



**Black Butte School  
District No. 41  
School Safety Plan**

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## A. Purpose of the Plan

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

The guidelines and procedures for dealing with existing and potential student and school incidents were developed with consideration for recommendations made by FEMA, the National School Safety and Security Services, and Homeland Security, and are defined in the plan below. [Oregon Revised Statute 336.071](#) and [Oregon Administrative Rule 581-022-2225](#) require schools to instruct and drill students on emergency procedures and maintain a comprehensive safety program that includes plans for responding to emergencies. Black Butte School's emergency policy, Policy EBCB Emergency Drills and Instruction, is found below. The plan outlines an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. All staff will be trained to assess the seriousness of incidents and respond according to these established procedures and guidelines.

In this year (2020) of the COVID Pandemic, Black Butte school will also refer to the Oregon Health Authority guidelines for managing student and staff safety and wellness. Detailed guidelines can be found here: <https://govstatus.egov.com/OR-OHA-COVID-19>

Lastly, developing, maintaining, and exercising the School Safety Plan increases Black Butte School's legal protection. Schools without established incident

management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

For the 2020-2021 school year, our staff includes a District Administrator, District Clerk, Facilities and Transportation Supervisor, School Counselor, Head Teacher (.5FTE), 2.5 licensed teachers, and one paraprofessional. Where there are references to the "Building Administration", this includes the Head Teacher and District Administrator

**\*\*In order to get decent cell phone coverage, calls may need to be made at the "Four Corners" (the junction of forest service road 1419 & 142**

## **Emergency Drills and Instruction**

The Board's designee (Head Teacher) will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes (ORS).

The school is required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in tsunami hazard zone, and safety threats. Instruction on fires, earthquakes, safety threats and drills for students, shall be conducted for at least 30 minutes each school month.

## **Fire Emergencies**

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

## **Earthquake Emergencies**

At least two drills on earthquakes shall be conducted each year.

Drills and instructions for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Drills and instruction on emergencies shall include immediate evacuation after an earthquake, when appropriate.

# Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Emergency Drills and Instruction - EBCB 1-2

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

## Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-1420](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

## Cross Reference(s):

GBE - Staff Health and Safety

Emergency Drills and Instruction - EBCB 2



# Evacuation/Relocation

## Critical Information

Evacuation procedures are used when conditions are safer outside the building than inside the building.

- Evacuation routes should be specified according to the type of emergency:
  - Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan the route accordingly.

When implementing Evacuation procedures:

### **Head Teacher/District Administrator**

- Determine evacuation routes based on location and type of emergency
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency. Monitor the situation and provide updates and additional instructions as needed • Announce “all clear” signal once it is safe to re-enter the building

### **Staff**

- Take first aid kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to designated assembly area

### **When outside the building:**

- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

## **Implementing Evacuation and Relocation procedures:**

### **Head Teacher/District Administrator**

- Determine whether students and staff should be evacuated to the community hall or Camp Sherman store. This would vary, depending on the emergency situation.
- Alert entire school emergency response team of emergency type and evacuation
- Notify Community Hall (or Camp Sherman Store), depending on the emergency situation.
- If necessary, coordinate transportation or student process to relocation center

### **Announce evacuation**

- Specify any changes in evacuation routes based on location and type of emergency
- Notify the Board Chair of evacuation location.
- Implement reunification procedures at the Community Hall or Camp Sherman store.
- Document the reunification of all students released

### **Staff**

- Take emergency
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Remain with class en route to the relocation center
- Take attendance upon arriving at the Community Hall
- Immediately report any missing, extra or injured students to building administration or lead person.
- Continue to contain and maintain students
- Wait for additional instructions

When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).

An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability

### **Relocation Centers:**

#### Near School

Camp Sherman Community Hall

Address: 13025 FSRD 1419, Camp Sherman, OR 97730.

Camp Sherman Store  
25451 SW Forest Service Road 1419, Camp Sherman, OR 97730  
(541) 595-6711 (no outside phone)  
Store is closed M-Th from mid-October thru mid-May.

