



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

Brookings Harbor School District

Emergency Procedures Handbook

Introduction

The Brookings Harbor School District Board, administration and staff consider emergency planning and preparedness essential to the welfare of the District's students, staff, visitors and general community. In writing this handbook, every reasonable effort was made to anticipate situations that might arise. Experience tell us that every situation introduces its own variables. School staff members are expected to use this handbook as a guide to be followed when its provisions clearly apply, but to use their good judgment to adapt its provisions to best fit unexpected situations. This handbook is a guide to be modified by good common sense when necessary.

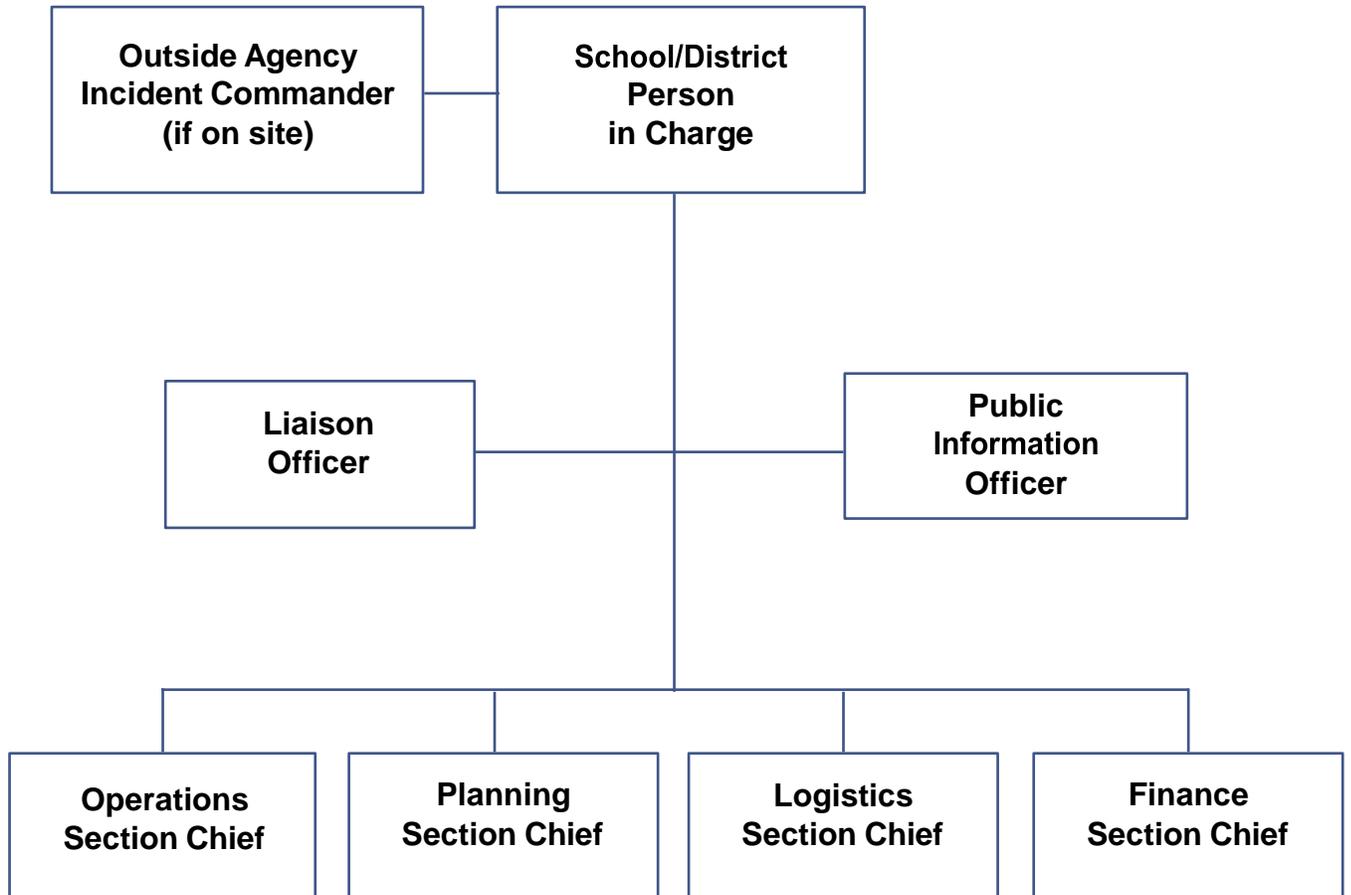
Developed October 2018



Table of Contents

| | | | |
|--|----|---------------------------------|----|
| Accidents..... | 24 | Lockdown Drill Worksheet..... | 14 |
| Accounting for Students..... | 11 | Lockdown..... | 6 |
| Addendums..... | 62 | Lockout..... | 6 |
| Assaults/Fighting..... | 25 | Mass Shelter..... | 22 |
| BHSD Notification Record..... | 40 | Media Contacts..... | 16 |
| Classroom “Stay Kits”..... | 63 | Phone Threat Checklist..... | 49 |
| Crisis Response Team..... | 20 | Power Failure..... | 41 |
| Custody/Parental Disputes..... | 26 | Release of Students..... | 12 |
| Death at School..... | 29 | Reunification..... | 8 |
| Drill Guidelines & Schedule..... | 13 | Reunification Card..... | 9 |
| Earthquake..... | 30 | Reunification Sites..... | 10 |
| Educational Disturbance..... | 32 | Reunification Team..... | 21 |
| Emergency Communications Worksheet..... | 17 | Site Emergency Plans..... | 59 |
| Emergency Incident Organization Chart..... | 3 | Shelter..... | 7 |
| Emergency Radio Channels..... | 62 | Shelter in Place..... | 22 |
| Emergency Radio System..... | 15 | Spill Notification Report..... | 38 |
| Emergency Situations..... | 25 | Standard Response Protocol..... | 4 |
| Emergency Supplies..... | 19 | Standard Response Protocol..... | 4 |
| Emergency Response Team..... | 20 | Storms..... | 42 |
| Evacuation..... | 7 | Student Field Trips..... | 43 |
| Event Status Log..... | 65 | Student Unrest..... | 44 |
| Event Status Report..... | 66 | Suicide..... | 46 |
| External Communications..... | 16 | Teacher Buddy System..... | 22 |
| Fire..... | 35 | Threat Assessment Team..... | 21 |
| Fallen Aircraft..... | 33 | Threats..... | 47 |
| First 30 Minutes..... | 4 | Trespassing..... | 50 |
| Glossary..... | 18 | Tsunami..... | 51 |
| Hazardous Materials Release..... | 36 | Weapons & Explosives..... | 52 |
| Incident Command System..... | 4 | Wildfire & Air Quality..... | 58 |
| Internal Communications..... | 15 | | |
| Introduction..... | 1 | | |
| Law Enforcement Interaction with Student..... | 39 | | |

Emergency Incident Organization Chart



Incident Command System

The “Incident Command System” is a nationally recognized system for orderly and planned management of emergency situations. Brookings Harbor School District recognizes this important and universal emergency command and control system, while also recognizing the responsibilities and functions that must happen within our own school structure during an emergency.

Within the Incident Command System, there is one Incident Commander at the site of the emergency, no matter how many agencies may be present. At the start of any school emergency, a school representative will be the one and only Incident Commander. However, when law enforcement or the fire department arrives, in most emergency situations they will name an Incident Commander from their ranks.

Brookings Harbor School District requires that, even after designation of an outside agency Incident Commander, someone at our school site retain overall responsibility for the interests, welfare, logistics and coordination of our staff and students. This District Person in Charge works in cooperation with the overall Incident Commander.

Our school staff members live in our institutions day in and day out and understand far better than any outside agency how our teachers and students function, how to best direct, coordinate and communicate with them. While the Incident Commander can override other opinions, it will be the rare case that he/she will not willingly seek the informed input of the District Person in Charge. We look to our District Person in Charge to continue to represent the best interests and welfare of our students and staff. During a complex emergency, other District staff may be at the site to provide additional support and coordination with other agencies.

The First 30 Minutes

What is done in the first 30 minutes is crucial.

- Step 1 - Call 911.
- Step 2 - Notify the District Office.
- Step 3 - Notify the Public Information Officer.

As soon as possible:

- Inform students in the classrooms about what has occurred, what is being done and what safety precautions are in place on their behalf. Avoid assemblies and large group meetings.
- Communicate with parents, key opinion leaders and the community about what occurred and how it is being handled.

Standard Response Protocol

Brookings Harbor School District follows the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be announced on the intercom.

Lockout - “Secure the Perimeter”

Lockdown - “Locks, Lights, Out of Sight”

Evacuate - “To the Announced Location”

Shelter - “Using Announced Type and Method”

IN AN EMERGENCY WHEN YOU HEAR IT, DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors Lock
perimeter doors
Increase situational awareness
Business as usual
Take attendance



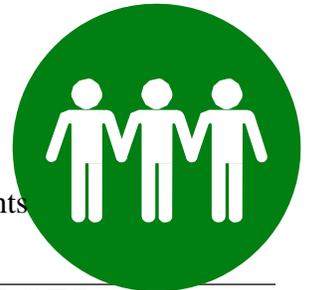
EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students
students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

| Hazard | Safety Strategy |
|------------|--------------------------|
| Tornado | Evacuate to shelter area |
| Hazmat | Seal the room |
| Earthquake | Drop, cover and hold |
| Tsunami | Get to high ground |

TEACHER

Lead safety strategy
Take attendance



Lockout

Secure the Perimeter

Lockout is called when there is a threat or hazard outside of the school building. Bring students into the main building and lock all outside access points.

Students:

- Return to inside of building.
- Do business as usual.

Teachers:

- Recover students and staff from outside building.
- Increases situational awareness.
- Do business as usual.
- Take roll, account for students.



LOCKOUT

Lockdown

Locks, Lights, Out of Sight

Lockdown is called when there is a threat or hazard inside the school building. Lock individual classroom doors and other access points, move room occupants out of the line of sight of corridor windows, and have room occupants maintain silence.

Students:

- Move away from sight.
- Maintain silence.

Teachers:

- Lock classroom door and slide night lock.
- Lights out.
- Move away from sight.
- Maintain silence.
- Wait for First Responders to open door.
- Take roll, account for students.



LOCKDOWN

Evacuate

To the Announced Location

Evacuate is called to move students and staff from one location to another.

Students:

- Leave stuff behind.
- Form a single file line.
- Take the hands of person in front and behind.
- Be prepared for alternatives during response.

Teachers:

- Grab roll sheet if possible.
- Lead students to evacuation location.
- Take roll, account for students.



EVACUATE

Shelter

Using the Announced Type and Method

Types:

- For tornado
- For bomb
- For hazmat

Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

Students:

- Use appropriate method.

Teachers:

- Use appropriate method.
- Take roll, account for students.



SHELTER

Reunification

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. Reunification may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. Reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its One Call Now phone/text system, District webpage and/or Facebook. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: “The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”

What if a parent can't pick up their student?

Students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick them up.

What if the student drove to school?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to pick up the student. In some circumstances, high school students may be released on their own, but they must sign out.

