EOC space can be converted into an operating condition.
- As needed, report to various sites involved in the communication system if there are problems in that system.
- Provide technical support for all communications hardware and software.

3.3.4 Human Resources

- Establish procedures for employing temporary personnel for disaster operations.
- Maintain a donations management system to ensure the effective utilization of donated cash, goods, and services.
- Assign and train a Donations Management Coordinator.
- Support the Superintendent in organization reconstitution.

3.3.5 Nutrition Services/Distribution/Custodians

- Assess and identify Nutrition Services operations response capabilities before an emergency, including the following:
    o Assess food and water needs for the district.
    o Depending on the disaster or level of damages, establish alternate emergency menus considering potential food inventory, power, water supply, and available personnel.

- o Establish a procedure for notification of the quantity of foods and non-food products used during and after an emergency.
- o Maintain a district-wide inventory of existing food and supplies in preparation for an emergency event.
- o Identify best equipped facilities where food service activities can be conducted in the event of an emergency.
- o Keep a list of approved vendors' contact information that deliver food and non-food products, equipment rentals, and emergency supplies.
- o Identify vendors and established contracts/agreements for post-emergency cleanup and restoration of school food service.
- o Provide vendors with Nutrition Services director's/designee's contact information.
- Secure sources of emergency food supplies (in coordination with the American Red Cross and Salvation Army).
- Identify food and water resources for Ontario School District.

3.3.6 Special Programs / Counseling

- Coordinate emergency counseling for staff and students who are victims of a disaster or emergency incident.

3.3.7 Transportation

- Monitor and report the status of any damage to the Ontario School District's buses, vehicles or transportation facilities.
- Identify temporary alternative transportation solutions that can be implemented when the district's transportation system is damaged, unavailable, or overwhelmed.
- Predetermine vehicle staging areas. Ensure the staging area information is shared with all dispatchers, routers, and safety department members.
- Coordinate the restoration and recovery of the Ontario School District's buses and transportation facilities with the Chief Operations & Financial Officer and the Executive Director of Facilities.
- Coordinate, through the Incident Commander, the transportation of students and staff to their homes or shelters as appropriate.
- Ensure all emergency and safety protocol training is conducted within the transportation department.
- Maintain fuel supply.
- Maintain updated fleet accountability list.
- Be prepared to use buses as mobile command vehicles and/or evacuation vehicles for reunification procedures.

Section 4

Concept of Operations

This EOP is based upon the concept that the incident management functions that must be performed by the School District 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 emergency 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.

4.1 National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of disasters and emergency 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 NIMS implementation, Ontario School District 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. The district also recognizes that staff and students will effectively be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among District officials, first responders, and emergency managers.

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

- Adopt the use of the Incident Command System (ICS). All staff who assume roles described in this plan will receive FEMA ICS-100.Sca training. FEMA ICS-100.Sca training is a school-specific web-based course available for free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI).
  (https://training.fema.gov/is/courseoverview.aspx?code=is-100.sca)

- Complete NIMS awareness course ICS-700.A NIMS: An Introduction. ICS-700.A is a web-based course available for free from the EMI. All persons assuming roles described in the basic plan or annexes will take the ICS-700.A course.
  (https://training.fema.gov/is/courseoverview.aspx?code=IS-700.a)

▪ The district will participate in the local government's NIMS preparedness program and incorporate the school EOP into the Malheur County EOPs.

▪ Train and exercise the plan. All staff and students are expected to participate in training and exercise the plan's procedures and hazard-specific incident plans. Ontario School District is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

4.2   Implementation of the Incident Command System (ICS)

In a major emergency or disaster, one or more of our schools and/or facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery. Ontario School District staff may also find that ICS concepts are useful during special events where normal school operations are modified.

During an incident where ICS is implemented, the Incident Commander will be delegated the authority to direct all incident activities within the district's jurisdiction as appropriate. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander. ICS allows for a seamless transfer of command as more qualified personnel arrive or when the incident timeline extends past a single operational period and staff must be relieved.