Further from School  
Sisters Middle School Gymnasium  
15200 McKenzie Hwy. | Sisters, OR 97759 | P: 541-549-2099

Suttle Lake Camp  
29551 Suttle Lake Road, Sisters, OR 97759  
Phone: (541) 595-6663

## Lockdown

### Critical Information

Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.

Lockdown with Warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

Lockdown with Intruder occurs when there is a threat or intruder inside the building.

### Implementing Lockdown with Warning procedures:

#### Head Teacher/District Administrator

- Announce “lockdown with warning”
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Direct any movement by announcement only
- Announce “all clear” signal when the threat has ceased

#### Staff

- Lock all exterior doors
- Pull shades down on exterior windows\*
- Keep students away from windows

- Continue classes. Move on announcement only
- Wait for further instructions

### **Implementing Lockdown with Intruder procedures (these actions happen rapidly):**

#### **Head Teacher/District Administrator**

- Announce “lockdown with intruder”
- Repeat the announcement several times.
- Be direct. DO NOT USE CODES
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space
- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce “all clear” signal when the threat has ceased as authorized by law enforcement

#### **Staff**

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special needs accommodations
- Close and lock all windows and doors
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

## **Reverse Evacuation**

### **Critical Information**

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

### **Implementing Reverse Evacuation procedures:**

#### **Head Teacher/District Administrator**

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce “all clear” signal when the emergency has ceased

**Staff**

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to classroom
- Take attendance
- Report any missing, extra or injured students to building administration
- Wait for further instructions

## **Severe Weather Shelter**

### **Critical Information**

Severe Weather Shelter procedures are implemented during a severe weather emergency. “DROP and TUCK” procedures are used in severe weather emergencies or other imminent danger to building or immediate surroundings.

### **Implementing Severe Weather Shelter procedures:**

#### **Head Teacher/District Administrator**

- Make an announcement or sound alarm for severe weather emergency
- Move students and staff from any portable classrooms into a permanent building
- Announce “all clear” signal when the severe weather has ceased

#### **Staff**

- Take emergency go-kit and class roster
- Take the closest and safest route to shelter in designated safe area
- Use secondary route if primary route is blocked or dangerous
- If outside, return to main building
- Assist those needing additional assistance
- Do not stop for personal belongings

#### **Once in safe area:**

- If appropriate, implement “Drop and Tuck” procedures (see below)
- Take attendance
- Report any missing, extra or injured students to building administration
- Remain in safe area until “all clear” is given by building administration
- Wait for additional instructions

#### **When implementing “DROP and TUCK” procedures:**

- Face an interior wall
- Drop to your knees and roll forward to the balls of your feet
- If physically unable to perform, sit on the floor

- Tuck your head down and place your hands on top of your head and neck
- Do not lie flat on the group

## **Sheltering–In–Place**

### **Critical Information**

Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

### **When sheltering-in-place:**

#### **Head Teacher/District Administrator**

- Announce students and staff must to go to shelter areas
- Close all exterior doors and windows, if appropriate
- Monitor the situation
- Provide updates and instructions as available
- Announce “all clear” when the emergency has ceased

#### **Staff**

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take first aide kit and class roster
- Take attendance and report any missing or extra students to building administration or incident commander
- Do not allow anyone to leave the classroom or shelter area
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

If sheltering-in-place because of an external gas or chemical release:

- Close and tape all windows and doors
- Seal the gap between the floor and the bottom of the door

If sheltering-in-place because all evacuation routes are blocked:

- Seal door
- Open or close windows as appropriate
- Limit movement and talking
- Communicate your situation to building administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

# **Student Reunification/Release**

## **Critical Information**

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the start of the school year.