How it Works

Students

- Students will be asked to be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Parents

- Parents should park where indicated and not abandon vehicles. Parents will be asked to go to the Reunification “Check-In” area and form lines based on the first letter of their student's last name. While in line, parents will be asked to fill out a reunification card (see example on Page 10). In the case of multiple students being reunified, a separate card for each student is **required** to be completed.
- During check-in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent. From the “Check -In” area, parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card(s) to the Student Assembly Area to recover the student(s).
- In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number.....

Name of person picking up student

Signature.....

Phone number of person picking up student.....

Relationship to student being picked up

Parent completes:

Print Student Name Again.....

Student Grade

Student Birthday.....

School personnel completes upon release of student

TIME INITIALS OTHER

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line. It may take a little longer to verify your identity).
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Parent/Guardian Sign Off

I have read and understand these instructions.

Print your Name _____ Date _____

Signature _____

Reunification Sites

When it is determined that student safety will be best served by removing them from the school site where an emergency event has occurred, the students will be transported to another location, referred to as the “reunification” site.

The primary and secondary reunification sites for each school are listed below. **The Incident Commander could choose a different site, depending on the circumstances of the emergency.**

The parents/guardians will go to cafeteria at the high school to complete the paperwork for reunification at the primary site. They **will not** be allowed access to the reunification site.

| School | Primary Reunification Site | Secondary Reunification Site |
|------------------------------|----------------------------|----------------------------------|
| Kalmiopsis Elementary | Gibney Center | Brookings Church of the Nazarene |
| Azalea Middle School | Gibney Center | Brookings Church of the Nazarene |
| Brookings Harbor High School | Gibney Center | Brookings Church of the Nazarene |
| Community Bridges | Gibney Center | Brookings Church of the Nazarene |

Accounting for Students

Definition

The school district and its staff are responsible for the students in our custody. It is our responsibility during any ordinary school day to know which students are present and which students are absent and to maintain an accounting for those students present throughout the school day. This responsibility becomes even more important, and more difficult, during an emergency situation. The purpose of this section of the Emergency Handbook is to establish standards for this student accounting.

Principal/Incident Commander

- Each school office must maintain in Power School a current listing of all students enrolled, including parent names and contact information, and any special instruction regarding the health or welfare of the student.
- Within 30 minutes of the start of the first class, every class must notify the school office which students are absent. When students move to a different teacher, or a different teacher moves to a class, absences will be verified and reported within 30 minutes. Names of students on each bus route must be current at all times and must be immediately available in an emergency. This availability may be by computer. All schools maintain hard copies in the same manner for consistency in district.
- **Field Trips:** Rosters of students who go on field trips must be maintained during the field trip, including bus assignments if appropriate, and the responsible teacher. The school office must be able to produce this information at any time during a field trip. The data may be maintained by computer.

Teacher

- **Start of the day:** Within 30 minutes of the start of the first class, the teacher must notify the school office about which students are absent.
- **Class changes during the day:** Within 30 minutes of the start of the class, the teacher must notify the school office about which students are absent.
- **Class Roster:** The teacher must maintain a current roster of students enrolled in the teacher's class and include it in the class "Go Kit".
Field Trips: On class field trips, the teacher must take a printed roster of all students who are going on the field trip.

District Office

- The District Office must have access through Power School to a list of student enrollment and class assignment data. This information will permit identification of which teacher has custody of any given student at any time during the school day.
- The District Office, through its transportation department, must be aware of all field trips and their schedules.

Release of Students

Definition

“Release” refers to the release of a student to a parent/guardian, to transportation taking the student home, to the medical authorities, or to any other outside authorities.

Release of Students Following Emergency Incident

Teacher/Other Responsible Staff Member

- Keep a record of the authority to which all students are released.
- Do not release students to parents/guardians unless you can confirm identification.
- Cooperate in the release of students to police, medical authorities and other responsible outside agencies as needed.

Incident Commander/Reunification Site Director

- Coordinate all student releases.
- Arrange the orderly handling and communication with parents arriving at the reunification site.

Release of Students for Early School Closure (Snow, Ice, High Winds, Flooding, etc.)

K-5 Students

Phone contact with parent/guardian is required. Students will not be allowed to leave school or be dropped at bus stops unless their parent/guardian has been notified.

All Walkers

Principal or Incident Commander, in consultation with the District Person in Charge, will determine if it is safe for students to walk home. If it is determined to be unsafe, students will be held at school until it is safe or until picked up by parent/guardian or transported home by district bus or staff.

6-12 Walkers

Grades 6-12 students can choose to stay at school until they can be picked up, even if the school considers it safe to walk home.

All Bus Riders

Principal or Incident Commander, in consultation with District Person in Charge, will determine if it is safe for students to be dropped off at their bus stops. This will take into account how far students have to walk from their bus stop to their home. If it is determined to be unsafe, students will be held at school until they can be safely transported to their bus stop or their home, or until picked up by parent/guardian.

Principal/Incident Commander

At least a minimum number of staff (determined by the principal) will remain at the school until all students have been released from the school and the Transportation Director confirms all students have reached their bus stops.

Drill Guidelines

Each school will conduct and document safety drills according to the schedule below.

| Schools | |
|----------------|--|
| Month | Type of Drill |
| September | Fire Drill (Within 1st 10 days of start of school) Lockdown Drill |
| October | Fire Drill Earthquake Drill |
| November | Fire Drill |
| December | Fire Drill |
| January | Fire Drill Lockout Drill |
| February | Fire Drill |
| March | Fire Drill Lockdown Drill |
| April | Fire Drill |
| May | Fire Drill Lockout Drill |
| June | Fire Drill |

| District Office | |
|------------------------|----------------------|
| Month | Type of Drill |
| October | Earthquake Drill |
| January | Lockdown Drill |
| April | Fire Drill |

Who to notify

Always notify the District Office prior to conducting a safety drill, so district staff is aware of what is happening at your school and can respond to inquiries from parents or community.

In case of drill or actual emergency:

Schools will:

- Notify 911 (if actual emergency).
- Notify the District Office.

District Office will:

- Notify Public Information Officer.
- Notify Facilities Director.
- Notify Transportation Director.
- Notify Food Services Director.

"Optional worksheet to use for lockdown drills

LOCKDOWN DRILL WORKSHEET



Date/Time _____

Team Members _____

School _____

Stopwatch Time _____ Student Population _____ Staff Count _____

| Room# | | | | | | | |
|--------------|--|--|--|--|--|--|--|
| Locks | <input type="radio"/> Yes <input type="radio"/> No |
| Lights | <input type="radio"/> Yes <input type="radio"/> No |
| Out of Sight | <input type="radio"/> Yes <input type="radio"/> No |
| Door Knock | <input type="radio"/> Yes <input type="radio"/> No |
| Why? | <input type="radio"/> Yes <input type="radio"/> No |
| Options | <input type="radio"/> Yes <input type="radio"/> No |

Notes _____

| Room# | | | | | | | |
|--------------|--|--|--|--|--|--|--|
| Locks | <input type="radio"/> Yes <input type="radio"/> No |
| Lights | <input type="radio"/> Yes <input type="radio"/> No |
| Out of Sight | <input type="radio"/> Yes <input type="radio"/> No |
| Door Knock | <input type="radio"/> Yes <input type="radio"/> No |
| Why? | <input type="radio"/> Yes <input type="radio"/> No |
| Options | <input type="radio"/> Yes <input type="radio"/> No |

Notes _____

Internal Communications

Building All Call Procedure - *Output to Intercom System*

- Pick up the phone receiver in the office.
- Push the button “All Page.”
- Speak clearly into the phone and state your message.
- Hang up when finished.

Building All Call Procedure – Output to Desk Phone Speakers

- Pick up phone receiver.
- Dial the following number for the building you are in:
 - Kalmiopsis – 9621
 - Azalea – 9611
 - BHHS - 9601
- Speak clearly into the phone and state your message.
- Hang up when finished.

District All Call Procedure – Output to Desk Phone Speakers

- Pick up phone receiver.
- Dial the following number for the building you are in:
 - Kalmiopsis – 9622
 - Azalea – 9612
 - BHHS – 9602
 - Community Bridges – 9602
- Speak clearly into the phone and state your message.
- Hang up when finished.

District Emergency Radio System

The district emergency radio system is designed to provide for communications during a disaster or other disruption when telephone communications may not be operational. Some staff also use walkie talkies. Refer to: Addendum A for a list of emergency channels.

Radios/Walkie Talkies (must be charged at all times)

K-5 School

- Provide radio or walkie talkie to playground supervisors.
- Provide radio or walkie talkie to principal and assistant principal.
- Provide radio or walkie talkie to district nurse.
- Provide radio or walkie talkie to office staff.

Grade 6-8 School

- Provide radio or walkie talkie to playground/lunch duty supervisors.
- Provide radio or walkie talkie to office staff.
- Provide radio or walkie talkie to principal and assistant principal.

Grade 9-12 Schools

- Provide radio or walkie talkie for lunch duty supervisors.
- Provide radio or walkie talkie to office staff.
- Provide radio or walkie talkie to principal and assistant principal.

E-mail

- E-mail may be used as a method of communication during any emergency.

External Communications

E-mail or district web site

The district will use One Call Now auto-dialer calls/texts and the district/school websites as the primary tools for notifying parents during emergency situations.

Telephones, land lines

In the event of an emergency requiring law enforcement help, the school office will call 911 and maintain contact.

Cell phones on field trips

The teacher/person in charge on every field trip must carry a working cell phone. Also, a cell phone contact number must be included on any field trip request forms.

Media Contacts

Primary responsibility for media contacts rests with the Public Information Officer (PIO). District staff should direct media to the PIO or obtain advice and guidance from the PIO before talking to the media. However, when necessary, the principal or Incident Commander is authorized to speak directly to the media.

Following are basic ground rules for such contact:

- Keep your statements simple and understandable.
- Say only what you know to be true, no speculation or guessing.
- Answer questions directly.
- Remember your confidentiality obligations.
- Do not feel compelled to elaborate unnecessarily, but repeat your basic message as needed.

***Optional checklist to use during emergency situations**

Emergency Communications Worksheet

Date: _____ Brief Description of Event: _____

Stakeholders to be notified:

Parents:

- All Class Specific School Specific
- Parents _____
- Teachers/Staff _____
- Site Council _____
- Booster Club _____
- Other schools _____
- School Board _____
- News Media _____
- Community Partners _____
- Others (list as needed) _____

Forms of Communication:

- Parent Letter Sent Home with Students Mailed to Home
- Parents Email _____
- Parent Phone Call _____
- School Website _____
- School Reader Board _____
- One Call Now _____
- District Website _____
- Press Release _____
- Talking Points for Staff _____
- Press Conference _____
- Spanish Translation _____

Glossary

Standard terminology is essential to reliable and accurate communications. The following terms need to be understood and used by all district personnel.