4.3   Initial Response

Ontario School District personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate. The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

4.4   Emergency Management Mission Areas

This EOP adheres to the emergency management principle of all-hazards planning, which is based on the fact that most responsibilities and functions performed during an emergency are

not hazard-specific. The focus of this EOP is response and short-term recovery actions. This plan impacts and is informed by activities conducted before and after emergency operations take place and is designed to assist the school district in the following emergency management mission areas.

4.4.1 Prevention, Protection and Mitigation

Prevention, protection, and mitigation emergency management mission areas seek to prevent a threatened or actual incident from occurring; focus on ongoing actions that protect people and property from a threat or hazard; and take the necessary steps to eliminate or reduce the loss of life and property damage by lessening the impact of a disaster or emergency incident. Ontario School District has implemented the following prevention and mitigation strategies:

- Implementation of the Standard Response Protocol (SRP) for emergency procedures (Lockdown, Lockout, Evacuation, etc.)
- Reunification Procedures
- Security Cameras
- Cybersecurity
- Crime Prevention Through Environmental Design (CPTED) (removal of vegetation to eliminate hiding spots)
- Educating staff, students, and family members on emergency procedures
- Student Threat Assessment Team (STAT) coordination and procedures
- Suicide prevention and intervention procedures
- Background checks for all volunteers and employees

4.4.2 Preparedness

Preparedness activities consist of a continuous cycle of planning, organizing, training, equipping, exercising, evaluating and taking corrective action in an effort to ensure effective coordination during a disaster or emergency incident response. Ontario School District has implemented the following preparedness actions:

- Develop and coordinate emergency plans with local jurisdictions
- Exercise emergency operations and communication plans
- Establish partnerships and agreements with community stakeholders
- Identify and plan for access and functional needs populations
- Conduct training sessions and emergency drills

4.4.3 Response

Response includes those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after a disaster or emergency incident has occurred. The Ontario School District may implement the following response procedures:

- Activate SRP procedures (Lockout, Lockdown, Evacuate, Shelter)
- Activate reunification procedures

- Establish an Incident Command Post (ICP)
- Implement emergency communication protocols
- Implement Continuity of Operations (COOP) protocols
- Support the immediate needs of students and staff
- Provide public information as appropriate
- Activate and deploy the Tri-County School Response Team

4.4.4 Recovery

Recovery includes those capabilities necessary to assist communities affected by an incident in recovering effectively. It is focused on a timely restoration, strengthening, and revitalization of the infrastructure, vital services, and the personal, social, and economic well-being of the school community. Recovery may include the following components:

- Activate community resources such as emergency shelters
- Implement Continuity of Operations Plans (COOP)
- Recover academically from lost instructional time
- Implement short and long term crisis counseling needs for students and school district staff.
- Recover the operation of systems, including human resources and financial operations.
- Recover from physical damage to facilities
- Support the physical, psychological, and emotional healing of students and school staff.

4.5   Response and Recovery Priorities

4.5.1 Response

Response activities within the district are undertaken immediately after an incident occurs. The district's response priorities are defined below:

1) **Self-Preservation** – Protection of district students and employees (including dependents) from the effects of a disaster is the first priority. The expectation would be that the employee's family would be prepared to be self-reliant after the initial incident in order for the employee to provide timely lifesaving services and other critical operations as effectively and with as little interruption as possible.

2) **Lifesaving/Protection of Property** – This is a focus of efforts to save lives of persons (other than district employees and their dependents). It may include prevention or mitigation of major property damage if results of such damage would likely present an immediate danger to human life.

3) **Organization Reconstitution** – Organization reconstitution is the recall of critical employees, (if the incident occurs during non-working hours) and the collection, inventory, temporary repair and allocation of district assets in order to provide maximum prompt, sustained operations in response to a disaster. This would include

employees being activated to work in the County EOC for the purpose of coordinating emergency response activities.

4) **Restoration of Infrastructure** – Restoration of the district's critical infrastructure (schools, buildings, buses, and utilities) would be a prime concern that would require the coordination of local, State, and Federal agencies in partnership with the private sector.

5) **Recovery** – Restoration of lost or impaired capabilities caused by the effects of the disaster or other emergency incident with **the goal of returning to the business of teaching and learning as soon as possible.**

4.6   Standard Response Protocol (SRP)

Ontario School District has adopted the Standard Response Protocol developed by the "I Love U Guys" Foundation.