## **Implementing Student Reunification/Release procedures:**

### **Head Teacher/District Administrator**

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
- Notify the Board Chair
- Coordinate messages to parents with the district Administration Office.
- Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
- Activate staff assigned to set up the location for reunification.
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies
- Request transportation for students and staff including those with special needs.
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students

### **Planning for Student Reunification**

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Successfully reunifying students and parents at an off-site location is a complex process requiring significant pre-planning, coordination and organization.

### **Staff - Planning for reunification**

- Planning for reunification begins with identifying available staff to lead the reunification process.
- Staff without classroom duties including; office staff, student support services,

- administration and transportation are ideal choices to support the process.
- Members of the school emergency response team (Head Teacher, District Administrator) and facility management staff may also play important roles in planning and leading the reunification.
  - Ideally all staff should be trained on reunification procedures. Tabletop exercises may be used to test procedures and identify potential gaps or complications.

### **Pre-selecting a reunification site**

Several factors should be considered when selecting a reunification site. First evaluate the selected building's potential capacity to accommodate the student body, staff and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility and building access control.

Since Black Butte School District has only one small campus with two buildings and a barn, the reunification site may be elsewhere. In this case, a written agreement must be developed outlining school and facility responsibilities during a reunification. **The school should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use.** It is ideal to designate one reunification site for the district with at least one additional site for backup.

### **Planning transportation and site set up**

Transporting students to the Community Hall or Camp Sherman during an emergency requires pre-planning and coordination.

- Staff responsible for setting up the reunification site should arrive before the students to organize.
- During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator (Head Teacher).
- Transportation for students with special needs must also be pre-arranged. Transportation and arrival at a reunification site must be well-organized.
- Administrators should predetermine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

### **Additional considerations for reunification site set up:**

- Designate parking areas for parents
- Determine separate entrances for students and parents if possible
- Designate holding area for students and staff—near restrooms if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow
- Pre-assign staff for reunification duties and locations



### **Reunification process**

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook.

- Inform parents where to pick up their child/ren and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure.
- Plans must also be made for children who are not picked up in a timely manner.

### **Reunification materials and supplies**

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians.

- To ensure a smooth reunification process, schools **must have the most current emergency contact information**. Schools may want to ask parents to update emergency information more than once a year.
- Plans should also be made for instances when non-authorized individuals attempt to pick up students.

## **Emergency Go-Kits**

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit.

### **Consider including these items:**

- Vests or hats for reunification staff
- Communication devices—for the registration area, student and parent holding sites, counselors, nurses and student services staff
- Signs—pre-made and laminated **(what would make sense for a tiny school?)**
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with areas designated

## **Roles for community emergency responders**

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Setting clear expectations and understanding of roles for schools and agencies is an important part of reunification planning.

- While schools manage certain aspects of the reunification process, emergency responders generally provide traffic and crowd control, medical assistance, and other services.

- Depending on the magnitude of the emergency, community response agencies may enlist additional response personnel or other jurisdictions to assist with reunification.

## Sample School Letter to Parent/Guardian

[Date]

Dear Parents/Guardians:

Should an emergency situation arise in our community and/or our school while school is in session, we want you to know that Black Butte School District has made preparations to respond effectively and appropriately. We have created a detailed, all-hazards emergency plan to provide direction to its staff and students during such an incident.

In the event of an emergency, we ask for your cooperation in the following procedures:

1. **Please do not telephone the school.** Telephone lines must be kept available for emergency communication.
2. **Please do not come to the school** unless requested to pick up your child.
3. **Should an emergency require us to evacuate and relocate**, students may be picked up at a designated reunification location by an identified, a responsible adult who has been identified on the student's emergency card. Emergency cards must be filled out by parents/guardians at the beginning of every school year and kept updated as needed.
4. **When authorizing another person to pick up your child**, please ensure that:
  - He/she is at least 18 years of age.
  - He/she is usually available during the day.
  - He/she could walk to school if necessary.
  - He/she is known to your child.
  - He/she is both aware of and able to assume this responsibility.
5. **You can expect the school district** to respond in the following manner:
  - a. For weather-related incidents, turn your radio to KTVZ for weather updates and emergency announcements.
  - b. Information regarding day-to-day school operations will be available on our district website and will be updated as appropriate.
  - c. Information will also be made available via:
    - i. Email notification system
    - ii. Phone (home & cell) system
6. **Please impress upon your children** the need for them to follow the directions of any school personnel in times of an emergency.