- **All Clear:** An announcement that an emergency situation has ended.
- **District Person in Charge:** During any emergency event, one person at the District level will be designated District Person in Charge. This person will be responsible for District support to the site; coordination of communications with the public and other schools; and coordination and management of other district departments assisting with the emergency.
- **Evacuation:** Staff and students leave the school building and gather in a predetermined location on school grounds.
- **Go Kit:** Red Bag that hangs near the exit of each classroom and contains the class roster, Standard Response emergency cards, a pen, and Band-Aids/gloves. Teacher grabs the “Go Kit” as they exit their room.
- **Hall Check:** A procedure in which the District Person in Charge asks -- usually over the Intercom system -- that teachers check outside their rooms for any unusual activity or possible unauthorized visitors.
- **Incident Commander, School:** The school district employee at the site of the incident who has overall responsibility for decision making until an outside agency arrives and assumes overall responsibility. Once an outside Incident Commander is identified, the District Person in Charge will continue to represent the best interests and welfare of the students and staff, in cooperation with the Incident Commander.
- **Incident Commander, Overall:** When an outside agency arrives on the scene of an emergency and takes charge, they will identify an overall Incident Commander. This could be Law Enforcement, Fire Department, Hazmat or any other such emergency agency. The District Person in Charge will continue to represent the best interests and welfare of students and staff, in cooperation with the Incident Commander.
- **Incident Command System (ICS):** The nationally recognized on-scene emergency management concept, designed to provide an integrated organizational structure that isn't hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures and communications operating within a common organizational structure, with responsibility for the management of resources.
- **Lockdown:** An emergency procedure in which exterior doors are closed and locked, and students and staff move into classrooms or other rooms and lock doors to the hallways. Generally resulting from a concern that a potentially dangerous intruder might be in the building.
- **Lockout:** An emergency procedure in which exterior doors are closed and locked. Students and staff may still move about inside the building but cannot leave the building. Generally resulting from a concern that a potentially dangerous intruder might be in the vicinity of the school, but not in the building.
- **PIO:** Public Information Officer.
- **Reunification:** In a significant emergency event it may be necessary to establish a Reunification Site where parents can be asked to assemble pending release of their students, and where information can be provided regarding the emergency situation.
- **Shelter in Place:** Emergency procedure in which staff take students into a safe room until authorized to leave. Procedure may vary depending on the threat.
- **Stay Kit:** Kits that include essential supplies for each classroom in the event students need to shelter-in-place

Emergency Supplies

School Office

These items must be available in the school office:

- Copy of Standard Response Protocol
- District Emergency Preparedness Handbook
- School Emergency Plan
- District Radio
- Bullhorn, batteries charged
- District Office Key Contact List
- Hazardous Spills Kit
- Location of Emergency First Aid Kit
- Signage for Reunification Site
- Reunification Forms

Classroom “Go Kit”

These items will be in the “Go Kit”:

- Student roster
- District Emergency Preparedness Handbook
- Copy of Standard Response Protocol
- Standard Response Protocol Card (Red/Green)
- Pen
- Band-Aids and Gloves
- N95 masks and Nitrile Gloves for High School

District Office

These items must be available in location known to all District Office staff:

- District Radio
- District Building Directory
- Administrators’ Confidential Telephone Number list
- Copy of Standard Response Protocol
- District Emergency Preparedness Handbook
- School Emergency Plan for each School (includes floor plans, site maps and other key information)
- Note Pads
- Pens, Magic Markers, Pencils
- Masking Tape, Duct Tape, Scotch Tape
- Flip Chart Paper and Stand
- First Aid Kit
- Hazardous Spills Kit

Food Services

- Non Perishable Food for three days
- Water Barrels, Chlorine Tablets and Pump

Crisis Response Team (Flight Team)

District staff are recruited and trained for the Flight Team. This team includes a team leader and team members who respond after an incident of crisis or death. The primary role of the Flight Team is to assist a school's staff and students in dealing with events such as:

- Death of a teacher or student(s).
- Serious accident on school grounds or otherwise impacting students.
- Missing child.
- Aftermath of a natural disaster or traumatic emergency event.

Procedure in a Crisis Event

When a crisis occurs on a school campus, the principal and Flight Team will evaluate the potential for psychological trauma and prescribe a crisis response. If a crisis response is warranted, the principal will notify the Superintendent and Public Information Officer. Arrangements must be in place at all times to allow members to leave their regular assignment to support an emergency or crisis situation.

General Guidelines for Flight Team

- Support, do not supplant affected staff and students.
- Do not provide treatment, but provide immediate assistance.
- Give only accurate, confirmed information and dispel rumors.
- Read all K-8 classroom death announcements in English and Spanish.
- Read all 9-12 classroom announcements in at least English. If classroom announcements are not also read in Spanish, follow with announcement over the intercom in both English and Spanish.
- Set up safe rooms for student and staff debriefing.
- Organize age appropriate memorial activity.
- Assist with letters to parents about what student heard at school.

Emergency Response Team

The Emergency Response Team is comprised of District staff that are trained for this role by the District Nurse. The primary role of the team is to assist during a crisis by providing emergency care and triaging of the wounded. All team members have to be CPR/AED/First Aid trained, as well as participate in annual training and mock drills.

Process

- Assemble at the site directed to by the District Person in Charge.
- Obtain the emergency supplies at the site, or bring them with you from your building
- Set up triage and treatment areas, and morgue.
- Triage according to these categories:
 - ❖ MINOR – walking wounded
 - ❖ DELAYED – injuries not life threatening, may be able to take direction and help one another
 - ❖ IMMEDIATE – life threatening injuries, note time and type of injury
 - ❖ DECEASED – move to morgue, which should be as far away as possible
- The team will continue in this role when EMS arrives on scene, until released by the District Person in Charge.

Reunification Team

It is the responsibility of the school and district to maintain the chain of custody for every student. A predetermined, practiced reunification method ensures that the reunification process will not further complicate what is already chaotic and anxiety filled. The Reunification team is mobilized when we need to reunite students with their families.

Process

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Assist family in completion of Reunification Cards.
- The “Runner” recovers student from the student staging area.
- This team will remain intact until all students reunited, and released by the District Person in Charge.

There are many roles and responsibilities of team members. These members must be trained and participate in mock drills annually. This will ensure the team members are proficient, and that the actions of the team will be well coordinated during reunification.

Threat Assessment Team

The Student Threat Assessment Team is convened when needed to assess students who are engaged in or exhibiting behaviors of aggression or violence directed at other people. Team members develop comprehensive safety-monitoring/management plan based on information about a student’s level of safety

Goals

- To provide a protocol to assess threats of potentially harmful or lethal behaviors, risk factors, and action required to support school and community safety.
- To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
- To develop, maintain, and restore a sense of psychological safety among students, teachers, staff and parents/guardians.

Discipline and Safety

Because of safety and rule violations, behaviors that are associated with potential violence or actual violence may lead to a disciplinary action involving either suspension or expulsion. Discipline and safety assessment are parallel processes with different, but equally important purposes. Discipline is designed to support the order and stability of the school and to modify student misbehavior. The Student Threat Assessment system is designed to assess evidence of intent toward violent action and manage risk factors affecting student behavior.

Safety assessment identifies the level of intervention and supervision necessary to mitigate safety/risk factors, whether the student is in an alternative setting or returns to their home school. In order to mitigate safety/risk factors, discipline and safety processes should complement each other.

Teacher Buddy System

Every school year, before the end of September, the principal will assure that teachers have established Identified “buddy” teacher partners to communicate and work with during any emergency situation. Generally, this will mean pairs of teachers with adjacent classrooms, but school layout may sometimes dictate “buddy” groups of three teachers.

During any emergency situation, if at all possible, buddy teachers will check with each other to see if assistance is needed. As discussed elsewhere in this handbook, occasions may arise when one of the buddy teachers takes over responsibility for both classes.

Mass Shelters

In the event of a community emergency, the Brookings Harbor School District will allow its buildings, grounds and equipment to be used by the American Red Cross as mass shelters for victims of disaster.

Shelter in Place

Shelter in place means finding a safe location indoors and staying there until you are given an “All Clear” or told to evacuate. You may be asked to shelter in place for a number of reasons, including but not limited to: active shooter, tsunami, or an earthquake.



Emergency Situations

Accidents/Injuries

Immediate Actions

Follow first aid procedures. If not trained, attempt to get help from someone who is. If an accident occurs on a school site, first aid-trained staff should be available. If accident occurs off site, seek help if possible; exercise your best judgment if assistance is not available.

- Maintain airway and administer CPR if necessary.
- If it is a head or neck injury, immobilize the victim. Do not move the victim unless an immediate emergency situation dictates.

Student Injury

- If immediate medical attention is required, call 911. Contact parents/guardians as soon as possible. Document the hour of day and efforts made to contact the parents/guardians.
- Never permit an injured student to drive him/herself to medical treatment.
- If immediate medical attention is not needed, keep student with you until parent arrives unless otherwise directed by parents.
- If you have any doubt about the need for immediate medical attention, call 911 immediately.
- If student is transported to a hospital before the parents/guardians arrive, if possible have a staff member accompany or follow student to the hospital. If not, be sure you know who picked up the student and to what facility he/she is being transported.
- If serious, contact Crisis Response Team and/or the Emergency Response Team.
- File a student accident report.

Staff or Other Adult Injury

- Contact school office as soon as possible.
- If the injury is serious, the school office will try to find and contact an emergency contact for the adult.
- If the injury is serious and the injured adult has students in district schools, contact the school office(s) where the student(s) attend. The school will be responsible to take the student(s) to the school office and take care of them until family arrives. Student(s) should be sensitively informed of the situation without unduly alarming them. Student notification of the death of a family member should be left to a family member.
- If serious, contact Crisis Response Team and/or the Emergency Response Team.
- File an accident report. Identify witnesses if appropriate. Attach statements of witnesses if needed.

Other concerns

- Medication: School staff shall not administer medication unless written authorization is provided by the parents/guardians and is on file at the student's school.
- Special Health Cases: Principals shall notify and instruct appropriate staff (to include transportation, custodial, etc.) of students with special health problems that might require special attention so that adequate help and understanding can be given the student when required.

Assault/Fighting

First Staff Observer: Initial Actions

If you are an administrator or have appropriate training and think you can deal with the situation:

- Continue to seek additional support.
- Make verbal contact in a calm, low-toned voice.
- If behavior does not cease, in a firm loud voice say “STOP” and try to get students to talk about the issues elsewhere.
- Try to isolate individuals so they can calm themselves.
- Move other students out of the area.
- Escort combatants to the office area, keeping them isolated from each other and other students.
- Do not leave students alone unless you are confident the confrontation is over.
- Discuss their behavior and its consequences only after they are calm.
- Never grab or touch a violent student unless they are causing harm to themselves or others.

Students Refuse to Cooperate or Situation is out of Control

- Call School Resource Officer, if available on campus, or 911.
- Inform the District Office of the situation as soon as possible.

Weapon

- Only try to confiscate weapon when totally safe to do so.
- Keep track of what and where the weapon is at all times.
- Incident Commander may call for a building Lockdown if situation warrants.

Victim(s)

- Notify victim’s parents.
- If victim has sibling in your school, notify sibling if appropriate.

Injuries

- Follow first aid procedures.
- If immediate medical attention is not needed, keep victim at school until parent arrives (unless directed otherwise by parent).
- If you have any doubt about the need for immediate medical attention, call 911 immediately.
- If student is transported to a hospital before parents arrive, if possible have a staff member accompany or follow student to the hospital.
- If serious, contact Crisis Response Team and/or the Emergency Response Team.