IN AN EMERGENCY
TAKE ACTION

HOLD   SECURE   LOCKDOWN   EVACUATE   SHELTER

Standard Response Protocol – Public Address	
Threat Outside	Lockout! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!
Medical Emergency	Hold in your Classroom. Clear the halls.

STANDARD RESPONSE PROTOCOL

Section 5

Command and Control

5.1 General

The ultimate responsibility for command and control of Ontario School District departments and resources lies with the Superintendent. District emergency operations, both on-scene and in the district EOC, will be conducted in a manner consistent with NIMS, including use of the Incident Command System (ICS).

5.2 Incident Command System (ICS)

The Incident Command System (ICS), is a nationally recognized organizational structure that was developed by the Federal Emergency Management Agency (FEMA) in compliance with the National Incident Management System (NIMS) that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are assigned to school personnel, who are responsible for carrying them out in the event of a crisis. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the Incident Commander and help that person make informed decisions. The use of ICS during a critical incident is vital to creating clear communication channels that will limit the chaos and uncertainty associated with managing emergency incidents.

The Incident Commander is delegated the authority to direct 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. The roles and responsibilities laid out in Section 3 of this plan provide the basis for the district's ICS structure and implementation.

5.3 ICS Structure

The ICS is organized into the following functional areas:

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

2. **Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents (reunification).

3. **Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Tasks may include documentation and situation analysis (helping others understand the big picture).

4. **Logistics Section:** Supports incident management operations by securing and providing personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. Tasks may include procuring supplies and materials such as water, go-kits, extra batteries, food, and radios.

5. **Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders and volunteers, submitting documentation for reimbursement, and recovering school records following an incident.

5.3.1 Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the District EOC. 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 (JIC).

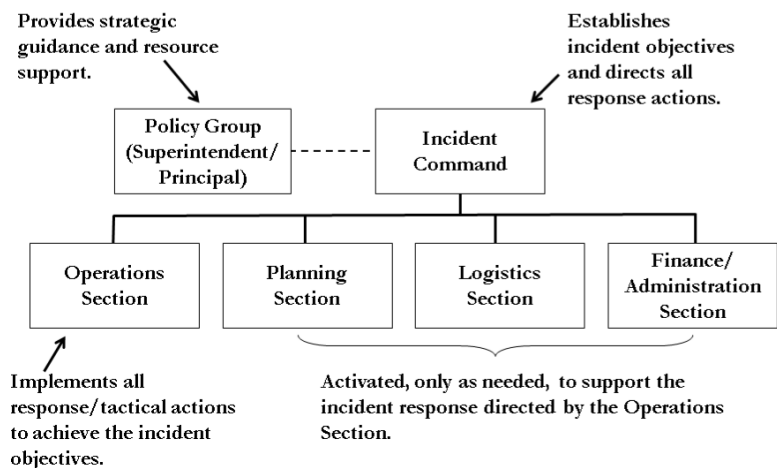The Incident Commander will keep the Policy/Coordination Group informed.

Table 5.1

5.4   Coordination with Emergency Responders

If a school district 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 on-site Incident Commander (district/school) may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

5.5   District Emergency Operations Center (EOC)

Should the magnitude of the incident(s) escalate to include multiple facilities, or require additional resources that are outside of the OSD's normal operations, the district may choose to set up an additional EOC. The EOC provides a common location from which to coordinate support for large-scale incidents and support individual school and facility response activities. The EOC may be activated upon notification of a possible or actual emergency.

The EOC coordinates resource support for the individual facility's response needs to assist in actions that protect life and property and stabilize the emergency incident. The EOC collects, processes, and disseminates information to the Superintendent, district, district staff, students, parents, community partners, and the media.
The EOC provides the following functions:

- Execute the School Board Policies and OSD Administrative Regulations, under the supervision of the Superintendent.

- Coordinate mutual aid/service agreements with community partners.

- Disseminate personnel and student warnings and alerts.

- Coordinate protective actions, including evacuation, shelter-in-place.

- Coordinate reunification procedures.