We sincerely appreciate your cooperation in helping us respond to an emergency situation and to provide a safe and healthy learning environment for your child. If you have any questions or require additional information, please feel free to contact us.

Sincerely,[Head Teacher]Black Butte School

## Assault

### Critical Information

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

#### When an assault occurs:

##### Head Teacher/District Administrator

- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify Board Chair
- Notify parents or legal guardians of students involved
- Make appropriate referrals to Child Development Specialist/School Counselor • Document all actions taken by staff and complete incident reports

##### Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures) • **Do not leave the victim alone**
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel • If assailant leaves in a vehicle, get description of the vehicle and license number
- Identify any witnesses

# Bomb Threat

## Critical Information

**ALL bomb threats** must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, **UNLESS** a device is located.

### Upon receiving a bomb threat:

#### Head Teacher/District Administrator

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Assessment Procedures
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document all actions taken by staff

#### Staff

- Notify building administration
- Preserve evidence for law enforcement
  - If written threat, place note in paper envelope to preserve fingerprints
  - If the threat is written on a wall, photograph
  - If a phone threat, document all relevant information (see Threat Incident Report Form)
- Complete Threat Incident Report Form

### If the bomb threat is determined to be credible:

#### Head Teacher/District Administrator

- Initiate appropriate Lockdown procedures
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property — inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated

#### Staff

- Implement appropriate Lockdown procedures
- Scan classroom or assigned areas for suspicious items
- Do not touch any suspicious devices, packages, etc.
- If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings

## **If Evacuation Procedures are initiated:**

### **Head Teacher/District Administrator**

- Notify staff via phone system or by messenger.
- Do not use cell phones, radios or fire alarm system because of risk of activating a device
- Ensure evacuation routes and area(s) are clear of suspicious items

### **Staff**

- Implement Evacuation procedures
- Take emergency go-kit and class roster
- When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a **suspicious package** has been located.

## **Fight/Disturbance**

### **Critical Information**

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and should follow school district disciplinary policies and procedures.

### **If a fight or disturbance occurs:**

#### **Staff**

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
  - One staff member seek administration assistance
  - One staff member address the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout "Stop!" and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don't let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

### **Head Teacher**

- Address the event according to school district discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify District Administration and local law enforcement as indicated by school policy
- Make appropriate referrals to School Counselor
- Document all actions taken by staff and complete incident report

## **Fire**

### **Critical Information**

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

### **In the event of fire or smoke:**

#### **Staff**

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm
- Implement evacuation plan for any students needing special accommodations
- Evacuate students and other staff to designated areas
  - Take emergency go-kits and class roster
  - If primary route is blocked or dangerous, use closest, safe exit
  - If trapped by fire, implement Shelter-in-Place procedures
- Once outside, assemble a safe distance from building and emergency vehicles
- Take student attendance
- Report missing, extra or injured students to Head Teacher or District Administrator.

#### **Head Teacher/District Administrator**

- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire
- Ensure fire alarm has sounded
- Notify Board Chair
- Meet with fire officer
  - Identify the location of fire
  - Advise location of injured persons
  - Provide names of any missing persons

- Determine if students need to be transported to an evacuation site
  - Notify parents or legal guardians of student reunification and release procedures
  - Signal “all clear” when safe to re-enter school building

#### **Additional Considerations**

- Plan for accommodations for students or staff with special needs

## **Hazardous Materials**

### **Critical Information**

In the event of a natural or propane gas leak or odor – **EVACUATE IMMEDIATELY.**

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation.