Rape or Sexual Assault

- Ensure victim stays with a counselor or other staff member until police and parents arrive.
- If possible, have a school professional providing support accompany victim and police/parents to hospital.
- Contact Crisis Response Team.

Alleged Assailant(s)

- Isolate and detain.
- Notify suspect’s parents.
- If student has sibling in your school, notify sibling if appropriate.
- If assailant leaves the scene, try to establish identity by questioning witnesses. Record in writing all physical descriptions.

Custody/Parental Disputes

Parents/guardians at times cannot agree on the best interests of their children. These parents/guardians will often seek relief from the courts to decide the custody agreements for their children. The courts have several options available to them to resolve these disputes including:

- Custody agreement written into a divorce decree
- Court order
- Writ of assistance
- Restraining order

Custodial Interference

Under no circumstances is the Brookings Harbor School District allowed to restrict a parent/guardian from lawful access to their children. ORS 163.245 (Custodial Interference in the second degree) reads in part:

- (1) A person commits the crime of custodial interference in the second degree if, knowing or having reason to know that the person has no legal right to do so, the person takes, entices or keeps another person from the other person's lawful custodian or in violation of a valid joint custody order with intent to hold the other person permanently or for a protracted period...Custodial interference in the second degree is a Class C felony."

Parental/Guardian Request for Restricted Access

- At times parents/guardians will ask schools for assistance in controlling who will have contact with their children. A parent/guardian cannot restrict another parent/guardian without a court order/writ of assistance, or restraining order. In case of such a request, the principal will take the following steps.
 - Prepare and provide the parent a letter informing them of district procedures in handling child custody and access situations, using the letter provided at the end of this section of this handbook.
 - Advise the parent/guardian that the Brookings Harbor School District cannot restrict a legal parent/guardian from access to their children without a court order/writ of assistance or restraining order.
 - If the request is based on a child abuse allegation, then immediately report the allegation to the appropriate police agency or the Oregon Department of Human Services.
 - Advise the parent/guardian you will attempt to notify them if the other parent/guardian attempts to make contact.
 - Prepare and provide the parent a letter informing them of district procedures in handling child custody and access situations, using the letter provided at the end of this section of this handbook.

Custody Agreements and Divorce Decrees

Custody agreements written into divorce agreements are civil contracts. When a person violates a custody agreement/divorce decree they are not committing a crime. They are violating a civil contract between themselves, which has been endorsed by a judge. Because custody agreements/divorce decrees are civil in nature the following restrictions apply to their enforcement.

- Law enforcement cannot arrest a person for violation of a custody agreement/divorce decree unless they believe the parent is going to unlawfully remove the child from the state (see ORS 163.245 Custodial Interference above). If the offending parent tells you or indicates to you they are going to remove the child from the state or country, call 911 and report the situation as a possible custodial interference.

- The Brookings Harbor School District cannot limit a parent's right to visiting and participating in the educational process of their child without a court order, writ of assistance or restraining order.

Actions to be Taken

- When a parent/guardian attempts to violate a custody agreement while the child is at a Brookings Harbor School District facility, staff should notify the other parent/guardian named on the agreement.
- The parent/guardians should come to an agreement on the action that should be taken. Do not refuse either parent the right to access their child, or you could be charged with custodial interference (ORS 163.245).
- If necessary, and the space is available, provide the parents with a place to communicate privately.
- If the parents cannot come to an agreement or assault each other, call law enforcement for assistance.
- If the parents become a disturbance to the educational process, it may be necessary to exclude them from Brookings Harbor School District property.
- Keep a copy of all custody documents including revised documents. Date and time stamp all documents as you receive them. This is to ensure actions taken can be justified by the documents that were available at the time.

Court Orders/Writ of Assistance

A court order is issued by a judge and is usually directed at one of the parents. A court order can be in response to an accusation or investigation of child abuse. A court order can contain specific legal action if it is not obeyed. A writ of assistance is an order from a judge to a specific person or a group of people (i.e. Brookings Harbor School District personnel) requesting a certain action (limiting contact) or assistance. Violation of a court order or writ of assistance could result in criminal charges.

Actions to be Taken

- Always follow the directions on the most current Order/Writ.
- Call the District Office for clarification of the wording or to verify the authenticity in the order/writ.
- If a parent violates a court order while on Brookings Harbor School District facilities, call 911 for assistance.
- If the parent(s) become a disturbance to the educational process, it may be necessary to exclude them from Brookings Harbor School District property.
- Always call the District Office and law enforcement for assistance with writs of assistance.
- Keep a copy of all legal documents including revised documents. Date and time stamp all documents as you receive them. This is to ensure actions taken can be justified by the documents that were available at the time.

Restraining Order

A restraining order is issued by a judge restricting or excluding contact between two people and can restrict contact with the either person's children as well (must be specifically noted in the restraining order). Contact can include telephonic communication messages through third parties.

For a restraining order to be enforceable the following must occur:

- The applicant must be able to convince the judge spousal abuse has occurred in the past.
- The judge must sign and file the restraining order.
- The restraining order must be served on the restrained party.
- A judge is the only person who has the power to revoke a restraining order - even the applicant cannot revoke a restraining order.
- All restraining orders have expiration dates - check to ensure you have the most up to date copy in your files.

Actions to be Taken

- If you have the copy of a signed, valid, filed restraining order in your files and the restrained person attempts to make contact with one of the parties listed in the restraining order, call 911 immediately.
- If the restraining order specifically mentions no contact with the minor children at the children's school, then attempt to maintain custody of the child until police arrive.
- Do not let the applicant of the restraining order, or the restrained person, talk you out of calling police.
- Give the police all the information necessary to determine the validity of the restraining order.

Keep a copy of all legal documents including revised documents. Date and time stamp all documents as you receive them. This is to ensure actions taken can be justified by the documents that were available at the time of the incident.

Death at School

- Inform the school office.
- Clear the area.
- Call 911.
- Inform the District Office.
- Do not disturb the scene.
- Make all appropriate emergency contacts known for the victim.
- Contact the Crisis Response Team.

Earthquake

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property wither because they are small earthquakes that release relatively small amounts of energy. However, rural and urban areas located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induce settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

When tremors and shaking of the earth occur, the initial shock is likely to no more than 90 seconds. Emergency action must be taken when children are inside the building.

Drop, Cover & Hold On



Drop to the Ground -
before the earthquake drops you!

You cannot tell from the initial shaking if an earthquake will suddenly become intense....so always Drop, Cover and Hold On immediately.



Cover your Head and Neck -
with your arms and seek shelter under a sturdy desk or table

If there isn't a table or desk near you, drop to the ground in an inside corner of the building and cover your head and neck with your hands and arms. Do not try to run to another room just to get under a table.



Hold On -
to your shelter and be prepared to move with it until the shaking stops

Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates is safe to get up.

What NOT to do:

- Do NOT get in a doorway! Doorways do not protect you from flying or falling objects. Get under a table instead.
- DO NOT run outside! Trying to run in an earthquake is dangerous, as the ground is moving and you can easily fall or be injured by debris or glass. Running outside is especially dangerous, as glass, bricks, or other building components may be falling. You are much safer to stay inside and get under a table.

Action to be Taken

Principal/Incident Commander

Evacuation should NEVER be automatic. There may be more danger outside your school than there is inside. There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created. Lighting will probably be out, so it will be dark. Before any decision is made to vacate all or any part of the school, they MUST find out if there:

1. Is a safe route out?
 2. Is there a safe place outside to assemble the students?
- Maintain an Event Status Log.

Action to be Taken

Teachers

- Make a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous materials spill.
- Make a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, teacher uses first aid for critical injuries.
- Check with buddy teacher. It may be necessary to assist or evacuate the buddy teacher's class.
- Wait until an evacuation signal has been received before directing the class to evacuate. However, the teacher is authorized to proceed with evacuation if he/she believes immediate evacuation is essential to student safety.
- Aftershocks: Students and staff drop, cover and hold on. Teacher/staff repeat situation assessment procedures detailed above.

District Person in Charge

- Stay in contact with all the schools on emergency radio channel and/or by phone.
- Alert the Public Information Officer to coordinate communications with the media
- Make contact with police and EMS.
- Complete Event Status Report at end of crisis, after debriefing with team.

Injuries

The emergency response team will provide first aid to those students, staff, or other adults. They will move to a designated area, unpack their supplies as they become available, and set up triage, treatment stations, and a morgue if necessary. This will continue when EMS arrives on scene, until released by the District Person in Charge.

The emergency response team will assess the extent and injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

- ❖ MINOR – walking wounded
- ❖ DELAYED – injuries not life threatening, may be able to take direction and help one another
- ❖ IMMEDIATE – life threatening injuries, note time and type of injury
- ❖ DECEASED – move to morgue, which should be as far away as possible

Law Enforcement/EMS

- When law enforcement arrives on scene, they will be in charge, and an Overall Incident Commander will be named. During such time; however, the District Person in Charge will retain their responsibility to represent the well-being of students and staff, and to direct/manage any actions necessary relative to students and staff.
- Upon arrival of law enforcement/EMS, they will need a liaison representative from the school or district. It is best if this is not the District Person in Charge because it may entail a lot of logistical detail and information research that could distract the District Person in Charge from their primary focus.

Reunification

- Reunification and notifications will take place as denoted in this handbook. Refer to: Reunification.

Educational Disturbance

A person may be given a Trespass Notice if that person becomes a disturbance to the educational process. This could include a parent or a student from another school who normally would be a welcome guest at the school. If necessary, a Trespass Notice should be given so the educational disturbance can be stopped as quickly as possible. Trespass Notices under usual circumstances should be rescinded after a conference is held to resolve the issues that brought on the warning, but only if the conference is successful in assuring no recurrence of those issues. For safety reasons the conference can occur at the District Office to ensure the security of all present. If the Trespass Notice is issued due to a repeated history of educational disturbances, or the disturbance is of a serious nature, then the trespass notice can continue until the end of the school year or beyond.

An educational disturbance can include, but is not limited to the following:

- Disturbances that slow or stop the ability of students to educate themselves.
- Disturbances that slow or stop the ability of teachers to present or prepare educational material to their students.
- Disturbances that slow or stop the ability of staff to maintain a safe, clean and efficient educational facility.
- Disturbances that result in damage to district property, staff property or student property.

Trespass Notices

- Trespass notices need to be given in a timely manner to be valid. A trespass notice can be given either verbally or in writing. However, it is preferable to do so in writing, though not necessary to be legal.
- A person given a trespass notice is referred to as having been “trespassed.”
- All verbal trespass warnings need to contain the following language:
 - Your actions are a disturbance to the educational process and you are trespassing on Brookings Harbor School District property.
 - If you do not leave Brookings Harbor School District property immediately, you will be arrested for criminal trespass.
 - If you return to Brookings Harbor School District property without first obtaining permission of the Principal or Superintendent, you will be arrested for criminal trespass.
- All verbal notices need to be documented in writing for future reference and proof with the following information:
 - If possible, name of person trespassed and preferably at least one other piece of biographical information, i.e. date of birth, address, phone number, etc.
 - Date and time the Trespass Notice was given.
 - Who actually issued the Trespass Notice.
 - Person who authorized the Trespass Notice.
 - Witnesses to the Trespass Notice.