- Facilitate continuity of operations of BLS services.

- Coordinate damage assessment activities.

- Prepare for recovery operations.

5.5.1 EOC Activation

The EOC is activated whenever emergency conditions exist in which normal operations cannot be performed and immediate action is required to:

- Save and protect lives.

- Coordinate communications.

- Prevent damage to the environment, systems, and property.

- Provide essential services.

- Temporarily assign District staff to perform emergency work, as needed.

- Invoke emergency authorization to procure and allocate resources

- Activate and staff the Emergency Operations Center

The Malheur ESD and the Malheur County Emergency Management Office should be notified when the OSD EOC is activated.

During emergency operations and upon activation, the EOC staff should assemble and exercise direction and control as outlined below:

- The EOC should be activated by the Superintendent.

- The Superintendent, or designee should assume the role of EOC Director for the OSD EOC. The EOC Director should work to integrate 0SD emergency operations with other local response agencies utilizing principles of Unified Command and Multi-Agency Coordination.

- The EOC Director assumes responsibility for coordinating and prioritizing OSD resources in support of school and facility emergency operations.

- The EOC Director should determine the level of staffing required and should alert the appropriate personnel.

- Communications equipment in the EOC will be used to receive information, disseminate instructions, and coordinate emergency operations.

- The EOC Director should be prepared to provide a district liaison to the Malheur County EOC if it is activated for a disaster or emergency incident.

5.5.2 EOC Staffing

Incidents are scalable events, requiring varying levels of staff. The EOC Director will determine what staff is needed in the EOC and should activate the appropriate staff members necessary to operate the EOC. All OSD departments are expected to be ready to staff the Ontario School District EOC.

Regularly exercising ICS functions will improve overall EOC operation efficiency and add depth to the OSD emergency management program. OSD staff should be trained in ICS functions to improve communication between school response and the EOC.

5.5.3 EOC Access and Security

Since the EOC deals with a large volume of incoming and outgoing, often sensitive, information, access to the EOC should be limited to designated emergency coordination and operations personnel. Others may be allowed access as determined by the EOC Director, or designee. Appropriate security measures should be in place to identify personnel who are authorized to be present.

5.6 EOC Activation Guide

EOC Activation Guide				
Level	Conditions	EOC Duties	Activation	Staffing
1	1. Possibility of local unrest 2. Severe weather watch is issued 3. Situational conditions warrant 4. Small incidents involving one school or facility 5. Wildland fire advisory 6. Flood Watch 7. Power outages that affects less than 1/3 of district facilities 8. Emergency Protocols (SRP) for involving one school or facility	1. Continuous monitoring of incident 2. Check & update resources list 3. Prepare Situational Reports 4. Receive briefing from onsite personnel and/or local authorities	1. Notify Superintendent & School Board President 2. Notify All Departments	1. Department Directors & EOC Section Chiefs review EOP and check readiness of staff and resources. 2. Activate basic support staff (3-5) or as determined by Incident Commander/EOC Director
2	1. Small scale civil unrest 2. Situational conditions warrant 3. Severe weather warning issued 4. Wildland fire affecting specific areas (evacuations) 5. Incidents/Emergency Protocols (SRP) involving 2 or more facilities 6. Imminent natural disaster 7. Major scheduled event 8. Large Scale power outage that affects ½ of our district facilities	1. Continuous monitoring of incident 2. Initiate EOC start-up 3. Facilitate and support onsite operations 4. Provide status updates to EOC personnel	1. Notify Superintendent & School Board President 2. Notify All Departments 3. Notify/Coordinate with Malheur County EM	1. Briefings to Superintendent & School Board 2. Staffed as situation warrants (6-10) & liaison to other agencies 3. Primary EOC personnel will be available and check-in regularly
3	1. Widespread civil unrest in the local/state/regional area with localized violence 2. Acts of terrorism (biological, technical, other) are imminent	1. Brief arriving staff on current situation 2. Facilitate and support incident operations 3. Regularly provide status updates to	1. Notify Superintendent & School Board President 2. Notify All Departments	1. Required support staff (10+) as situation warrants and liaisons to other agencies 2. As determined by Incident

	3. Hazardous conditions that affect a significant portion of the District 4. Severe weather is occurring 5. Verified and present threat to schools/facilities 6. Major emergency in the District 7. Major natural disaster/wildland fire	Superintendent/Incident Commander	3. Notify/Coordinate with Malheur County EM	Commander/EOC Director 3. EOC essential and necessary staff 4. Key Department heads

5.6.1 EOC Activation Levels

Level 1 – Will reflect a minimally activated District EOC to support and coordinate with an on-scene Incident Commander activated at a school site. Internal communications will be made to those offices in the District that are impacted by the school site incident.