**In the event of a hazardous material incident inside a school building:**

#### **Staff**

- Notify Head Teacher or District Administration
- Report location and type (if known) of the hazardous material
- Move students away from the immediate danger zone
- If safe, close doors to the affected area
- If implementing Evacuation procedures
  - Take emergency go-kits and class roster
  - Take attendance and report missing, extra or injured students to building administration
  - Render first aid as needed

#### **Head Teacher/District Administrator**

- Call 911 and notify emergency responders
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place)
- Notify Board Chair
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document all actions taken
- Report incident to **State Official/Oregon Duty Officer** phone #

**In the event of a hazardous material incident outside a school building:**

**Staff**

- Notify Head Teacher
- Report location and type (if known) of hazardous material
- Move students away from the immediate vicinity of the danger
- If outside, implement Reverse Evacuation procedures

**Head Teacher/District Administrator**

- Monitor situation
- Notify Board Chair
- Consult with emergency responders
- Identify the need for evacuation
- Develop an action plan with emergency responders
- Consider implementing shelter-in-place procedures
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken

## **Hostage**

### **Critical Information**

If the hostage-taker is unaware of your presence, Do Not Attract Attention!

**In the event of a hostage situation and you are taken hostage:**

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions

**If you witness a hostage situation:**

**Staff**

- Notify Head Teacher immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

**Head Teacher/District Administrator**

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following:
  - Identity and description of the individual
  - Description and location of the incident



- Number of hostages
- Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building as soon as possible, and only if it can be accomplished safely
- Assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, they will take control of the situation
  - Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken

In planning, work with local law enforcement to identify their response methods and capabilities.

## Intruder

### **Critical Information**

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

When interacting with a stranger at school, use the “I CAN” rule.

Intercept

Contact

Ask

Notify

**In the event an unauthorized person enters school property (intruder):**

#### **Staff**

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must sign in and enter through the front door
  - Ask the subject the purpose of their visit
  - If possible, attempt to identify the individual and their vehicle
  - Escort the subject to their identified “destination” (i.e., Administration Building, Head Teacher, etc.)
  - If the subject refuses or their purpose is not legitimate, notify Head

Teacher/District Administrator that there may be an intruder in the school building

- Attempt to maintain visual contact with the intruder until assistance arrives o If possible, keep students away from the intruder
- Take note of the subject name, clothing and other descriptors
- Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if they indicate a potential for violence
- Allow an avenue of escape for both the intruder and yourself

#### **Head Teacher/District Administrator**

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
  - Consider initiating Lockdown with Intruder procedures
  - Call 911 and notify law enforcement
  - Advise law enforcement of the intruder's location and provide a full description
  - Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
  - Provide all staff with a full description of the intruder
- Notify Board Chair
- Document all actions taken by staff

State statute ORS 164.245 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there

## **Media Procedures**

### **Critical Information**

All media inquiries must be referred to the Administration Office or Head Teacher. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

#### **When communicating with the media during an emergency:**

##### **Board/Board Chair**

- Designate a district public information officer (Head Teacher) (PIO) to coordinate all media communications for the school district.
- Designate a district spokesperson. If a spokesperson is unavailable an alternate assumes responsibilities.
- In partnership with all involved agencies, establish a **joint information center** (JIC) away from the affected area. The JIC establishes one point of contact

for the media and ensures the release of coordinated messages.

#### **Public Information Officer (Head Teacher)**

- Prepare and coach district spokesperson
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media know when to expect the next update
- DO NOT say "No comment." It is okay to say "I don't know"
- Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media

#### **Head Teacher/District Administrator**

- Notify Board Chair and all staff of emergency event
- Direct all media contacts to district PIO
- Relay all factual information to district PIO
- If directed by Board Chair, designate a site spokesperson
- Update staff throughout the emergency, review details of the emergency and dispel rumors
- Inform Board Chair and PIO of any media presence at the building. Request onsite assistance with media if necessary

#### **Staff**

- Direct all media contacts to district PIO

#### **District Communication Contacts**

List the **district spokesperson and public information officer** along with their alternates in case the primary contact is unavailable during a crisis. Consider pre-designating building or site spokespersons.

