



EMERGENCY OPERATION PLAN

EOP

Abstract

This is a living document that must be adapted and contextualized to real life dynamic conditions and circumstances. It is the intent of this document to consider predictable circumstances and potential responses to those predictions, knowing that hind sight will offer participants clearer understanding of how individuals could respond differently.

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Introduction

Purpose of the Plan

The purpose of the Salida School District R-32-J Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Salida School District R-32-J and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Salida School District R-32-J has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The published basic plan and functional and hazard-specific annexes outline 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. Salida School District R-32-J regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Salida School District R-32-J's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope of the Plan

The Salida Schools Emergency Operations Plan (EOP) outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

Definitions

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

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

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property. A threat is a theoretical probability, and can only be predicted, never known. Threats require preventative responses. (eg. An anonymous report that a student may have a weapon in the community.)

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

Danger: A danger differs from threat in that it is a known probability. Danger requires specific reactions to reduce the danger. (eg. Life threatening viral conditions are transmitting within the school).

Campus Abbreviations:

Throughout the plan, campuses are referred to using the initials as follows: HEA- Horizon Exploratory Academy; LES- Longfellow Elementary School; SMS-Salida Middle School; SHS- Salida High School; SECC-Salida Early Childhood Center.

School Board Policy Statement

The Salida School District R-32-J Emergency Operations Plan operates within the framework of the Salida School District R-32-J School Board policy. Policy supersedes this plan and law supersedes policy whenever there is a conflict of guidance.

Situation Overview/Hazard Analysis Summary

School Population**❖ General Population**

Salida School District R-32-J's current enrollment is approximately 1300 students located in buildings that include Longfellow Elementary School, Salida Middle School, Salida High School, Salida Early Childhood Education Center, Horizons Exploratory Academy, Crest Academy, Kesner CMC facility, Transportation Facility, Holman Fields, and Oak Street Administration. These students are supported by a committed staff and faculty consisting of:

- 141 Teachers, Paraprofessionals and Specialists
- 10 Administrators
- 19 Directors and Administrative Assistants
- 5 Transportation Employee(s)
- 9 Cafeteria staff
- 10 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master school calendar should also be updated in **Appendix A** as a reference. Master schedules are dynamic and regularly change.

❖ Special Needs Population

Salida School District R-32-J is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The district's current enrollment of students with special needs is approximately 120; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Approximately 10% of our student count has been identified with a disability, and approximately 1% of the students have a disability that could seriously impact evacuation or safety issues.

Classrooms containing students and staff that require additional assistance during an incident should be noted by building administrator, and participate in all drills to ensure systems have taken all students' needs into account.

Buildings Information

Salida School District R-32-J is located in the city of Salida, in Chaffee County Colorado and includes: Salida High School, Salida Middle School, Longfellow Elementary School, Horizons Education Academy, Crest Academy, and the Early Childhood Center. In addition there are other facility buildings including central offices, transportation, maintenance barn, Kesner, two practice fields, one turf football/soccer field with track, tennis courts, a natural grass playing field on Holman Avenue, and all associated parking lots with all buildings.

Annotated maps of the buildings are included in Appendix B.

Address Locations

Central Offices (Primary Media Location)	627 Oak St., Salida, CO 81201	719-530-5200
Salida High School (SHS)	27 Jones Ave., Salida, CO 81201	719-530-5400
Horizons Exploratory Academy (HEA)	627 Oak St., Salida, CO 81201	719-530-5489
Salida Middle School (SMS)	520 Milford St., Salida, CO 81201	719-530-5300
Crest Academy	627 Oak St., Salida, CO 81201	719-530-5390
Longfellow Elementary School (LES)	425 W. 7th St., Salida, CO 81201	719-530-5261
Salida Early Childhood Center (SECC)	516 Teller St., Salida, CO 81201	719-530-5362
Transportation Center	10400 CR 120, Poncha Springs, CO 81242	719-530-5231
Kesner Building (CMC)	349 E. 9 th St., Salida CO 81201	719-530-7900

Hazard Analysis Summary

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

The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly by each school campus. Those results were considered as one composite analysis in this plan.

The table on the following pages briefly discusses Salida School District's high-priority hazards including severe storm, fire, chemical, intruder, civil disturbance, internal failure of systems, and landslide.