Level 2 – Is a more significant emergency that impacts District buildings and/or school sites. For Level 2, the EOC will be activated but only those functions that are needed to coordinate and support emergency operations will be activated. The EOC Director will determine the magnitude of the emergency and coordinate its resolution or, if the emergency continues to develop, a Level 3 response will be activated. Other key staff may be alerted, depending on the nature of the emergency.

Level 3 – Is a disaster that involves the District, school sites and the surrounding community. At Level 3, the entire District emergency management organization is activated.

Section 6

Information Collection, Analysis and Dissemination

Ontario School District has "nested" its emergency operations plan within the Malheur County EOP. By making the ESD's EOP compatible with the Malheur County EOP, we ensure that the response effort to any hazard within our district is handled in accordance with the National Incident Command Structure (ICS) and National Incident Management System (NIMS) protocols established by the Federal Emergency Agency (FEMA). The Ontario School District EOP focuses on hazards as they relate to the schools, students, staff, and family members within the district. The district EOP establishes potential hazards and the risks associated with those hazards. Many of the hazards are the same for the school district as they are for the entire Central Oregon community, which allows for response protocols and training methods to be standardized between all first responders and emergency management agencies in the region.

6.1 Situation

The district is faced with a number of hazards that may require information and planning support. Considerations that should be taken into account when planning for and implementing emergency incident operations include:

- The administration and logistical support for emergency response and recovery operations will be provided by emergency services and support agencies that routinely manage these procedures for the city and county during normal operations. The coordination of these agencies will be done using established procedures between the Ontario School District Incident Command Team and Malheur County Emergency Operations Center and the Malheur County Emergency Management Office and Emergency Operations Center for expedited administrative assistance and logistics support during operations.

- Information and planning provide the methodologies and procedures for operations during a disaster or hazard event. During times of poor communication due to the loss of telecommunication infrastructure these existing procedures ensure that all groups are synchronized in the work towards recovery

6.2 Assumptions

Information collection, analysis, and dissemination are based on the following planning assumptions:

- There will be an immediate and continuing need to collect, process, and disseminate situational information, identify urgent response requirements before, during, and immediately following a disaster or emergency event in order to plan for continuing response, recovery, and mitigation activities.

- Assessment of damage impacts and EOC operations may be delayed due to minimal staffing. Schools or facilities impacted the most will be given priority for assistance and support as needed and available.

- During the early stages of an incident, little information will be available, and it may be vague and inaccurate; the need to verify this information can delay response to inquiries.

- Reporting from schools and other community agencies to the EOC will improve as the incident matures.

- Reporting of information may be delayed due to damaged telecommunications and transportation infrastructure.

- Normal forms of communication may be severely interrupted during the early phases of an emergency or disaster.

- Transportation to affected areas may be cut off due to weather conditions or damage to roads, bridges, airports, and other transportation means.

6.3   Information Collection, Analysis, & Dissemination in the EOC

All information and planning-related activities will be performed in a manner that is consistent with the National Incident Management System. When a disaster occurs, the EOC Director will establish communications with leadership and gather situational information to determine an EOC staffing plan and set-up operational periods. The EOC Director may deploy a liaison to work with the Malheur County EOC to facilitate information and planning-related activities between agencies. The EOC Director may determine that the size and complexity of the incident requires the staffing of a Planning Section under the ICS Command Team Structure.

6.3.1 Information Management

Information management is getting the right information to the right people, in the right form, at the right time. It includes receiving, sorting, prioritizing, and delivering information. All staff members in the District Emergency Operations Command Team ICS structure, as well as all staff members working in the EOC are responsible for information management.