- District public information officer (PIO)
  - Head Teacher, Delaney Sharp
  - Contact information: School: 541-595-6203; Cell: 503-734-7206
- Alternate district spokesperson Name:
  - District administrator, Kirstin Anglea
  - Contact Information: School: 541-595-6203; Cell: 414-550-9520

### **Sample Public Information Release**

Check as appropriate:  District/District-wide  School

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Note: If this is used as a script, read only those items checked. Make no other comments

(Check off, fill in, and cross off as appropriate)

Black Butte School has just experienced \_\_\_\_\_

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
- \_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].
  
- Communications to parents (is/are) being posted (on the school's web site, elsewhere?) and delivered by phone (and/or email?) through \_\_\_\_\_.
- Reunification center(s) for parents to pick up their student(s) (is/are) being set up at \_\_\_\_\_.
- Injuries have been reported at \_\_\_\_\_ and are being treated at the site by (staff/professional medical responders) (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe area \_\_\_\_\_ and are with (classroom teachers/staff) or (\_\_\_\_\_).
- (#) \_\_\_\_\_ students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at \_\_\_\_\_.
- (#) \_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_. Names cannot be released until families have been notified.
- Structural damage has been reported at the following sites: \_\_\_\_\_.
- Release restrictions:  No  Yes / what? \_\_\_\_\_
- Released to the Public: Information Release # \_\_\_\_\_ Date/Time: \_\_\_\_\_

# Medical Emergency

## Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

### **In the event a non-responsive or life-threatening injury or illness:**

#### **Staff**

- Send for immediate help: Call 911
  - Describe injuries, number of victims and give exact location
- Notify Board Chair
- DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check victim for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the victim(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

#### **Head Teacher/District Administrator**

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team
- Ensure someone (e.g. staff, student) meets and directs first responders
  - Provide any additional information about the status of the victim(s)
  - Provide information from the victim(s) medical emergency profile
- If needed, assign a staff member to accompany victim(s) to the hospital
- Notify Board Chair
- Notify victim(s) parents, legal guardians or emergency contact
- Activate Recovery procedures as appropriate
  - Conduct a debriefing
- Document all actions taken by staff

### **For medical emergencies related to life-threatening allergies:**

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel
- **Bus drivers and staff** should be informed of students with known

- life-threatening allergies
- Inform families if school is to be designated free of a specific allergen (i.e., nut-free) Encourage all employees with special health considerations to alert building administration

## **Severe Weather**

### **Severe Thunderstorm/Flooding**

#### **Critical Information**

Watches: Indicate conditions are right for development of a weather hazard.

Watches provide advance notice.

Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high.

#### **If a severe thunderstorm WATCH includes all or part of the district area:**

##### **Board Chair**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Notify school

##### **Head Teacher/District Administrator**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Activate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify facilities staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing doors and any windows that open (i.e., Administration Office)
- Review severe weather sheltering procedures and location of shelter areas

##### **Staff**

- Review "DROP and TUCK" procedures with students

#### **If a severe thunderstorm WARNING has been issued near the school:**

##### **Board Chair**

- Notify BBS
- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Provide any updated information to BBS

### **Head Teacher/District Administrator**

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate Severe Weather Shelter Area procedures
- Move students and staff into a permanent building
- Notify parents and legal guardians according to district policy

### **Staff**

- Initiate Severe Weather Shelter Area procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure students are in “tuck” positions
- Take attendance and report any missing, extra or injured students to building administration
- Remain in shelter area until an “all clear” signal is issued
- In the event of building damage, evacuate students to safer areas
- If evacuation does occur, do not re-enter the building until an “all clear” signal is issued

### **If flooding occurs near or at the school:**

#### **Board Chair**

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials and transportation coordinator
- Notify BBS

#### **Head Teacher/District Administrator**

- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
  - Notify parents or guardians of evacuation and relocation