Who can Issue a Trespass Notice

- In an urgent situation, any district employee is authorized to issue a verbal Trespass Notice, but a district school administrator will normally issue the **written** Trespass Notice.

Extent of Trespass Notice

- A Trespass Notice may be limited to a single site, multiple sites or all district property. The Trespass Notice must clearly state what sites it applies to.

Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress.

Action to be Taken After a Crash Event

Principal/Incident Commander

- Call 911.
- Contact District Office.
- Maintain an Event Status Log.
- The Incident Commander will direct the staff and students to do one of the following:
 1. Remain indoors and await instructions.
 2. Evacuate the facility and gather in a designated assembly spot on the campus.
 3. Evacuate the site to the Primary Relocation Site.

Action to be Taken

Teachers

- Make a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to the structure, hazardous materials spill.
- Make a quick assessment of any injuries to students. Unless the situation calls for immediate evacuation teacher uses first aid for critical injuries.
- Check with buddy teacher. It may be necessary to assist or evacuate the buddy teacher's class.
- Wait until an evacuation signal has been received before directing class to evacuate. However, the teacher is authorized to proceed with evacuation if he/she believes immediate evacuation is essential to student safety.
- Bring your emergency backpack with you, and escort your students to the evacuation site.

District Person in Charge

- Stay in contact with the school on emergency radio channel and/or by phone.
- Alert all other schools to the situation and provide them with statements they may use if they receive phone calls from parents or community.
- Provide statement to district receptionist.
- Alert the Public Information Officer to coordinate communications with the media
- Make contact with police and EMS.
- Send other staff to the site if help is needed.
- Alert Food Services Director of the situation
- Alert Transportation Director of the situation. Have all buses diverted to other schools away from the school in which incident occurred.
- Determine if the police closed any streets/areas that buses would normally travel over or that students are normally dropped off into. If so, divert the buses. Do not drop students who would have to walk in the closed areas. Have these students kept at school for reunification pick up. Contact the schools of these students and then contact the parents for pick up at the reunification site.
- Stop all deliveries to the school.
- Complete Event Status Report at end of crisis, after debriefing with team.

Evacuation Site

- Attendance will need to be taken immediately once at the evacuation site. Display the appropriate alert card (red indicates missing students and/or medical assistance needed, green indicates all students accounted for and everyone is okay).
- Await further instructions.
- All staff and students must be accounted for.

- Emergency teams will form up and begin operations at the direction of the District Person in Charge. The Incident Commander will continue to be responsible for the welfare and direction of the students and staff, in coordination with the District Person in Charge. Staff will remain on duty until notified by the District Person in Charge.

Injuries

The emergency response team will provide first aid to those students, staff, or other adults. They will move to a designated area, unpack their supplies as they become available, and set up triage, treatment stations, and a morgue if necessary. This will continue when EMS arrives on scene, until released by the District Person in Charge.

The emergency response team will assess the extent and injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

- ❖ MINOR – walking wounded
- ❖ DELAYED – injuries not life threatening, may be able to take direction and help one another
- ❖ IMMEDIATE – life threatening injuries, note time and type of injury
- ❖ DECEASED – move to morgue, which should be as far away as possible

Law Enforcement/EMS

- When law enforcement arrives on scene, they will be in charge, and an Overall Incident Commander will be named. During such time; however, the District Person in Charge will retain their responsibility to represent the well-being of students and staff, and to direct/manage any actions necessary relative to students and staff.
- Upon arrival of law enforcement/EMS, they will need a liaison representative from the school or district. It is best if this is not the District Person in Charge because it may entail a lot of logistical detail and information research that could distract the District Person in Charge from their primary focus.

Reunification

- Reunification and notifications will take place as denoted in this handbook. Refer to: Reunification.

Fire

The first adult to become aware of a fire should see that the fire alarm system is activated immediately. If possible, he/she should notify the school office of his/her action.

Evacuation

- Upon hearing the fire alarm, evacuate the building.
- Evaluate and adjust your planned evacuation route to avoid fire or other hazards.

Other Steps and Considerations

- The Incident Commander should notify the District Office by radio of the evacuation.
- The Incident Commander will arrange for a search of bathrooms and other rooms/areas. If teachers are to search, their students must first be safely out of the building or be placed in the custody of another teacher.
- If it can be safely done, the Incident Commander will have the ventilation system shut down.

When leaving the building for a fire:

- DO close doors as you leave.
- DO NOT stop to close windows.
- DO NOT stop to turn out lights.
- Students should stay far enough away from the building to be clear of all danger from fire or from firefighting equipment. Every effort should be made to avoid blocking hydrants, driveways, and access ways.
- When the fire department arrives, their lead person will become overall Incident Commander. However, the District Person in Charge will continue to be responsible for the welfare and direction of students and staff, in coordination with the overall Incident Commander.
- The District Person in Charge will not authorize re-entry into the building without the agreement of the Fire Department.

False Fire Alarms

Falsely reporting a nonexistent fire or bomb (false alarm) is a crime. False alarms must be reported to the Fire Department and to the District Office.

Hazardous Materials Release

The school principal or lead building administrator is responsible for maintaining a list, documented floor plan locations and Safety Data Sheets (SDS) for all hazardous materials in the building. This information must be provided to the Facilities Director and must be included in the School Emergency Plan. If the principal designates another staff member as custodian of certain hazardous materials (science teacher, art teacher, etc.), that staff member also should have access to the SDS and know what to do in the event of a spill. Hazardous substances include, but is not limited to: chemical, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

Actions to be Taken in the Event of a Spill

Any staff member aware of a hazardous materials spill should inform the school office immediately. Do not turn any electrical switches on/off. Do not use any electrical equipment, eliminate any open flames. The school office should immediately inform the Facilities Director. The following actions are to be taken by the custodian of the materials, the Principal or Incident Commander. Assess the need for medical attention for anyone exposed to the hazardous spill and call the District Nurse and/or responding official to the location of the spill, if necessary. Record names of any persons exposed to the spill. Assess the need to inform the parents about the spill and prepare a media statement, if warranted.

If you know what the substance is:

- If needed, or if you have any doubts, immediately evacuate the area of all students, staff and visitors to a safe distance that is crosswind from the movement of the fumes. Determine the method of evacuation and determine if students should remain on campus.
- Arrange to route any student or staff movements around the evacuated area.
- If safety concerns are sufficiently serious, the Principal or Incident Commander may call for shelter in place for all or selected portions of the building, or building evacuation.
- Locate the safety data sheet and make a preliminary assessment regarding the hazard profile of the material.
- If you have the necessary personal protection equipment and clean up supplies, proceed with the appropriate containment and/or clean-up procedures. If you do not have the necessary equipment or supplies, contact the Facilities Director immediately and keep all students, staff and visitors out of the area.
- If you do conduct a cleanup, notify the Facilities Director as soon after the cleanup as possible to report the event and confirm that no additional steps are required.
- Do not throw anything away in the trash without permission from the Facilities Director. The Facilities Director will arrange for any necessary hazardous materials disposal.
- If an area is evacuated as a safety precaution, do not allow people to return to the area without the approval of the Facilities Director.

If you do not know what substance has spilled:

- Immediately evacuate the area of all students, staff and visitors to a safe distance.
- Notify the Facilities Director of the spill. He will determine if 911 needs called for a hazardous spill cleanup.

In the Event of Toxic Fumes or Fire

- Call 911 and the Fire Department.
- Contact the District Office.
- Shelter in place or evacuate, as appropriate.
- Do not re-enter the area of the spill unless authorized by the Fire Department or Facilities Director.

Reporting Procedures

- **Incidental spills:** “Incidental Spills” are incidents that may be normally encountered during routine operations. Incidental spills include such incidents as accidentally over filling a secondary container or the drippings from a leaky valve. Incidental spills do not need to be reported. If incidental spills happen on a continual basis, then an evaluation should be performed to see if there is an alternative available to correct the situation.
- **Spills:** “Spills” are incidents defined as unexpected and not normally encountered in day-to-day operation. An example of a spill would be dropping a 55-gallon drum, and it spills over. All spills are to be reported.
- **Reporting:** When a spill occurs, the Facilities Director will determine if it is an actual spill or incidental spill. Incidents involving leaking drums, while not outright spills, should be treated as spills due to their potential of creating a spill or a very large mess.
- **Documentation of spills:** Documentation will be done by or under the direction of the Facilities Director to regulatory agencies such as DEQ and the Fire Marshal. A “Spill Notification and Response Report” form will be written for each spill, outlining the incident and response measures taken.

Spill Notification and Response Report

Site: _____ Location of spill: _____

Time of spill: _____ Date: _____

Reported by: _____

Time of report: _____ Date of report: _____

Report recorded by: _____

Product spilled: _____ Amount spilled: _____

Cause and description of spill: _____

Did spillage go beyond confines of the site? If yes, explain: _____

Spill cleaned up? _____

Disposition of materials: _____

Attachments: _____

Law Enforcement Interaction with Students

If it is necessary for law enforcement officers to interview a student or take a student into custody, the principal or designee will follow the following procedures to insure compliance with Oregon Revised Statutes. School personnel are responsible for cooperating with and making it possible for law enforcement officials to interview students on school premises.

- ORS does not require law enforcement officers to obtain consent from a parent to interview a student at school. However, the Principal or designee will request that law enforcement notify the parent/guardian if at all possible to obtain advance authorization for the interview. School personnel shall provide the officer with the telephone number of the student's parent/guardian, unless the parent/guardian has filed written notice with the school that their phone number should not be disclosed.
- The law enforcement officer may be asked to complete and sign a "Notification Record" (See Page 35) if the officer determines that contacting the parent/guardian in advance will interfere with legitimate law enforcement business, create a health or safety risk to the student or others, if the student's parent/guardian refuses to consent, or if the student's parent/guardian consents to the student being interviewed.
- Ordinarily, the principal or staff member may be present during an interview of a student by police. Exceptional circumstances may make this inappropriate. Upon a request from the student, or if the officer insists that the circumstances of the investigation make such presence inappropriate, a staff member should not be present.
- School personnel may not require that a student answer an officer's questions. School personnel have no authority to waive the student's constitutional right to remain silent or have an attorney. If the officer determines a student possess sufficient understanding to effectively waive these rights, he/she does not need any assistance from others to do so. If he/she does not understand or is too immature to understand, then the only source of a waiver should be from the student's parent/guardian. School personnel have no obligation to interfere with the officer's conduct of the interview.
- If an officer comes to arrest a student and has a warrant or summons for that purpose, it is appropriate for school personnel to aid in the apprehension and detention of that student. School officer should determine from the law enforcement officer any special considerations for bringing the student to the officer for the interview. For example, will the suspect/student fight or flee. To maximize safety of the student/suspect as well as other students and staff, the administrator should follow guidance provided by the law enforcement officer.
- Whenever a child is arrested and taken from the school, it is the statutory responsibility of law enforcement to notify the parent/guardian of the charge and location of the arrested juvenile. Nothing precludes school authorities from coordinating with the law enforcement officer to also notify the child's parent/guardian about the custody of the child and the name of the officer and agency involved.
- Staff will keep confidential the fact that an investigation is occurring and the facts resulting from the investigation.
- School staff should cooperate with a subpoena server seeking to serve a subpoena to a student over 14 years of age during the school day. The subpoena server may be requested to wait to serve the subpoena until the student has completed a class period or until such other time as service will not interfere with the school program.
- A school staff member should be present when the subpoena is served to insure that the subpoena server does not exceed his/her grant of right.