Information Management includes the following:

- Filter information for what is accurate, distill the information to what is useful, and push it to the appropriate people within the EOC or school district, contributing to the Common Operating Picture.

- Serve as a conduit of information to and from agencies.

- Supply accurate, appropriate, and up-to-date information to the Situation Report.

6.3.2 Situation Analysis

The EOC Director is overall responsible for maintaining situational awareness within the EOC. Depending on the scope and duration of the emergency incident, the Incident Commander and EOC Director will establish which section or person will be responsible for developing and maintaining the daily Situation Report.

The daily Situation Report should consist of the following minimum information:

- Location and nature of the disaster/emergency

- Special hazards

- Number of injured staff and students

- Number of deceased staff and students

- Road closures and disaster routes (this information may come from the city, county, or state)

- Structural property damage (estimated dollar value)

- OSD resources committed to the disaster/emergency

- OSD resources available

- Assistance provided by outside agencies and resources committed

- Shelters, type, location and number of staff and students at each. Gather information regarding the number of residents being served at each community shelter established at an OSD facility.

- Weather report – updating the current and upcoming weather conditions for the area.

Possible Information Sources include:

- Regional, State, County Disaster briefings

- Reports from EOC/ICS Team sections (Operations, Logistics, Planning, etc.)

- Intelligence Reports

- School site observations

- Resource status reports

- Liaisons at County/State EOC

- Media outlets

- National Interagency Fire Center – wildland fires (https://www.nifc.gov/)

Ensure the collection of photographs, videos, and/or sound recordings to assist with the documentation of the incident. This may help during the reimbursement process to visualize and document the damages.

The Situation Report should be prepared twice a day, morning/afternoon, in coordination with the Incident Commander's intent and the Malheur County EOC briefings.

Section 7

Financial Administration

The Finance & Administration Section, in conjunction with the EOC Director, will determine, based on present and projected requirements, the need for establishing specific and/or specialized branches/groups/units:

- Time Keeping Unit

- Cost Accounting Unit

- Financial Recovery Unit

- Compensation/Claims Unit

7.1 Finance and Administration Section Coordinator

The Finance & Administration Section Coordinator (Business Manager) supervises the financial support, response and recovery for the disaster/emergency incident. The Finance & Administration Section Coordinator will work closely with the Malheur County Emergency Manager to ensure all records are kept in compliance with County, State, and Federal record management requirements.

Primary Responsibilities:

Supervise the financial support, response and recovery for the disaster/emergency incident; and activate the district's Disaster Accounting System.

- Implement a Disaster Accounting System.

- Maintain financial records of the emergency.

- Track and record all of BLS staff time.

- Process worker's compensation claims received at the EOC.

- Handle travel and expense claims.

- Provide administrative support to the EOC.

- Keep the EOC Director updated on all significant financial developments.

7.2 Time Keeping Unit

The Time Keeping Unit is responsible for tracking hours worked by paid staff, volunteers, contract labor, mutual aid, and all others and ensuring that daily personnel time recording documents are prepared and compliant to OSD timekeeping policy. The Time Keeping Unit is responsible for ensuring that time and equipment use records identify scope of work and site-specific work location.

Personnel time and equipment use records should be collected and processed for each shift as necessary. Records must be verified, checked for accuracy and posted according to existing policy. Excess hours worked must also be determined and separate logs will be maintained. Time and equipment use records must be compiled in appropriate format for cost recovery purposes.

Primary Responsibilities:

- Open and maintain an Activity Log.

- Ensure that time reports are accurate and prepared in compliance with OSD policy.

- Ensure that time reports identify scope of work and site-specific work location.

- Ensure that time reports are signed.

- Close out time reports prior to personnel leaving emergency assignment.

- Maintain a separate log for overtime hours.

- Establish and maintain a file of time reports on owned, rented, donated, and mutual aid equipment (including charges for fuel, parts, services and operators). Track the type of equipment used, make/model numbers, date and time of usage, operator name/agency affiliation, charges for fuel, parts and services. Track district-owned equipment separate from rented equipment.