#### **Staff**

- Initiate Evacuation procedures as directed
- Take emergency go-kit and class roster
- Take attendance and report any missing, extra or injured students to building administration

# Sexual Assault

## Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, embarrassment, violence, and loss of control. Victims may experience a full range of emotional reactions. It can be extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and damaging

## **In the event of a sexual assault or notification of a sexual assault:**

### **Staff**

- Notify Head Teacher or District Administrator immediately
- Complete all required reports
- Maintain confidentiality during the investigation
  - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
- Do not leave the victim alone
- Ensure the short-term physical safety of the victim
- Notify the Child Development Specialist/School Counselor to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

### **Head Teacher/District Administrator**

- Maintain confidentiality during the investigation
  - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so by someone in authority
- If assault occurred on campus
  - Notify appropriate law enforcement
  - Notify local SART (Sexual Abuse Response Team)
- Designate the Child Development Specialist/School Counselor or a staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a counseling center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file in the Administration Office



A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

## **Shooting**

### **Critical Information**

School policies should address who has the authority to initiate lockdown procedures in all buildings.

**If a person displays a firearm, begins shooting or shots are heard:**

#### **Staff**

- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify Board Chair
- Provide location of the shooting, if known
- Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed

#### **Head Teacher/District Administrator**

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known:
  - Location of shooter(s)
  - Description, identity and number of shooters
  - Description of weapon(s)
  - Number of shots fired
  - Is shooting continuing?
  - Number of injuries
- Notify Head Teacher or District Administration, whichever is necessary.
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures

Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams whenever there is a change in facilities layout.

# **Suicidal Threat or Attempt**

## **Critical Information**

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

**In the event a staff member believes a student is a suicide risk or has attempted suicide:**

### **Staff**

- Stay with the student until assistance arrives
- Notify building administration and Child Development Specialist/School Counselor
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
  - Assure the student of your concern
  - Assure the student you will find help to keep him or her safe
  - Stay calm and don't visibly react to the student's threats or comments
  - Do not let the student convince you the crisis is over
  - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

### **Head Teacher/District Administrator**

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with a mental health crisis professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify Board Chair of the incident while maintaining student confidentiality
- Document all actions
- Follow-up and monitor to ensure student safety
- Implement Recovery procedures

School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.

# **Suspicious Package or Mail**

## **Chemical/Biological Threat**

### **Critical Information**

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

### **If you receive a suspicious package or letter by mail or delivery service:**

#### **Staff**

- DO NOT OPEN package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

#### **Head Teacher/District Administrator**

- CALL 911 and notify law enforcement
- Notify Head Teacher or District Administration, whichever one is necessary.
- Document all actions taken by staff

### **If a letter/package contains a written threat but no suspicious substance:**

#### **Staff**

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

#### **Head Teacher/District Administrator**

- Call 911
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- Document all actions taken by staff

## **If a letter or package is opened and contains a suspicious substance:**

### **Staff**

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

### **Head Teacher/District Administrator**

- Call 911
- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
  - Need for decontamination of the area and the people exposed to the substance
  - Need for evacuation or shelter-in-place
- Notify Board Chair
- Notify parents or legal guardians according to district policies

When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

## **Terrorism**

### **Critical Information**

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation).

Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism.

### **In the event of an attack within the United States:**

#### **Board/Board Chair**

Monitor the situation

Consult with local law enforcement and emergency management agencies

- Develop an action plan
  - If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
- Notify all building administration

- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken
  - Ensure availability of school counselor
  - If implementing Lockdown procedures, instruct parents not to come to the school
  - If implementing Student-Release procedures, notify parents of reunification plan
- Re-evaluate action plan as new information develops

#### **Head Teacher/District Administrator**

- Monitor the situation
- Consult with Board/Chair
- Implement district-wide action plan
- Implement behavioral health crisis intervention procedures
- Notify all staff
- Allow teachers to suspend regular learning programming
- Provide opportunities for students to meet with helpful members of staff

#### **Staff**

- Inform students of the incident in an age appropriate manner
- Stay calm and address student concerns
  - Limit access to media outlet (e.g. television, radio, internet)
  - Answer student questions honestly
  - Do not allow students to speculate or exaggerate graphic details
- Decide whether or not to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
- Monitor student behaviors and reactions and make referrals to appropriate staff.