Brookings Harbor School District Notification Record

I take sole responsibility for notifying the parents or guardian of:

Student's Name _____, regarding my investigation/interview.

(Please check the appropriate box)

- Parents/guardian consented to my interview
- No consent - Interview conducted
- No notice to parent or guardian due to emergency circumstances
- No contact with parents - Interview conducted

DATE: _____

I am an officer with: (identify agency) _____

Officer's Name (printed) and ID# _____

Officer's Signature _____

Agency Case Number _____

Power Failure – Blackout/Brownout

In the event your school should lose power or experience a reduction in power services during school hours, the following guidelines may assist you:

- Contact the District Office and Facilities to notify them of the situation. The Facilities Director will then contact our power supplier and become the contact point for the district. Facilities will give updates to the District Office and the affected schools as they become available.
- Facilities will evaluate the shutdown of key equipment and ascertain the extent of any damage caused by the blackout/brownout.
- Any decision to send students home will be made by the District Person in Charge, in consultation with transportation and the building principal.
- Food services should be contacted for the following assistance:
 - To furnish an alternate lunch menu if the scheduled lunch menu is affected by the power outage.
 - To possibly move perishable food stuffs to alternate sites.
 - To manually reset some kitchen equipment in order to resume normal operations.
- After prolonged power outages, refrigerators in science areas containing solvents should be checked. Strong odors of solvents should be reported to the Safety Officer.

Each school needs to develop a plan considering at least the following:

- Students with handicaps and special needs.
- Magnet operated doors (do not prop magnet operated fire doors open).
- The inability to access computers, the intercom system and phones that operate through the school phone switching system.

Storms

Storms have occurred in Oregon with loss of life and extensive property damage. Usually, but not always, these storms occur with sufficient warning so that precautions can be taken.

Terms Commonly Used in Weather Forecasting

- **Wind Warnings:** Indicates expected winds of about 39 mph or more for an extended period when no other type of warning is warranted.
- **Gale Winds:** Indicates winds of 39-73 mph.

District Office Responsibilities

- If a hazardous wind condition is known early enough before the start of school, consider delaying or canceling school.
- Monitor radio/TV broadcast stations from the State warning system.
- If school is in session, and dangerous winds are predicted with enough warning to allow students to reach their homes before the winds hit, consider early closure.
- If dangerous winds are predicted or in progress, and early closure is not an option, confirm with the schools that they will shelter in place.

School Responsibilities

- If early closure is chosen, prepare so that buses can be loaded and released as quickly as possible after their arrival at school.
- If dangerous winds are predicted or in progress, and early closure is not an option, follow shelter in place procedures.
- Interior hallways and lower floors, preferably basements, are generally the safest areas in a severe windstorm. Gymnasiums and auditoriums are, in most cases, considered to be the least safe.

Student Field Trips

The Principal is responsible for assuring these requirements are met:

- A teacher must be in charge and accompany the students
- Grades K-8, a recommended maximum ratio of 10 students per adult
- Teacher must carry a working cell phone, keep it powered on, and make sure the school office has the number
- Teacher must have an accurate roster of students on the trip

Teacher must contact the school office or District Office in the event of any emergency. School office must contact the District Office if emergency occurs.

Student Unrest

Public schools, as units of government, must follow the First Amendment's guidelines, but a public school is not a public street. Schools have a duty, and recognized authority, to limit expression to maintain order to protect the safety of the school community, and to provide a nurturing environment for learning. Students have a constitutional right to free speech at school, but schools may regulate speech that interferes with the operations of the school or infringes upon the rights of others. Schools can also regulate speech when the school reasonably forecasts material disruption. Our district goals in the event of a protest or walkout are to maintain a safe and orderly learning environment and to protect the student's free speech and right to protest.

Student Unrest Anticipated

Responsibilities of Incident Commander

- Notify all certified personnel by word of mouth, and direct them to supervise all parts of the building during the day.
- If it appears it may be a serious situation, if possible have staff available to take photos of all students or outsiders engaged in unlawful activity.
- Inform the District Office as soon after you become aware of the possibility of student unrest.
- In consultation with the District Office, determine if help from the police or other district staff should be enlisted. If outside help is brought in, attempt to provide district radios to aid communications.
- Arrange to have trained staff available to assist in the management and control of the situation.
- Notify staff members of the situation (by word of mouth) and ask them to follow the established procedures of the Emergency Plan.

Procedures During Incident

- If at all possible, keep the students in their classes and away from trouble spots.
- Avoid verbal exchanges or arguments when a mob is present.
- Always approach a group in pairs.
- Do not use physical force. Keep your hands off all students and/or outsiders unless physically attacked.
- Request the police to remove the outsiders. Do not get involved in this process (Only principal or designee will request police assistance).
- Record all names of students and outsiders involved in the disturbance. Record and report details of all unusual incidents to the school administration.
- Establish two-way communication with perpetrators of the disturbance. Arrange a meeting with leaders. If the leader is part of a large group, meet in a safe area.
- Be prepared to secure the building by locking restrooms, locking outside doors, emptying wastebaskets, standing by doors, etc.
- Notify pupils involved in the disturbance via bullhorn, public address system, or other means in the presence of adult witnesses that they should either:
 - Attend classes, or
 - Leave campus and go home.
- School bus transportation may be provided depending on circumstances. Buses and/or drivers may or may not be available. In the event that drivers need to be notified, sufficient lead time must be given them so they may be ready for duty.

- Students in violation of school or state regulation should not be permitted to re-enter until parent/guardian has appeared at the school and given the administration assurance that such incidents will not recur. Such conferences should not happen until the activities of the school have returned to normal and never prior to the day after the disturbances.
- The Incident Commander shall compile a report of the day's events from teacher and student reports, include pictures of the events, and forward these to the Superintendent as soon as possible
- Close school only after every effort has been made to keep it open, and only with the authorization of the District Person in Charge.

Suicide

If a student reveals consideration of suicide or you suspect consideration of suicide, the following steps should be taken:

- DO NOT leave the student alone.
- Contact an administrator or counselor.
- The administrator or counselor will talk with the student and assess the situation using the Columbia Suicide Severity Rating Scale (C-SSRS).
- The administrator or counselor will contact the parents/guardians.
- Have parents/guardians come in, if possible.
- If needed, contact 911 for emergency assistance.
- Treat the situation as a medical and/or psychological emergency.
- Inform the District Office as soon as possible.
- Contact the Crisis Response Team.

If Suicide is Attempted:

- Call 911 immediately.
- Evacuate other students from the area if possible.
- Contact an administrator or counselor.
- Provide medical assistance as appropriate.
- Inform the District Office as soon as possible.
- Contact parents/guardians.
- Stay with the student and release the student only to parents/guardians or medical professionals.
- Contact the Crisis Response Team and/or Emergency Response Team.

Threats

Threat situations could include:

- Bomb or other hazardous device or material threat
- Threat to attack school, groups or individuals
- Kidnap threat (or claim)

Threat may be delivered in a variety of ways:

- Phone
- Mail
- E-mail
- Messages on the wall
- Parent or community reports
- Rumors
- Delivered to the intended victim
- Delivered in person

Credibility of Threat

Response to threats will vary with the credibility of the threat. Responsibility for determining the credibility of a threat rests primarily with the principal, but she/he may also call on the District Office to participate in the decision. It must be determined that the threat has (1) little or no credibility, (2) sufficient credibility to warrant consideration of evacuation (or other action) or (3) sufficient credibility and urgency to warrant immediate evacuation (or other action).

Phone Threats

Copies of the “Phone Threat Checklist” should be kept accessible at all times on the desk of individuals who answer the school office phone. Individuals who may be answering the school office phones should be trained by the principal or his/her designee to use the Threat Checklist.

The person receiving the phone call should stay calm, keep the caller on the phone as long as possible and obtain all the information and clues that she/he can. Be courteous, listen and do not interrupt the caller. If possible, the person receiving the call will notify the principal of the call while the call is still taking place, or if not, will do so immediately afterwards. The principal, or designee, will call 911 immediately if the threat is believed to be credible. Other actions will be taken as outlined below, depending on the credibility and urgency of the threat.

Factors in Determining Credibility of Threat

- How specific was the threat? Included a time of detonation? Other detail? Specificity and detail suggest greater credibility.
- Age of the caller
- What the caller actually said
- Recent student unrest/discontent
- Time of year (proximity to vacation periods)
- Nearness of final exams and other academically related activities
- Weather conditions
- Other recent threats at your school as well as at other schools

Levels of Credibility

After a careful evaluation of all pertinent factual information, the principal must make a judgment of the threat’s credibility.

- The threat has little or no credibility.
- The threat is possibly credible and warrants consideration of evacuation or other action.
- The threat is possibly credible and warrants immediate evacuation or other action.

Threat has Little or No Credibility

- The Principal will inform the District Office.
- The Principal will call the SRO and law enforcement.
- If appropriate to the threat, a quiet inspection of the building will be made for anything unusual or out of place. It will be organized by the principal and carried out by staff. Unless something is found that causes re-evaluation of the credibility call, no further action is required.

Threat is Possibly Credible but Not Urgent

- The Principal or designee will call 911.
- The Principal will inform the District Office.
- The District Office will notify Transportation Director to be on standby to transport students home.
- Law enforcement will evaluate the validity of the threat and will determine whether to evacuate the building.
- The Principal and law enforcement will determine if relocation of students and staff is appropriate.
- Law enforcement will conduct a search of the building after all students and staff have been evacuated.
- If relocation is warranted, the District Office will notify Transportation Director to send buses to begin transporting students either home or to a reunification site.