Table 1. High-Priority Hazards

Blizzard/ Severe Storm/ Thunder-storm	Salida and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Salida School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms. During the 2001 May storm, high snowfall resulted in significant snow accumulations. The accumulations caused excessive weight and the collapse of a roof at our local swimming pool. Our newer facilities should help us to mitigate this type of damage. On a smaller scale, storms may cause delays. Probable Partner: Utility Companies, DOT
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Salida. Currently, ammonia, acids, and propane are all used and stored on school grounds. A complete inventory of chemicals used is maintained by each campus. The majority of science experiment chemicals are stored at the SHS Chemistry lab. The Chemical Hygiene Binder is updated annually or as needed in that department. The Auto Shop, Wood Shop, Maintenance Dept., and Kitchens all maintain MSDS on products used. Probable Partner: Fire, EMS
Fire	Building fires are not the only fires we prepare for. Wildfire season may or may not occur during the school year but due to the year round use of facilities, it is important we plan for such occurrences. Also, our facilities are designated for others to use as shelters if nearby communities experience these disasters. Probable Partner: Fire, EMS, NFS
Intruder	While a hostile intruder incident has never occurred in a Salida school, like any school, our schools may be vulnerable to intruders. Unannounced visitors that do not follow protocol must be identified promptly. Probable Partner: Police

Internal Failure of Systems	Ranging from Electrical Failures to Communications Failures, the Salida School District is committed to determining back up plans in case of these types of failures. Probable Partner: Utility and Communication Companies
Civil Disturbance	The City of Salida, like many cities with a population under 10,000, is not as vulnerable to civil disturbances. Probable Partner: Police
Landslide	Salida School District's location in the mountains of CO means our area experiences landslides. Transportation can be impacted. Probable Partner: DOT
Suicide	It is probable to face attempted or completed suicide attempts. Students at the secondary level are particularly at risk. It indirectly impacts the school when parents/adults attempt suicide. Probable Partner: Sol Vista, Police, EMS
Drug Overdose	It is probable to face drug overdose scenarios, either through prescribed or illegal drugs, particularly at the secondary level. Probable Partner: EMS, Sol Vista, Police
Student Deregulates	It is probable to face scenarios where a student deregulates from a functional mental health state of mind, endangering themselves and others. This can be related to suicidal ideation, drug overdose, social pressures, or mental health diagnosis. Probable Partner: Police, EMS, Sol Vista
Viral	The COVID viral pandemic has shown that schools must be ready to manage large scale infectious threats Probable Partner: Local Public Health, Hospital
Teacher Shortage	If more than 30% of students in a building are absent, then remote learning should be considered. If more than 25% of supervisory staff are absent from a building, then remote learning should be considered.
Lost/ Missing Child	It is probable, and happens each year that a student is not accounted for, particularly during drop-off and pickup times or with bus routes. Probable Partner: Police
Dysregulated Adult	Every year we have visiting adults (parents or spectators) that can become a security threat to themselves or others around them. Probable Partner: Police
Unknown Adult on Campus	Every year we have unknown adults around campus that must be identified as a threat or non-concern. Probable Partner: Police

Suspicion of Child/Abuse or Neglect	Every year certain students suffer child abuse and neglect. All staff are mandatory reporters. Probable Partner: DHS
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Preparedness, Prevention, and Mitigation

Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Salida 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, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Salida School District is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Salida School District requires all staff to display identification badges.

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. Salida 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. Salida School District's newest facilities including the Early Childhood Center, Salida High School, Salida Middle School, and Longfellow Elementary School buildings were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

Planning Assumptions and Limitations

Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 12 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

Limitations

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

Concept of Operations

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

National Incident Management System (NIMS)

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

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Salida 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.

Salida School District works with local government agencies to remain NIMS compliant. NIMS compliance for school 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 ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.
- All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the School Incident Command System (ICS)

In a major emergency or disaster, Salida School District may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

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

ICS protocols are reviewed and trained at the beginning of each academic year with leadership and staff.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from 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 EOP within their building, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