It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help to reassure them.

## **Threat**

### **Critical Information**

All students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

In accordance with OAR 581-022-2312, *All Students Belong*, the Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.

The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including the noose, swastika, or confederate flag create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

**In the event of IMMEDIATE danger:**

**Staff**

- Take immediate action to secure or isolate the individual making the threat • Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify Head Teacher and/or District Administrator.

**Head Teacher/District Administrator**

- Initiate Lockdown with Intruder procedures
- CALL 911
- Notify Board Chair
- Document the incident

**If threat is identified but there is no immediate risk:**

**Staff**

- Complete a Threat Incident Report Form
- Notify building administration
- Maintain confidentiality

**Head Teacher/District Administrator**

- Convene appropriate staff (all teaching staff, counselor, administrator) to evaluate the threat. Use [Threat Assessment guidance](#) to determine threat credibility
- Notify law enforcement, if appropriate
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify Board Chair
- Contact parents or legal guardians
  - Inform them of the situation, any concerns and course of action

- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

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### Threat Incident Report Form

#### All Threats

Date:            Time:            Location:                                  Recorded by:

Means of threat:  Phone  Written  Face-To-Face

Suspicious Package Students involved:

Staff involved:

#### Phone Threat

- Phone number shown on the caller ID:
- Exact words of the threat:

#### Critical questions for caller:

- Where is the bomb, chemical or other hazard?
- What does it look like?
- What kind of bomb or hazard is it?
- When is it going to explode or be activated?
- What will cause it to explode or be activated?
- Did you place the bomb or hazard?  Yes  No
- Who did?
- Why did you place the bomb or hazard?
- What is your name?
- Where are you calling from?
- What is your address?

#### Caller's voice (circle all that apply)

Calm	Nasal	Slurred Drunken
Stutter	Lisp	Incoherent Broken
Giggling Laughter Stressed	Sincere Crying Loud	Rapid
Disguised Slow	Soft	Excited
Distinct Deep	Angry	Normal
	Squeaky Raspy	

Young / Middle / Aged / Old (circle one)

Accent:

Is the voice familiar?  Yes  No Who does it sound like?

Background noises (circle all that apply)

- |              |               |             |
|--------------|---------------|-------------|
| Voices       | Street noises | Bells       |
| Clear Horns  | Animals       | Music       |
| Motor        | Party         | Factory     |
| Airplanes    | PA System     | Machines    |
| Static       | Vehicles      | Phone Booth |
| House noises | Trains Quiet  | Other       |

### **Written Threat**

Describe:

Where found?

Unusual markings:

Documentation and reporting trail:

### **Face-To-Face Threat**

Who made the threat?

Exact words:

To whom was the threat directed?

Documentation and reporting trail:

Suspicious Package

Describe:

Where found?

Unusual markings:

Documentation and reporting trail:



# Weapons

## Critical Information

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

### **If you are aware of a weapon on school property:**

#### **Staff**

- Notify building administration immediately and provide the following information:
  - Location, identity and description of the individual
  - Description and location of weapon(s)
  - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

#### **Head Teacher/District Administrator**

- Call 911 to report that a weapon is in school
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
- Develop an action plan for response
  - If the weapon is located on an individual, isolate the individual
  - If the weapon is in a locker or in a backpack, prevent access to that area
  - Determine whether to initiate Lockdown, Evacuation or other procedures
  - Notify Board Chair
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to place the weapon down
  - Use the individual's name while talking to them
  - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to district policy

Staff members should be familiar with definitions of weapons within BBSD's policies