Threat is Possibly Credible and Urgent

- The Principal or designee will call 911.
- The Principal or designee will immediately evacuate the building.
- The Principal will inform the District Office.
- The District Office will notify Transportation Director to be on standby to transport students home.
- The Principal and law enforcement will determine if relocation of students and staff is appropriate.
- If relocation is warranted, the District Office will notify Transportation Director to send buses to begin transporting students either home or to a reunification site.
- Law enforcement will conduct a search of the building after all students and staff have been evacuated.

| Phone Threat Checklist | | | | | |
|--------------------------------|--------------------------------------|--|--------------------|-------------------------------|-----------------|
| Questions to ask: | | | Caller's voice: | | |
| 1 | When will device explode? | | Calm | | Nasal |
| | | | Angry | | Stutter |
| 2 | Where is device/substance right now? | | Excited | | Lisp |
| | | | Slow | | Raspy |
| 3 | What does it look like? | | Rapid | | Deep |
| | | | Soft | | Ragged |
| 4 | What kind of bomb is it? | | Loud | | Clearing throat |
| | | | Laughter | | Deep breathing |
| 5 | What will cause it to explode? | | Crying | | Cracking voice |
| | | | Normal | | Disguised |
| 6 | Did you place the device/substance? | | Distinct | | Accent |
| | | | Slurred | | Familiar |
| 7 | Why? | If voice is familiar, who did it sound like? | | | |
| | | | | | |
| 8 | What is your name/address? | | | | |
| | | | | | |
| Exact wording of threat: | | | Background sounds: | | |
| | | | Street noises | | Factory |
| | | | Crockery | | Machinery |
| | | | Voices | | Animal noises |
| | | | PA system | | Clear |
| | | | Music | | Static |
| | | | House noises | | Local |
| | | | Motor | | Long distance |
| | | | Office | | Booth |
| | | | Other: | | |
| Caller Demographics: | | | Caller's Language: | | |
| Sex: | | Length of call: | | Well spoken | Incoherent |
| Age: | | | | Foul | Taped |
| Number at which call received: | | | | Incoherent | |
| | | | | Message read by threat maker? | |
| Other observations: | | | | | |
| | | | | | |
| Time: | | Date: | | Taken by: | |

Trespassing

Trespassing is entering or remaining unlawfully in or upon school premises. Reasons for considering someone to be trespassing include the following, excluding school employees:

- A person is in the school building without the knowledge and permission of the principal's office.
- A person is on the school grounds during school hours without the knowledge and permission of the principal's office.
- A person is on school property during hours that the property is posted as closed.
- A person who would otherwise be allowed on school property may lose that privilege for causing an educational disturbance, by issue of a trespass notice to that person.

Postings

To put the above trespass conditions in effect, each school must post signs in visible locations directing all visitors, including visiting students, to report to the main office and stating when the school property is closed.

Actions to be Taken

- Confront any suspected trespassers and ask them to identify themselves and to state their business. Advise those with no lawful business in the school to leave.
- If the suspected trespasser refuses to leave or runs from you, make note of the person's general description, notify the District Office immediately, and file a written incident report.
- The trespass and the trespasser's description should also be reported to the police (911) when the situation demands it and/or the problem is recurring.
- If there is a persistent problem with a specific, identified trespasser, contact the District Office about the possibility of sending warning letters and building a base for obtaining a temporary restraining order.

Who can Act?

- Any district employee is authorized to take the above actions, but a district school administrator will normally issue the written Trespass Notice.
- All district employees have a duty to look for unauthorized persons on school property and, when suspected unauthorized persons are observed, either confront the individual as above or immediately report the situation to a school administrator.
- The principal is responsible for necessary staff training to implement this procedure and to ensure compliance.

Tsunami

A tsunami is a series of sea waves usually caused by a rapid vertical movement along a break in the Earth's crust. A tsunami is generated when a large mass of earth on the bottom of the ocean drops or rises, thereby displacing the column of water directly above it. The wave travel at speeds up to 600 miles per hour, sometimes crossing the entire Pacific Ocean. As tsunamis enter shallow water near land, they increase in height and can cause great loss of life and property damage where they come ashore.

District Person in Charge

- If a tsunami is known early enough before the start of school, consider delaying or canceling school.
- Monitor radio/TV broadcast stations from the State warning system.
- Alert the Public Information Officer to coordinate communication with the media.
- If school is in session, and a tsunami is predicted with enough warning to allow students to reach their homes safely that aren't in a tsunami zone, consider early closure. For those students whose homes are in the tsunami zone, they will shelter in place.
- If a tsunami is predicted or in progress, and early closure is not an option, confirm with the schools that they will shelter in place.
- Stay in contact with all the schools on emergency radio channel or by phone.
- Notify Transportation Director and develop a transportation plan.
- Notify Food Services Director of possible need of feeding those that shelter in place.
- Maintain contact with police and EMS.

Principal/Incident Commander

- If early closure is chosen, prepare so that buses can be loaded and released as quickly as possible after their arrival at school. The buses will not be able to transport students into tsunami zones. For those students that are unable to be transported by bus, they will be sheltered in place.
- If a tsunami is predicted or in progress, and early closure is not an option, the students will shelter in place.

Reunification

- Reunification and notifications will take place as denoted in this handbook. Refer to: Reunification.

Weapons and Explosives

The potential threat of firearms violence in or around schools has emerged as a type of emergency for which schools need to be prepared. While we cannot know exactly how any specific situation might start or unfold, we can be prepared for certain levels of threat, reflected in “possible scenarios” listed in paragraphs that follow.

There are no guarantees that this kind of incident can be prevented or that an incident will not occur or be serious. However, planning and preparation should significantly improve the chances of weathering such an incident with minimal loss and emotional trauma for all involved.

- Such incidents can be volatile and fast moving.
- In some cases, staff may have to assess conditions independently, make decisions, and take immediate action to save lives.

Level 1 Threat: Rumor of Person with Weapon on or Near School Campus

Incident Commander

- Call 911.
- Contact District Office.
- Evaluate the credibility of the threat, move to Level 2 readiness if you think the situation warrants.

District Person in Charge

- Stay in radio and/or phone contact with the school.
- Consider alerting other schools.
- Alert Public Information Officer.
- Make contact with police.
- Supported by the District Person in Charge and the police if they are on scene at the school, determine when and if to declare an “All Clear” or advance the level of the threat.

Level 2 Threat: Reliable Report of a Person with Weapon on Campus, outside of School Building

Incident Commander

- Call 911, keep open line with 911.
- Announce a Lockout order.
- Contact District Office.
- Stay in radio and/or phone contact with the District Office.
- Use your public address system to keep staff informed.
- When police arrive on the scene, they will be in charge, but unless relieved by someone appointed by the District Person in Charge, you will retain your responsibility to represent the well-being of your students and staff and to direct any actions necessary relative to students and staff.

District Person in Charge

- Stay in contact with the school on emergency radio channel and/or by phone.
- Alert all other schools to the situation and provide them with statements they may use if they receive phone calls from parents or community.
- Provide statement to district receptionist.
- Determine if any nearby schools could be at risk; if so, direct them to go into Lockout.
- Alert Public Information Officer to coordinate communications with the media.
- Make contact with police.
- Determine when and if nearby to give “All Clear” notification. Do not call “All Clear” without agreement of police.
- Send other staff to the site if help is needed.

- Alert Food Service Director of the situation.
- Alert Transportation Director to send no more buses to the school and to prepare for possible evacuation.
- Have Transportation Director divert buses to other schools away from the school in which the incident is in progress.
- Determine if the police are closing any streets/areas that buses would normally travel over or that students are normally dropped off into. If so, divert the buses. Do not drop students who would have to walk into closed areas. Have such students kept at school for later busing or parent pickup. Contact the schools of such students and have them contact parents of those students.
- Stop all deliveries to the school.

Level 3 Threat: Unconfirmed Report that a Person(s) with a Weapon(s) is Inside the School Building

Incident Commander

- Call 911.
- Immediately announce a Lockdown order.
- Contact District Office.
- Stay in radio and/or phone contact with the District Office.
- Use your public address system to keep staff informed.
- When police arrive they will be in charge; however, unless relieved by someone appointed by the District Person in Charge, you will retain your responsibility to represent the well-being of your students and staff and to direct any actions necessary relative to students and staff.

District Person in Charge

- Stay in contact with the school on emergency radio channel and/or by phone.
- Alert all other schools to the situation and provide them with statements they may use if they receive phone calls from parents or community.
- Provide statement to district receptionist.
- Determine if any nearby schools could be at risk; if so, direct them to go into Lockout.
- Alert Public Information Officer to coordinate communications with media.
- Make contact with police.
- Send other staff to site if help is needed.
- Alert Food Service Director to the situation.
- Alert Transportation Director to send no more buses to the school and to prepare for possible evacuation.
- Have Transportation Director divert buses to other schools away from the school in which the incident is in progress.
- Determine if the police are closing any streets/areas that buses would normally travel over or where students are normally dropped off. If so, divert the buses. Do not drop students who would have to walk into closed areas. Have such students kept at school for later busing or parent pickup. Contact the schools of such students and have them contact parents of those students.
- Upgrade your alert to Transportation. Require Transportation Director to develop an evacuation plan with buses ready to move on request.
- Stop all deliveries to the school.
- Alert reunification site to the possibility of relocation.
- Supported by the District Person in Charge and the police if they are on scene at the school, determine when and if to give “All Clear” notification or to advance the level of the threat. Do not call “All Clear” without agreement of police

Level 4 Threat: Confirmed Report that a Person(s) with a Weapon(s) is in the School or that Shots have been Fired, Inside or Outside the Building

Incident Commander

- Call 911.
- If you have not already done so, immediately announce a Lockdown order.
- Contact District Office.
- Stay in radio and/or phone contact with the District Office.
- Use your public address system to keep staff informed.
- When the police arrive on the scene they will be in charge; however, unless relieved by someone appointed by the District Person in Charge, you will retain your responsibility to represent the well-being of your students and staff and to direct any actions necessary relative to students and staff.
- As able, assemble witnesses and victims.
- Maintain Event Status Log.
- As able, care for injured.
- Protect crime scene and any evidence.
- Direct school staff.
- Conduct an evacuation if directed by the police, or if you and the District Person in Charge decide evacuation is appropriate and the police are not in disagreement. Do not evacuate if the police consider it unwise.

District Person in Charge

- Stay in contact with the school on emergency radio channel and/or by phone.
- Alert all other schools to the situation and provide them with statements they may use if they receive phone calls from parents or community.
- Provide statement to district receptionist.
- Determine if any nearby schools could be at risk; if so, direct them to go into Lockout.
- Alert Public Information Officer to coordinate communications with the media.
- Make contact with police.
- Send other staff to site if help is needed.
- Alert Food Service Director to the situation.
- Alert Transportation Director to send no more buses to the school and to prepare for possible evacuation.
- Have Transportation Director divert buses to other schools away from the school in which the incident is in progress.
- Determine where the police are closing any streets/areas that buses would normally travel over or that students are normally dropped off into. If so, divert the buses. Do not drop students who would have to walk into closed areas. Have such students kept at school for later busing or parent pickup. Contact the schools of such students and have them contact parents of those students. In addition, do not release walkers from school who would have to walk into such closed areas; their schools will hold these students and contact their parents.
- Upgrade your alert to Transportation. Require Transportation Director to develop an evacuation plan with buses ready to move on request.
- Stop all deliveries to the school
- Alert relocation site to the possibility of relocation.
- Supported by the District Person in Charge and the police, determine if, when and how an evacuation should be ordered. Do not conduct an evacuation without agreement of the police.
- Supported by the District Person in Charge and the police, determine when and if to give an "All Clear" notification. Do not call "All Clear" without agreement of the police.

Teachers' Weapons/Shooting Incident Checklist

The situation is that you are aware that weapons or shooting incident is in progress, and you have students in your custody. You should already know how to go in to a Lockdown.