- Track all travel requests, forms, claims.

- Ensure that all volunteers maintain detailed and accurate time cards.

- Maintain record security.

- Assist sections/departments in establishing a system for collecting equipment time reports.

7.3 Cost Accounting Unit

The Cost Accounting Unit provides cost analysis data for the incident to help the planning and recovery efforts. They also ensure that all pieces of equipment and personnel that require payment are properly identified; obtain and record all cost data; analyze and prepare estimates of incident costs and maintain accurate records of incident costs.

This Unit will be increasingly tasked to support the planning function in terms of cost estimates of resources used. This Unit must maintain accurate information on the actual costs for the use of all assigned resources.

Primary Responsibilities:

- Open and maintain an Activity Log.

- Collect and record all cost data.

- Maintain a fiscal record of all expenditures related to the emergency/disaster.

- Prepare resources-use cost estimates.

- Maintain accurate information on the actual cost for the use of all assigned resources.

- With the Time Keeping Unit ensure that all pieces of equipment under contract and dedicated to personnel are properly identified.

- Ensure that all EOC sections/departments maintain proper supporting records and documentation to support claims.

- Make recommendations for cost savings to the Finance & Administration Section Coordinator.

7.4   Financial Recovery Unit

The Financial Recovery Unit should be activated at the onset of any disaster/emergency and is responsible for maintaining an accounting system and procedures to capture and document costs relating to a disaster/emergency incident in coordination with other sections and departments. The Unit also acts as a liaison with disaster assistance agencies. **Accurate and timely documentation is essential to financial recovery.**

Primary Responsibilities:

- Open and maintain an Activity Log.

- Obtain copies of all purchase orders, contracts, labor-hour reports and other expense records pertaining to the emergency response, as needed, to verify expenses.

- Prepare all required documentation to recover all allowable disaster costs. Coordinate with the Malheur County Emergency Manager for proper documentation to obtain State and FEMA disaster recovery assistance.

- Review the following list of items for documenting damage and repairs. These items will be needed for both insured losses and anticipated Sate and FEMA disaster recovery program eligible losses:

- o Photographs and sketches of damage and completed work.
- o Urgency of the project and reasons.
- o Identification of all staff and equipment used in the response – time and expenses.
- o Identification of all vended services used in the response – time, materials, and expenses
- o Identification of all mutual aid services used in the response – time, materials, and expenses
- o Process for selection of vended services
- o Co-pay by cooperating agencies, public/private partnerships, etc.

- ▪ Organize and prepare records for final audit.

7.5   Compensation/Claims Unit

The Compensation/Claims Unit is responsible for managing the investigation and compensation of physical injuries and property damage claims involving the OSD arising out of an emergency/disaster incident, including completing all forms required by worker's compensations programs and local agencies, maintaining a file of injuries and illnesses associated with the incident and for providing investigative support of claims and for issuing checks upon settlement of claims.

Primary Responsibilities:

- ▪ Open and maintain an Activity Log.

- ▪ Maintain a log of all injuries occurring during the disaster/emergency incident.

- ▪ Develop and maintain a log of potential and existing claims.

- ▪ Prepare claims associated with the disaster, notify and file the claims with the third party administrator.

- ▪ Ensure that all Compensation-for-injury and Claims logs and forms are complete and routed to the appropriate department for post-EOC processing.

- ▪ Obtain all witness statements pertaining to claim and review for completeness.

Section 8
Training, Exercises and Plan Maintenance

8.1   Training Program

In accordance with recommendations from the U.S. Department of Homeland Security and Education, all key personnel involved in school emergency management and incident response (including school principals and key district and school staff) should take, or have taken, the following courses:

- IS-100.SCa: Introduction to the ICS, I-100 for Schools

- IS-700: NIMS, An Introduction

The following courses are recommended:

- ICS-200: ICS for Single Resources and Initial Action Incidents

- ICS-300: Intermediate ICS

- IS-362: Multi-Hazard Emergency Planning for Schools

- ICS-400: Advanced ICS

- IS-702.a: NIMS, Public Information Systems

To assist with training and preparing essential staff to incorporate ICS/NIMS concepts into all facets of an emergency, each department and school is responsible for ensuring that critical staff are identified and trained at a level that enables effective execution of existing response plans, procedures, and policies.

OSD has adopted the Standard Response Protocol (SRP), which is a set of responses to certain emergency situations, lockouts, lockdowns, evacuations, and shelter-in-place (http://iloveuguys.org). The SRP standardizes the vocabulary so that all stakeholders can understand the response and status of an emergency incident. The protocol allows for a more predictable series of actions as an incident unfolds. All OSD staff have received SRP training and incorporate the protocols as best practices in all schools and facilities where children are seen.

8.2   Exercises and Drills

8.2.1 Exercising the EOP

Exercises provide opportunities to practice with community partners (first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources:

- **Tabletop Exercises:** Tabletop exercises are small-group discussions that walk participants through a scenario and the courses of action a school should take before, during, and after an emergency to lessen the impact on the school and community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

- **Drills:** During drills, school personnel and community partners (first responders, local emergency management personnel) use the actual school grounds and buildings to practice responding to a scenario.

- **Functional Exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (bomb threat, or an intruder with a gun in a classroom) and implement the plan and procedures using ICS.

- **Full-Scale Exercises:** These exercises are the most time-consuming of all exercises and are multi agency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An EOC is established by either law enforcement or fire services, and ICS is activated.

8.2.2 Drills

Drills help alleviate confusion and provide a basis of confidence during a real crisis. The OSD conducts drills on a regular basis throughout the school year. In accordance with ORS 336.071, the OSD's providers/teachers should instruct and drill students at least 30 minutes per month on emergency procedures related to the following topics:

- Fires (including routes and methods of exiting the building) – at least one drill per month (10 per school year)

- Earthquakes (drop, cover, and hold on) – at least two drills should be conducted each school year (October & January)

- Safety threats (lockdown, lockout, evacuation, shelter-in-place) – at least two drills should be conducted each school year (September – Lockdown, November – Lockout, December – Shelter in Place)

Real-world emergency actions can count as drills. For example, a lockout at a school can count as one safety threat drill for that school. A fire pull or false smoke alarm that results in evacuation counts as a fire drill.

Drills should be designed by administrators to train to the "decision making process" and not just the guidelines outlined in each emergency response protocol.

8.3 After-Action Reviews

To document and track lessons learned from exercises and drills, administrators and safety department personnel should conduct a review, or "hot wash," with exercise participants after each exercise or drill. The Safety Coordinator should also coordinate an After-Action Report (AAR) to describe the objectives of the exercise, document the results of the evaluation, and improve the OSD's readiness.

Reviews and AARs should also be facilitated after an actual emergency or disaster. All departments, schools, and partner agencies involved in the emergency response should participate in the AAR. The AAR following an incident should describe actions taken, identify equipment shortcomings and strengths, and recommend ways to improve operational readiness. Recommendations may include future exercise events and programs.

8.4   Plan Review & Maintenance

This plan should be reviewed and updated a minimum of every two years. This review should be coordinated by the Safety Coordinator and include participation by members from each of the departments assigned as lead agencies in this EOP and its supporting annexes. This review should:

- Verify contact information.

- Review the status of resources noted in the plan.

- Evaluate the procedures outlined in the plan to ensure their continued viability.

- Apply lessons learned from exercises and actual emergencies or disasters.

Recommend changes should be forwarded to:

Nicole Albisu
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Ontario, OR 97914

Appendix A – Acronyms

AAR   After-Action Report/Review

OSD   Ontario School District

COOP   Continuity of Operations

CPTED   Crime Prevention Through Environmental Design

EMI   Emergency Management Institute

EMO	Emergency Management Organization
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
MAC	Multiagency Coordination Group
NHMP	Natural Hazard Mitigation Plan
NIFC	National Interagency Fire Center
NIMS	National Incident Management System
OEM	Oregon Office of Emergency Management
OHA	Oregon Health Authority
OSHA	Occupational Safety and Health Administration
ORS	Oregon Revised Statutes
PPD-8	Presidential Policy Directive 8 – National Preparedness
STAT	Student Threat Assessment Team
SRP	Standard Response Protocol