Organization and assignment of responsibilities

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

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

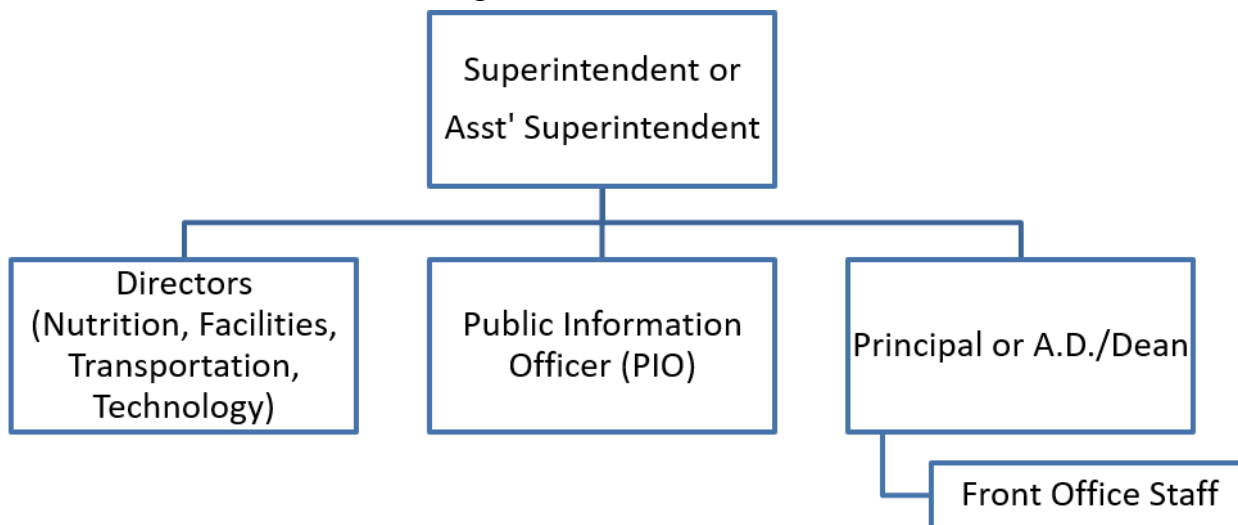
The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System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

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident. All staff are to remain on duty until relieved of their duties by the incident commander.

This describes day to day functioning and internal perspective of staff roles

Succession of Authority shall be as follows:

Fig 1. School Staff ICS



Incident Commander (Superintendent or Director of Curriculum & Instruction OR Business Manager)

The Incident Commander responsibilities include:

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

Principal/Building Administrator

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

Teachers

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

Responsibilities include:

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

Paraprofessionals

Responsibilities include assisting teachers as directed.

Counselors, Social Workers, and Psychologists

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

Responsibilities may include:

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

School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- A comprehensive first aid kit will be maintained by the school nurse.
- "Red Bags" are provided for each classroom and store basic wound care supplies and will be refilled as needed through a partnership with local first responders. They come with an easy-to-follow instruction manual.

Custodians/Maintenance Personnel

Responsibilities include:

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

School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio and WebEx emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Bus Drivers

Responsibilities include:

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

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

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

Students

Responsibilities include:

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

Parents/Guardians

Responsibilities include:

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

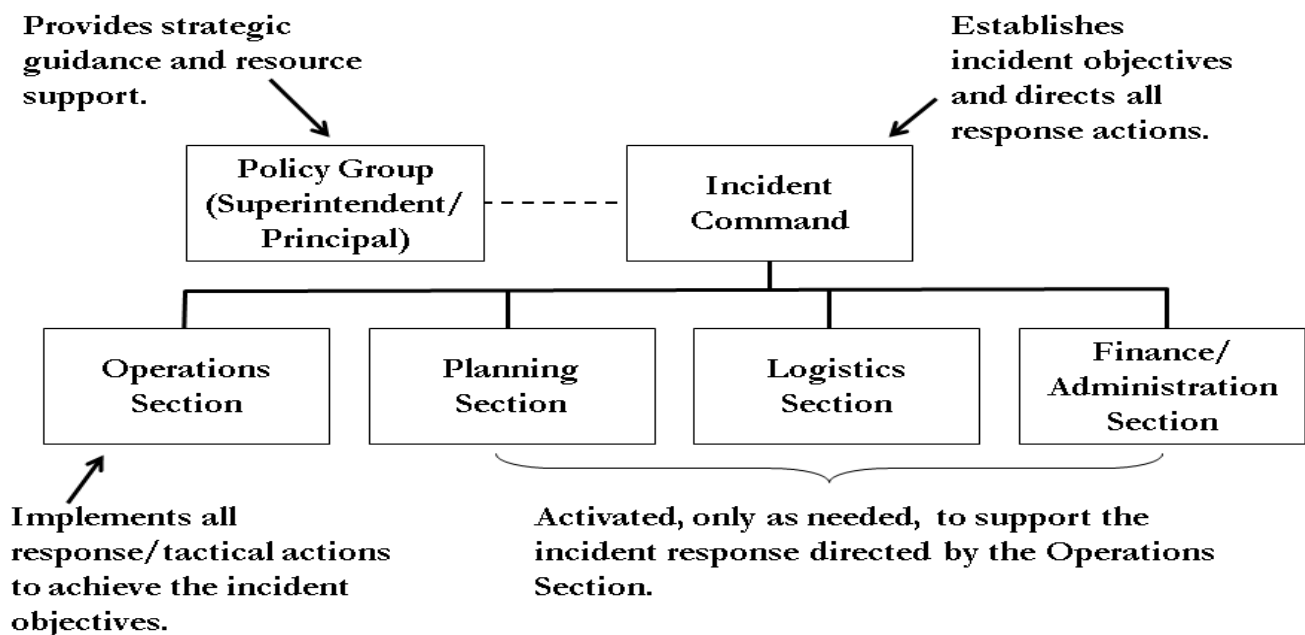
Direction, Control, and Coordination

Multi-Agency Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). This is different from the previous section in that it describes how the school interacts with the larger district and first responders specific to an incident. Frequently it is the same people doing the same things, but labels of jobs could be different. The front office team with the site principal leader will focus on operations and securing student/staff as well as initiating the emergency response through 911. The secondary matters of planning, logistics and finance sections would be duties of the larger district team, led by the Superintendent. The schools retain authority of how to manage the students, staff, and parents. The school teams need to ensure they are working as best and as quickly with first responder teams to stay in sync, which is why a unified command center may need to be formally initiated. The cliché 'the cops manage the bad guys, the firemen manage the fire, and the schools manage the kids' is applicable.

The Incident Commander is delegated the authority to direct tactical on-scene operations until a multi-agency coordinated incident management framework (Fig 2.) can be established with local authorities. It is worth noting that a unified command may take time to initiate, and in the time initial response period individuals from all agencies must work hard to support each other with information. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The incident commander is not a set position. It could be delegated by the Principal/Superintendent depending on the scenario. It should be clearly and explicitly stated at the start of an incident, or at the point of recognition that a formal incident response should be initiated, who is 'in charge'.

Figure 2. Multi-Agency Unified Management Team



The Multi-Agency Unified ICS is organized into the following functional areas:

Incident Command:

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

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

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.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, Strike Teams may be established within the Operations Section.

Planning Section:

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

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

Logistics Section:

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

Additional responsibilities include:

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

Finance/Administration Section:

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

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

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

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center (Oak Street).

The role of the Policy/Coordination Group is to:

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

The Salida School District R32J and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

The Salida School District maintains this district Emergency Operations Plan (EOP) to address hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with the superintendent and safety manager. The Chaffee County Emergency Manager will ensure any needed interoperability is addressed prior to incidents, including any needed MOU.

Coordination with First Responders

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

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Source and Use of Resources

Salida School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

Unified ICS: Administration, Finance, and Logistics

Agreements and Contracts

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

Administrative Controls

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

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including: Activation or deactivation of incident facilities.

- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

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

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

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

Communications

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

The Tools

The District will utilize multiple tools to communicate with the staff and public. The first tool will be the District phone app. The District will then utilize email, radio, website and phones to address secondary message attempts. The PIO will manage communications with outside entities. The phone app will be used in all situations, from emergency to snow days, and is the primary initial source for communication for all users. The school PA system is a powerful tool to inform all and can also be used in a security threat scenario.

Initial Communications

In the event of an incident. Front office staff must complete three firsts. It is wise for the site incident commander (most commonly the principal) to assign three different individuals to accomplish these tasks. The site incident commander should clearly and explicitly name they are in command, or be explicitly delegated the task.

- Ensure the students and staff emergency responses have been initiated. Initiate SRPs.
 - If the cause is a fire, utilize the pull stations to initiate immediate evacuation
 - All other SRP responses will utilize the PA system to initiate various response protocols (ie. Hold, Secure)
- Contact 911. Be sure to begin with location as a physical address.
- Utilize the WebEx "SSD Radio Team" Space to engage all schools and central office.
- When there is a need for a "Lockdown" - the Lockdown button may be pressed and it will simultaneously notify Dispatch, announce "Locks, Lights, Out of Sight" across the building where it was pushed and will broadcast to the front office of every other building, including central admin, at the same time.

Secondary Communications

- Assign an individual at the front office to monitor the handheld district radio, particularly if Dispatch connects first responders to the situation.
- Get a district radio to the scene of the problem if possible.
- The district will announce using the phone app that there is an event at a particular school site, informing parents and community to
 - a. Do not come to campus
 - b. Where and when further information will be posted.

Tertiary Communications

- When the scene is secure. The PIO will generate a SOCO (Single Overriding Communication Objective) for public consumption that follows the following format:
 - Start with a statement of compassion if appropriate
 - Think in sound bites of 6-7 seconds
 - Around 20 words
 - Use Bridge statements to return to SOCO ("The key point is...", "What is important to remember...", "What IS happening...", "I don't have those details, but what I do know is...")
 - Use SOCO multiple times
- After SOCO development, communications should include the following:
 - What do we know
 - What don't we know
 - What are we doing to find out what we don't know
 - When will we know what we don't know

- Where should people go to find out what they don't know
- In any incident that involves a potential crime, a tragedy, or a person (particularly a minor), very little details can be shared. Victims have rights to share their own story no matter how much outside citizens want details. Police have duties to investigate crimes that public sharing can undermine. This requirement to be silent of details does not help a community relax, but is a necessary reality.
- The 627 Oak Street property will be the primary site for Incident Command operations, including a space for media to receive live statements.
 - Establish an off-campus briefing area for media representatives.
 - Determine the need to establish or participate in a Joint Information Center.
 - Coordinate messages with the Policy Group.
- Staff will be given the opportunity for quick 'stand-up' staff meetings to learn essential elements in responding to the crisis. Staff debriefs will happen after an incident is concluded.
- Social media will only be used to point individuals back to official communications, hosted on the website. Community members should be sure to only engage official communications, rather than social media rumors.
- In many scenarios the Salida School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- All Salida School District employees are to refer all requests for information and questions to the Public Information Officer or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Appendix E.
- If appropriate school personnel, students, and parents will be offered crisis counseling services.

Media contacts at the newspaper and radio stations are maintained by the Public Information Officer. In the case of an incident, these media contacts can broadcast Salida School District's external communications plan. This information will also be on the school website.

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command over certain aspects of school operations will occur when first responders arrive on the scene, and explicitly name they are assuming management of the incident under their jurisdiction. Salida School District frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident (Recovery Process)

The school district will:

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

Plan Development, Maintenance, and Distribution

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Salida School District EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. IFC 401.2 requires approval by CCDE. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The School Board together with the principals and superintendent will approve and disseminate the plan to limited responsible parties (ie principals and first responders), and its annexes following these steps:

- Update Changes
- Review Updates with First Responders for Suggestion
- Obtain Plan Approvals
- Distribute the Plan

Record of Changes

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

Record of Distribution

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

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the School Emergency Operations Planning Team, emergency management agencies, fire department and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

The District EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Training and Exercising the Plan

Salida School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff, particularly SRPs.
- First aid and CPR for all key staff.
- Front Office Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per month. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see Appendix N). Records of the training provided including date(s), type of training, and participant roster will be maintained.

All Salida School District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Authorities and References

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

C.R.S. [9-1-101](#) through [9-1-106](#) (construction requirements, fire escapes, etc.)

C.R.S. [22-3-101](#) through [22-3-104](#) (eye protective devices)

C.R.S. [22-32-109.1](#) (1)(b.5) (definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan)

C.R.S. [22-32-109.1](#) (2) (safe school plan)

C.R.S. [22-32-109.1](#) (2)(b) (detailing information required in annual principal reports on the learning environment)

C.R.S. [22-32-110](#) (1)(k) (board authority to adopt policies related to employee safety and official conduct)

C.R.S. [22-32-124](#) (2), (3) (building inspections)

C.R.S. [24-10-106.5](#) (duty of care)

C.R.S. [13-21-108.1](#) (3) (requirements for persons rendering emergency assistance through the use of automated external defibrillators)

C.R.S. [22-1-125](#) (automated external defibrillators requirements must be referenced in safety, readiness and incident management plan)

C.R.S. [22-1-126](#) (Safe2Tell Program)

C.R.S. [22-32-109.1](#) (1)(b.5) (definition of "community partners")

C.R.S. [22-32-109.1](#) (4) (school response framework is required part of safe schools plan)

C.R.S. [24-33.5-1213.4](#) (school all-hazard emergency planning and response)

Appendix A: Standard Response Protocols (SRPs)

**INFORMATION FOR PARENTS AND GUARDIANS**

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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

**SECURE**

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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

**LOCKDOWN**

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

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

**EVACUATE**

"To a Location"

Students are trained to:

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

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

**SHELTER**

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