- If the school office announces a Lockdown and provides no additional information, assume someone could be in the building with a weapon and act accordingly.
- Stay calm and clear headed.
- As incident progresses, you may have to assess conditions independently, make decisions and take immediate action to save lives.
- If you are able, report significant information to the school office.
- Care for injured, but do not expose yourself to danger.
- Prevent and/or control panic.
- Close drapes/blinds and turn out lights if safe to do so.
- If you feel exposed, due to uncovered windows or other concerns:
 - Lie flat, face down on floor
 - Cover head, get under tables/desks, if possible
 - Be ready to move instantly (know possible evacuation routes, including windows)
- Police may do a search of the building, with guns drawn.
- Be prepared for police to suddenly appear.
- Follow instructions of police and/or District Person in Charge.

If You and Your Group Are Taken Hostage

- Stay calm, “don’t be a hero.”
- Follow instructions of captor.
- Cooperate, be friendly if possible, don’t argue or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait. Elapsed time is a good sign.
- Be observant and remember everything you see or hear.
- If a rescue takes place, lie on the floor/ground and stay down.
- Be prepared for the unexpected.
- Think of possible courses of action for various contingencies.

Law Enforcement Response and Command Post Structure

- The first response to a shooting incident will probably be a Brookings Police Department. Depending on the seriousness and length of the event, Curry County Sheriff staff and other law enforcement agencies may also respond.
- The District Person in Charge will be the focal point of school emergency response and recovery activities before law enforcement arrives and after they leave the premises. When law enforcement arrives on the scene, they will be in charge, and an Incident Commander will be named. During such time; however, the District Person in Charge will retain his/her responsibility to represent the well-being of students and staff and to direct and manage any actions necessary relative to students and staff.
- Upon arrival of police, they will need a liaison representative from the school or district. Particularly if faced with a prolonged event, it is best if this is not the District Person in Charge because it may entail a lot of logistical detail and information research that could distract the District Person in Charge from his/her primary focus.

Initial Information to 911

- Your name and title
- School name
- Street address
- Where are you now?
- Describe problem
- What is happening now

- Are persons injured? How many, how seriously?
- Are weapons or other dangerous items involved?
- Have shots been fired? How many?
- Describe weapons
- Are people in immediate danger now?
- Are there hostages?
- Identify victims, witnesses
- Offenders/perpetrators: suspect description, vehicle description, direction of travel

Additional Information for Police Responders

- How and where did incident happen?
- What locations/areas are involved?
- How and when did subjects arrive, enter, and get noticed?
- What exactly did they do?
- How and when did they leave?
- Where are they now?
- When last seen, direction of travel?
- Suspect information
- Any communication with suspect(s)?
- Have threats or demands been made?
- Other warnings?
- Apparent motive?
- Specific target or object of attack
- Stated reason or purpose
- Other possible reasons, how do you know?
- Other pertinent information
- Any special conditions or areas that police should be aware of when first responding; such as, unsafe areas, hazardous materials areas, etc.?
- Actions of subjects or victims or others?
- Status of damage, injury
- Hostage information (for each hostage, to help police identify)
 - Name
 - Race
 - Age
 - Height, weight, eye color, hair color/type
 - Clothing
 - Physical condition
 - Photo available?

District Person in Charge - Event Status Log and Report

Despite the demands the District Person in Charge faces during an incident, he/she needs to make sure someone is maintaining an Event Status Log as the situation unfolds, including if possible:

- Major events and time of occurrence
- Names of individuals involved
- Description of suspects
- Details that could later prove useful to police
- Plan for resumption of school (“next day” plan)
- Arrange for physical plant clean-up and repair
- Complete Event Status Report at the end of crisis, after debriefing with team.

After “All Clear”

Incident Commander

- Help provide, coordinate emergency medical care
- Account for all students and staff
 - On-site headcount
 - At hospitals or other off site locations
 - Notification, reunification with parents/guardians
- Support Law Enforcement follow-up activities
- Staff debriefing
- Arrange for site security, if necessary
- Initiate recovery and follow-up activities
 - Brief staff and provide access to support
 - Plan for resumption of school (“Next Day” Plan)
 - Arrange for physical plant clean-up and repair

Wildfires and Air Quality

Wildfires are unpredictable and can quickly send smoke into Oregon communities. The smoke is made up of primarily small particles, gases and water vapor, with trace amounts of hazardous air pollutants. The most harmful are the small particles, or particulate matter smaller than 2.5 micrometers in diameter. These particles can be inhaled deeply into the lungs, damaging lung tissue and causing respiratory and cardiovascular problems.

Wildfire can be a significant source of air pollution in Oregon and can pose a major health risk. Symptoms from short-term smoke exposure can range from scratchy throat, cough, irritated sinuses, headaches, runny nose and stinging eyes. Persons with asthma, emphysema, congestive heart disease and other existing medical conditions can have more serious reactions. The elderly and children are also high-risk groups.

District Person in Charge

- Designate a district official to attend daily fire briefings.
- Determine if school closure needs to occur. If closure is to occur, notify administration in all buildings. Instruct them to notify all staff and students as denoted in this handbook. Refer to: External Communication.
- Alert Transportation Director of situation. Develop and frequently update a plan to pick up/drop off students in safe zones out of the evacuation areas.
- Alert the Public Information Officer to coordinate communications with media. Instruct them to assist in notification of students.
- Work with Facilities Director to ensure filtration systems in HVAC systems are functioning properly, monitored, and changed as needed while we are monitoring air quality. Instruct them to obtain portable filtration units to clean the indoor air, as needed.
- Utilize all resources to monitor air quality, including our Air Quality monitor at the Gibney Center.
- Participate in team meetings with Public Information Officer, District Nurse, and Athletic Coordinators to monitor air quality utilizing OHA, OSAA and CDC guidelines.
- Limit or stop all outdoor activities, including but not limited to: PE, recess, and sporting events.
- Notify administration in all buildings of air quality and activity restrictions daily, and as needed, via email, text and/or phone until situation resolves.

Principal/Incident Commander

- Notify all staff and students of school closure.
- Notify all staff and students of air quality and any restrictions on outdoor activity daily, and as needed.

Site Emergency Plans

The required elements of the School Emergency Plan are defined below.

Section 1: Site Data

- Site name
- Number and grade level of student enrollment
- Number of staff members
- School hours
- Staff hours
- Lunch periods, other regularly scheduled activities
- Typical evening use
- Custodial hours
- Bus arrival/departure times, number of buses

Section 2: Key Contacts

| Contact | Name | Office Phone | Cell Phone |
|---------------------|------|--------------|------------|
| Receptionist | | | |
| Principal | | | |
| Assistant Principal | | | |
| Counselor | | | |
| Custodial | | | |
| Food Service | | | |
| Other Key Staff | | | |
| | | | |
| | | | |

Section 3: Chain of Command

The principal must maintain a published Chain of Command, known to all school staff and included in the School Emergency Plan. This Chain of Command will identify who is in charge in the event of the absence or incapacity of all others higher on the list of the Chain of Command. The Chain of Command must identify at least three individuals in sequence.

Section 4: Staff Assignments/Resources

At the start of every school year, create or update a list of school personnel who you may depend on in an emergency situation.

- Staff with first aid and CPR certification
- Staff who are trained to shut down the HVAC system
- Staff who have any search and rescue training or skills
- Special emergency assignments, such as checking the building for stragglers in an evacuation, guarding unlocked doors after an evacuation
- Staff who could stay on site in a prolonged emergency situation
- Other assignments/skills you would consider important in an emergency situation

Section 5: Communications

Emergency protocols

The Standard Response Protocol will be followed in all emergencies. The four components are Lockout, Lockdown, Evacuate and Shelter-in-Place.

Communications within school

Explain the issue and use of the following to provide on campus communications:

- Campus radios
- Red Panic Buttons
- Bullhorns, whistles or other devices
- Uses of the intercom/PA

Communications with District Office

- Location and monitoring of district emergency radio

Communications with outside agencies

- Location and maintenance of emergency phone
- List of emergency numbers pertinent to your school

Section 6: Classroom readiness

- Standard Response Protocol posters will be displayed near the exit door in each classroom.
- Every classroom will have a “Go” Kit to be used during evacuation of the classroom.

Section 7: Emergency Supplies

Every school office will have a First Aid Kit and Spills cleanup materials

Section 8: Floor plans/site plans/maps

- **Room Numbers:** Plan with room numbers shown.
- **Systems controls and shutoffs:** Floor plans showing where systems controls and shutoffs are located, supported with sufficient instructions, including visuals, that would allow the average person to shut systems off, for the following:
 - Heating, ventilation and air conditioning systems
 - Water
 - Intercom/PA (include simplified instructions for use)
 - Intrusion alarm
 - Fire alarm

Section 9: Drill program

Follow schedule for drills on Page 14.

Section 10: Parent communications

Work with the Public Information Officer to inform parents of the district and school emergency protocols.

Section 11: Site safety management

The principal is responsible for addressing and responding appropriately to the following issues. Some of these may require the assistance of other district departments, but it will be the leadership responsibility of the principal to make sure important safety measures are put in place. The school emergency plans must address these issues:

- No unattended exterior doors propped open.
- Only the front entry remains unlocked.
- Clearly display your visitor sign-in and sign-out requirements, monitor for compliance, seek staff assistance in enforcing. Require staff to challenge visitors without badges.
- Staff wear their employee identification badges.
- Best practice is for all staff to enter and leave through the front door.

- Require parents to pick up students at the front office.
- Keep main office windows clear of clutter to optimize visibility. Optimize receptionist's visibility of incoming visitors as best as you can.
- External kitchen doors should be closed and locked.
- Provide adequate signage directing visitors to the main entrance and to the school office.
- Maintain your key control and key log procedure.
- Make sure all exterior doors and door locks function properly.
- Ensure that lower panel windows have working locking mechanisms.
- Ensure all student areas (including classrooms) have adequate, audible P.A. reception.
- Maintain a front desk flagging system for restraining and custody orders.
- Train all staff to diffuse difficult situations.

Addendum A

Emergency Radio Channels

The channels are assigned to the buildings as listed below:

- Channel 1 – District Office
- Channel 2 – Kalmiopsis Elementary School
- Channel 3 – Azalea Middle School
- Channel 4 – Brookings Harbor High School
- Channel 5 - Transportation
- Channel 6 - Facilities

Addendum B

Classroom “Stay” Kits

It is suggested that each classroom have a “Stay” Kit for use when students/staff need to shelter in place.

- Toilet
 - 1 portable toilet (5-gallon bucket with handle, seat and lid)
 - 1 roll toilet paper
 - 2 liners for portable toilet
 - 1 large Mylar blanket for privacy screen
 - Toilet chemical
 - 1 roll duct tape
 - Hand wipes

- Shelter in Place supplies
 - Plastic sheeting (each teacher should cut the plastic to fit their windows/doors)
 - 1 roll wide masking tape
 - 3-4 towels
 - 1 bottle of water for wetting down the towels

- Miscellaneous
 - 1 baggie with medical gloves
 - 1 box Band-aids
 - 1 roll black electrical tape

Event Status Report

Date: _____ Event Name: _____

Members Present at Debriefing: _____

Overview of Event:

Actions Taken to Date:

Actions Completed:

Recommendations: