

Bend-La Pine Schools
Deschutes County, Oregon
EMERGENCY OPERATIONS PLAN



September 2024

Prepared

for:

Bend-La Pine Schools
520 NW Wall St.
Bend, OR 97703

Letter of Promulgation

To all Recipients:

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

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

- **Prevention:** activities taken to avoid, prevent, or stop a threatened or actual manmade or natural disaster or act of terrorism.
- **Protection:** activities taken to secure the school district against acts of terrorism and manmade or natural disasters.
- **Mitigation:** activities that reduce loss of life and property by lessening the impact of disasters.
- **Response:** activities taken to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.
- **Recovery:** activities taken to assist the school district and/or the community to recover effectively from a disaster.

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



Steve Cook, Superintendent
Bend-La Pine Schools

September 3, 2024

DATE

Plan Administration

The district safety department will coordinate a review and revision of this plan every two years and will provide the superintendent with the updated plan for approval. Revisions will also be made when changes occur, such as lessons learned from exercises or events. Changes to the annexes and appendices, and non-substantive changes to the Basic Plan, may be made by the safety department administrators without formal Superintendent approval.

Record of Plan Changes

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

Date	Change No.	Department	Summary of Change
2020	Original Release	Superintendent's Office	Original Release
2022	Update #1	Superintendent's Office	Update #1
2023	Update #2	Superintendent's Office	Update #2
2023	Review of Plan	Deschutes County Emergency Management	Made pertinent updates
2023	Review of Plan	Deschutes County Public Health Department	Made pertinent updates
2023	Review of Plan	High Desert ESD Safety Department	Made pertinent updates

Plan Distribution List

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

Department/Agency	Title/Name
Amity Creek Elementary	Principal
Bear Creek Elementary	Principal
Buckingham Elementary	Principal
Elk Meadow Elementary	Principal
Ensworth Elementary	Principal
High Lakes Elementary	Principal
Highland Elementary	Principal
Juniper Elementary	Principal
La Pine Elementary	Principal
Lava Ridge Elementary	Principal
Pine Ridge Elementary	Principal
Ponderosa Elementary	Principal
R E Jewell Elementary	Principal
Rosland Elementary	Principal
Silver Rail Elementary	Principal
Three Rivers K-8	Principal
Westside Village Elementary	Principal
William E. Miller Elementary	Principal
Cascade Middle	Principal
High Desert Middle	Principal
La Pine Middle	Principal
Pacific Crest Middle	Principal
Pilot Butte Middle	Principal
REALMS	Principal
Sky View Middle	Principal

Department/Agency	Title/Name
Bend High	Principal
Bend Tech Academy @ Marshall	Principal
Caldera High	Principal
La Pine High	Principal
Mountain View High	Principal
Summit High	Principal
Superintendent's Office	Superintendent
Business Office	Business Manager
Distribution Center	Distribution Manager
Facilities Development Office	Supervisor
High Desert ESD	Superintendent
Human Resources Department	Chief Human Resources Officer
Information Technology Department	IT Director
Maintenance Department	Executive Director of Facilities
Nutrition Services	Director
Transportation Department	Director
School Support Office	Executive Directors
Teaching and Learning Office	Executive Directors
School Nurses Office	Assistant Director of Health Services
City of Bend	City Manager
Deschutes County Sheriff's Office- Emergency Management	Emergency Services Manager
Bend Police Department	Police Chief
Bend Fire Department	Fire Chief
Sunriver Police Department	Police Chief
Sunriver Fire Department	Fire Chief
Deschutes County Sheriff's Office	Sheriff
St. Charles Hospital	Chief Operating Officer
Deschutes County 9-1-1 Service District	Director
Deschutes County Health Department	Health Services Director
City of La Pine	City Manager
La Pine Fire Department	Fire Chief
Bend International School	Principal

Department/Agency	Title/Name
Desert Sky Montessori School	Principal
REALMS High School	Principal

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EOP Annexes

- 1. Continuity of Operations**
- 2. Health and Medical**
 - a. Food and Water Safety
 - b. Medical Emergency
 - c. Mental Health and Death of a Staff Member/Student
 - d. Communicable Disease
 - e. Spilled Body Fluids
- 3. Intentional Acts**
 - a. Assaults/Fighting/Bullying
 - b. Bomb Threat
 - c. Child Abuse
 - d. Disturbance or Demonstration
 - e. Unauthorized Visitor
 - f. Weapons/Shooting
- 4. Natural Hazards**
 - a. Earthquake
 - b. Inclement Weather
 - c. Volcanic Activity
- 5. Standard Response Protocol**
 - a. Hold
 - b. Secure
 - c. Lockdown
 - d. Evacuation
 - e. Shelter
- 6. Technical Hazards**
 - a. Explosion
 - b. Fire
 - c. Hazardous Materials
 - d. Power Failure

Section 1 Introduction

1.1 General

The goal of the Bend-La Pine Schools (BLS) Emergency Operations Plan (EOP) is to establish a framework to prepare the school district for a disaster by ensuring coordination of protection, prevention, mitigation, response, and recovery activities that increase the school district's capabilities to minimize loss of life and reduce impacts for disasters.

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

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

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

1.1.1 Whole Community Planning

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

Whole Community includes:

- Staff, students, and their families, including those with access and functional needs

- Parent Teacher Associations
- Area Businesses
- Faith-based, non-profit, and community organizations
- Local media outlets
- All levels of government, including state, local, tribal, territorial, and federal partners

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

1.2 Purpose and Scope

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

- Profiles hazards and types of emergencies likely to impact the school district.
- Provides a framework for multi-disciplinary, multi-jurisdictional coordination and cooperation.
- Addresses all phases of a disaster through mitigation, preparedness, response, and recovery activities.
- Designates the National Incident Management System (NIMS) as the framework within which all emergency management activities occur.
- Directs the use of the Incident Command System (ICS) for managing incident response.
- Identifies roles and responsibilities of school district administrators, departments, offices, and personnel in emergency operations, as well as those of cooperating public and private sector agencies.
- Establishes life safety, followed by property and environment as the emergency response priorities.
- Provides a common framework within which the school district, city of Bend, City of La Pine, the community of Sunriver, Deschutes County, special districts, and other agencies/organizations can integrate their emergency planning, response, and recovery activities.

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

1.3 Activation and Implementation

Once promulgated by the Bend-La Pine Schools Superintendent and the School Board, this EOP is in effect and may be implemented in whole or in part to respond to an emergency incident or planned event, the size or complexity of which is beyond that normally handled by routine operations. An emergency declaration is not required to implement the EOP or activate the Emergency Operations Center (EOC). The Superintendent may implement the EOP as deemed appropriate for the situation or at the request of an Incident Commander. If the incident or disaster is significant enough implement the EOP, the Superintendent, or their designee, will assume the position of Incident Commander (IC).

Other district staff or departments will fulfill roles as identified below.

Emergencies may include natural or man-made disasters and may impact beyond the school district's area of responsibilities and into the neighboring community. This plan is intended to guide the school district's emergency operations while complementing and supporting the emergency response plans and procedures of responding agencies, local governments, special districts, and other public and private sector stakeholders.

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

1.4 Plan Organization

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

The School District EOP is composed of two main elements:

- **Basic Plan:**
 - Provide a description of the legal authorities upon which the school district has structured its Emergency Management Organization (EMO), including the declaration process, activation of mutual aid agreements, and requests for resource and emergency spending powers.
 - Describe the context under which the school district will respond to an incident, including a community profile and discussion of hazards and threats facing the school district and community.
 - Assign and describe roles and responsibilities for the school district's employees tasked with emergency preparedness and response functions.
 - Describe a concept of operations for the school district that provides a framework within which the school district will conduct its emergency operations and coordinate with other agencies and jurisdictions.
 - Describe the school district's emergency response structure, including activation and operation of the school district EOC and implementation of ICS.
 - Discuss the school district's protocols for maintaining and reviewing this EOP, including training, exercises, and public education components.
- **Annexes.** The annexes to this EOP identify critical tasks particular to specific emergency response procedures and natural and human-caused/technological hazards identified in the school district's most current Hazard Identification Assessment.

1.4 Relationship to Other Plans

1.4.1 District Emergency Plans

In addition to this EOP, the District maintains the following plans to support coordinated emergency operations:

- [BLS Quick Reference Guide for Emergencies](#). Designed to be kept in all classrooms, BLS maintains a quick guide to support emergency operations that includes initial actions, protective action guidance, and administrative follow up for a range of hazards.

1.4.2 Deschutes County

BLS relies on Deschutes County for many critical services during an emergency. Bend-La Pine Schools is an active partner with the Deschutes County Sheriff's Emergency Management Department. The school district's safety department staff are members of the county Emergency Management Planning Committee that meets monthly. The

school district provides a qualified liaison to the Deschutes County Emergency Operations Center (EOC) whenever the EOC is activated for a disaster. It is vital to understand what plans the County has in place and how they link to the school district's emergency plans.

The following Deschutes County plans guide emergency preparedness, response, and recovery at the local level:

- **Emergency Operations Plan**. The Deschutes County EOP is an all-hazard plan describing how the County will organize and respond to events that occur in individual cities, across the County, and in the surrounding region. The plan describes how various agencies and organizations in the County will coordinate resources and activities with other Federal, State, local, tribal, and private-sector partners. Use of NIMS/ICS is a key element in the overall County response structure and operations.
- **Natural Hazards Mitigation Plan**. The Deschutes County prepared a multi-jurisdictional Natural Hazards Mitigation Plan (NHMP) in October 2021. The NHMP was created through collaborative efforts between stakeholders including cities, nonprofits, private sector, regional entities, and citizens. The mitigation plan creates a framework for risk-based decision making to reduce deaths and injuries, property damage, and the economic impact from future disasters. Mitigation plans form the foundation for a community's long-term strategy to reduce disaster losses and break the cycle of disaster damage, reconstruction, and repeated damage. Hazard mitigation is sustained action taken to reduce or eliminate long-term risk to people and their property from hazards.
- **Public Health Emergency Preparedness Program**. Deschutes County Health Services is responsible for developing plans to address how public health personnel plan for, respond to, and recover from all hazards that may impact public health, including communicable disease, pandemic scenarios, chemical incidents, radiological incidents, and bioterrorism. The Deschutes County Health Services department maintains the Public Health All-Hazard Emergency Operations Plan.
- **Community Wildfire Protection Plans (CWPP)**. There are seven CWPPs covering different areas of Deschutes County. These plans were developed using a collaborative process between the County and agencies reducing wildfire risk.
- **Continuity of Operations (COOP) Plan**. Deschutes County is in the process of developing its COOP program including plans for individual County departments. These plans may be used in conjunction with the EOP during various emergencies.

The City of Bend has a comprehensive Emergency Operations Plan that was developed in collaboration with Deschutes County and other community stakeholders. The City of Bend's EOP is consistent with the Deschutes County EOP and complements emergency planning efforts within the County.

1.4.3 State

The following State plans guide emergency preparedness, response and recovery at the State level and provide support and guidance for local operations:

- [State Emergency Management Plan](#). The State Emergency Management Plan consists of four volumes that describe the State's capabilities across the phases of emergency management. This plan is maintained and administered by the Oregon Office of Emergency Management.
- **Cascadia Subduction Zone Catastrophic Operations Plan**. Describes the roles and responsibilities of state agencies in addressing emergency response and recovery missions in a coordinated manner with local, tribal, and federal agencies after a catastrophic earthquake and tsunami.
 - [Cascadia Playbook](#). A cross-cutting emergency management tool for the State that supports various existing plans and efforts for the first 14 days of a catastrophic incident.
- [State Debris Management Plan](#). Provides a framework for State agencies and municipalities to facilitate and coordinate the evaluation, removal, collection, and disposal of debris following a disaster. It is an annex to the State EOP and was developed by Oregon Emergency Management, Oregon Department of Transportation, and Oregon Department of Environment Quality in April 2011.
- [Central Cascades Volcano Coordination Plan](#). Outlines how various agencies will coordinate their actions to minimize the loss of life and damage to property before, during, and after hazardous geologic events in the Central Cascades.
- [State Emergency Alert System Plan](#). This plan, mandated by the Federal Communications Commission, outlines the organization and implementation of the State of Oregon Emergency Alert System (EAS). It is the guideline for State broadcasters and cable television operators, and State and local entities authorized to use the EAS, to determine the distribution of the President's message, mandated and optional monitoring assignments, and participation by the National Weather Service and local and State emergency agencies.
- [Oregon Resilience Plan](#). The plan summarizes the science of Cascadia subduction zone earthquakes and estimates their impacts; it then provides detailed analysis of the current vulnerability of our buildings and business community, and our transportation, energy, communication, and water/wastewater systems.

1.4.4 Federal

The following federal plans guide emergency preparedness, response and recovery at the federal level and provide support and guidance for state and local operations:

- [Presidential Policy Directive 8](#). Describes the Nation's approach to preparing for the threats and hazards that pose the greatest risk to the security of the United States.
- [National Preparedness Goal](#). Describes the Nation's security and resilience posture through identifying key mission areas and core capabilities that are necessary to deal with great risks, using an integrated, layered, and all-of-Nation approach as its foundation.
- [National Preparedness System](#). Provides guidance, programs, processes, and systems that support each component of the National Preparedness System to enable a collaborative, whole community approach to national preparedness that engages individuals, families, communities, private and nonprofit sectors, faith-based organizations, and all levels of government.
- [National Incident Management System](#). Provides a consistent nationwide framework and comprehensive approach to enable government at all levels, the private sector, and nongovernmental organizations to work together to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of their cause, size, location, or complexity.
- [National Frameworks](#). The National Planning Frameworks, one for each preparedness mission area (Prevention, Protection, Mitigation, Response, Disaster Recovery), describe how the whole community works together to achieve the National Preparedness Goal.

1.5 Continuity of Operations

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

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

1.5.1 Preservation of Vital Records

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

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

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

See the Continuity of Operations Annex to this EOP for additional information.

1.6 Employee and Family Safety

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

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

While all employees are expected to contribute to the emergency response and recovery efforts of the school district, employees' first responsibility is to their own and their families' safety. Each employee is expected to develop personal family emergency plans to facilitate family safety and sufficiency. Deschutes County Emergency Management has published a [Family Emergency Preparedness Handbook](#) that provides information and resources on developing a Family Disaster Plan.

Section 2 Situation and Planning Assumptions

2.1 Situation

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

Figure 2-1 Map of Deschutes County

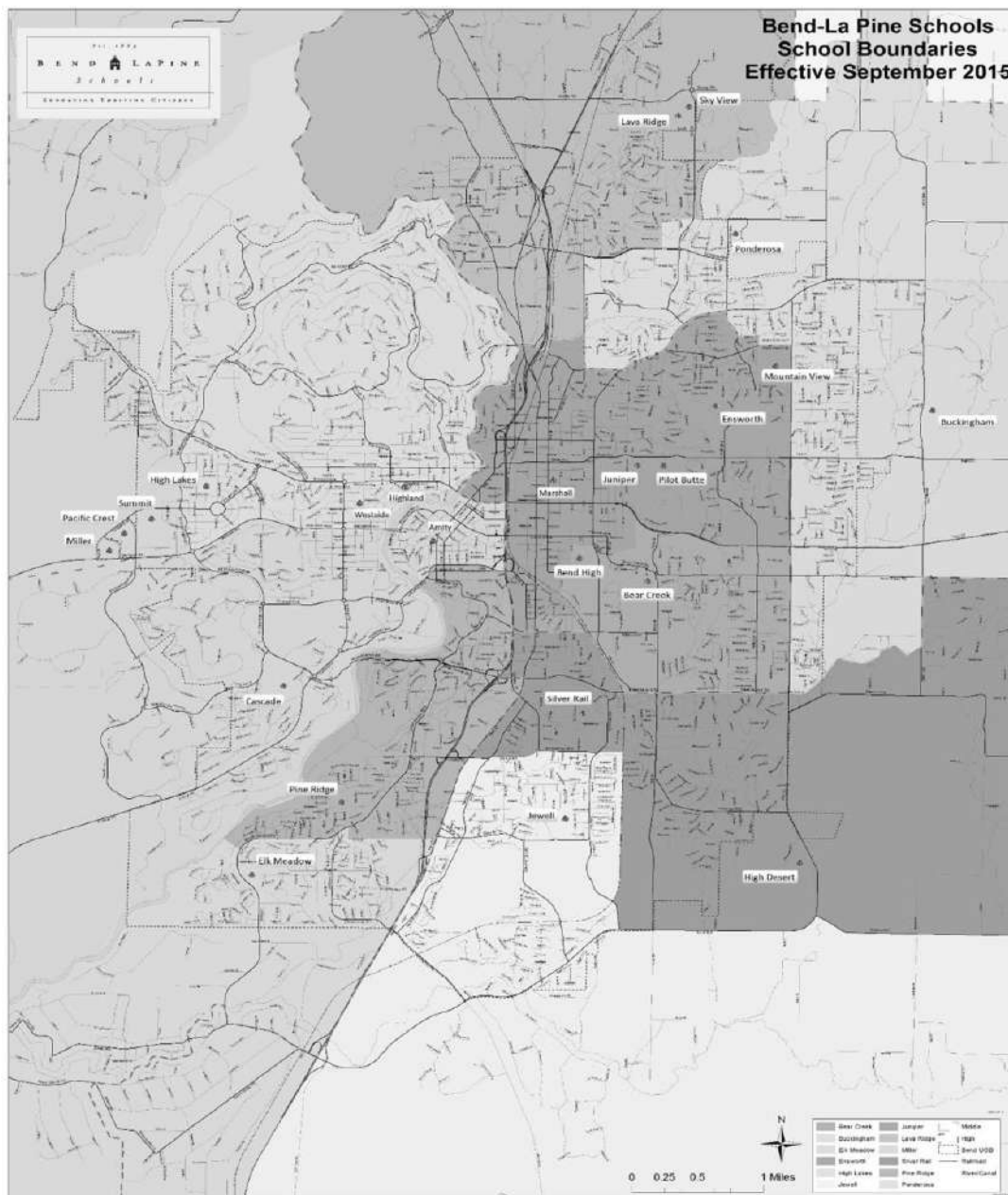


2.2 School District Profile

Bend-La Pine Schools spans the communities of Bend, La Pine, and Sunriver, Oregon. These communities reside inside of Deschutes County. Deschutes County is an area of 3,055 square miles in the high desert region of the state of Oregon. This area includes varied terrain, ranging from the Cascade Mountain Range to the west to the sagebrush plateau of the High Desert to the east. The school district is located in Bend and La Pine, Oregon covering 1,600 square miles of attendance area and includes more than 70 buildings and support facilities, and over 60 multi-purpose athletic fields. A map of the buildings annotated with evacuation

routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous material storage, and utility shutoffs is maintained in each school/facility. Administrators and custodial staff are briefed on these locations as well as how to operate the utility shutoffs.

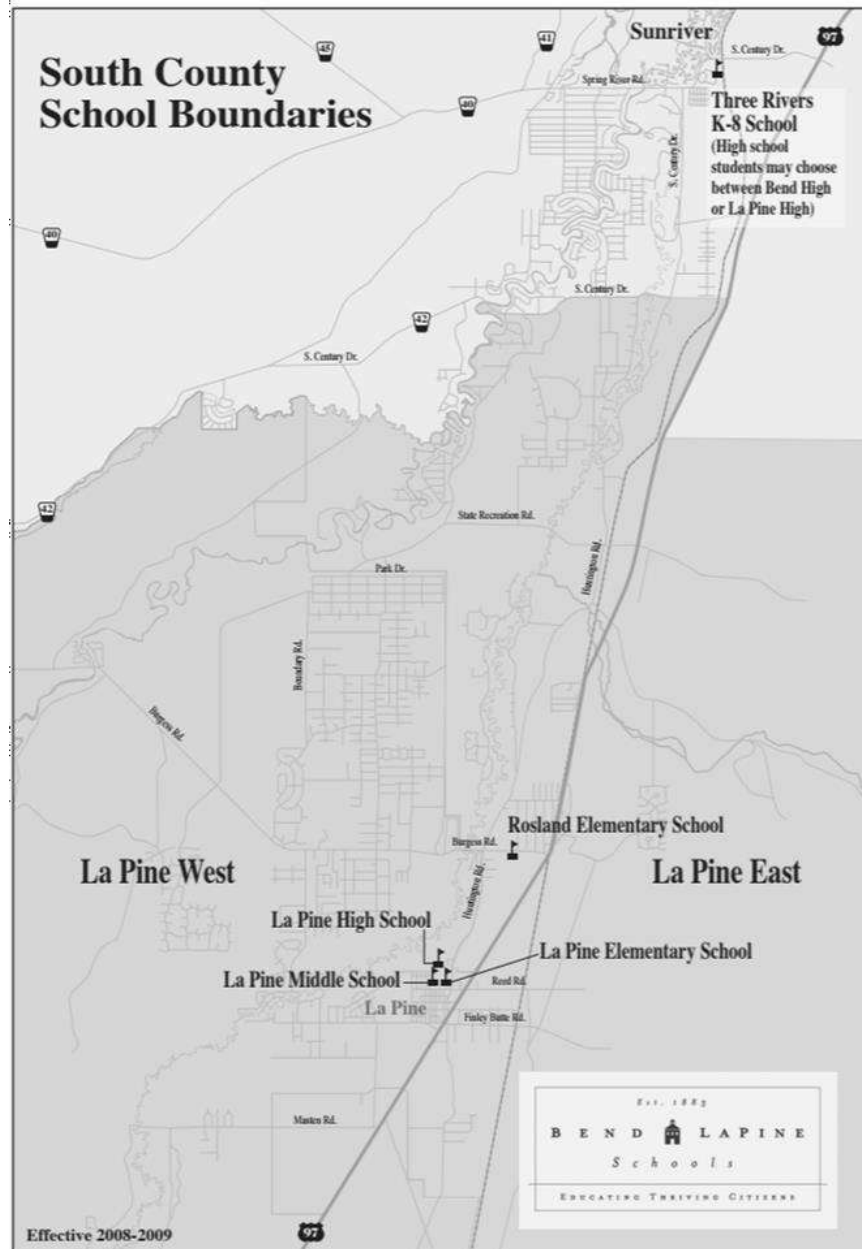
Figure 2-2 Map of Deschutes County



Bend-La Pine Schools (BLS) is the fifth largest school district in Oregon. As of the 2022-23 school year, Bend-La Pine Schools current enrollment is approximately 17,500 students. These

students are supported by a committed staff and faculty consisting of more than 2,100 employees making it the second largest employer in Central Oregon. Bend- La Pine Schools consists of 33 schools: 19 K-5 elementary schools, two charter schools, seven middle schools, and seven high schools.

Figure 2-3 South County School Boundaries



2.3 Disabilities, Access, and Functional Needs

Bend-La Pine Schools supports students and staff with a range of needs including those with disabilities, access, or functional needs (DAFN). The special needs population includes but is not limited to students/staff with limited English proficiency, blindness, or visual disabilities, cognitive or emotional disabilities, deafness or hearing loss, mobility/physical disabilities (permanent and temporary), medically fragile health (including asthma and severe allergies), and those students and families experiencing homelessness.

The school's current enrollment of students with special needs is approximately 1,750; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Staff members that work with these students have been trained and assigned to assist the special needs population during drills, exercises, and incidents and conduct emergency pre-planning for each student as necessary using each student's Individual Education Plan (IEP) and/or 504 Plan.

2.3 Hazard Analysis

Bend-La Pine Schools location is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In the fall of 2014, school staff members and students completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The BLS High Priority Hazards List was developed in collaboration with the [Deschutes County Emergency Management's 2021 Natural Hazards Mitigation Plan](#). A Risk Assessment worksheet developed by FEMA was used to categorize the level of threat and risk priority for each identified high priority hazard. The following Risk Assessment chart shows the risk priorities for each hazard the school district has identified, as well as a brief description of each potential high priority hazard and their historical significance in the Central Oregon region.

Table 2-1 Bend La-Pine Schools Hazard Analysis

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority	Score
Structural Collapse	14	40	20	12	High	86
Active Shooter	21	40	20	3	High	84
Suicide	21	40	20	3	High	84
Wildland Fires	14	40	15	12	High	81
Volcanic Activity	7	40	20	12	High	79
Bus Accidents	14	40	20	3	High	77
Fires	14	40	20	3	High	77
Bomb Threat	14	40	20	3	High	77
Cyberterrorism/Attacks	14	30	20	12	High	76
Food/Water Contamination	14	30	20	12	High	76
Pandemic	14	30	20	12	High	76
Missing/Kidnapped Student	14	30	20	12	High	76
Medical Emergency	21	30	20	3	Medium	74
Bullying	21	20	20	12	Medium	73
Tornado	7	40	20	3	Medium	70
Terrorism	7	40	20	3	Medium	70
Severe Storms	21	30	5	12	Medium	68
Earthquakes	14	30	20	3	Medium	67
Hazardous Materials Spill	14	30	20	3	Medium	67
Lighning/Thunderstorms	21	20	15	3	Medium	59
Extreme Temperatures	21	20	5	12	Medium	58
Assault	14	20	20	3	Medium	57
Floods	14	20	5	12	Medium	51
Dangerous Animal	14	10	20	3	Low	47
Demonstration/Riot	7	20	5	9	Low	41
	4. Highly Likely	4. Catastrophic	4. Minimal	4. 12+ hours	High (75-100)	
	3. Likely	3. Critical	3. 6-12 hours	3. 6-12 hours	Medium (50-74)	
	2. Possible	2. Limited	2. 12-24 hours	2. 3-6 hours	Low (1-50)	
	1. Unlikely	1. Negligible	1. 24+ hours	1. < 3 hours		
	Risk Factor x 7	Risk Factor x 10	Risk Factor x 5	Risk Factor x 3		

2.6 Planning Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in Table 2-1, as well as lesser hazards and other incidents that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main leakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action may be required immediately to save lives and protect school property.
- Following a major or catastrophic incident, a school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be several injuries of varying degrees of seriousness to faculty, staff, and/or students. A rapid and appropriate response has the potential to reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- School facilities may be included in partner emergency plans as a resource for activities such as sheltering. Appropriate coordination will need to take place to ensure use of facilities aligns with District and incident priorities.
- District operations will be impacted by seasonal considerations such as whether or not school is in session.
- Maintaining the School EOP and providing opportunities for stakeholders (staff, students, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

Section 3 Roles and Responsibilities

3.1 Emergency Management Organization

This section establishes roles and responsibilities of key BLS leadership and departments. School staff may be required to remain at school to assist in an incident. If this EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

In addition to the roles and responsibilities here, incident support may be provided by the school or District Incident Management Team. The Incident Management Team may form a command structure utilizing the Incident Command System depending on the incident.

See Chapter 5 – Command and Control for additional information on the BLS Incident Command Team and use of the Incident Command System.

3.2 Policy Group

3.2.1 School Board

The School Board's responsibilities may include the following:

- Provide policy direction to the Superintendent for the Bend-La Pine Schools emergency management program.
- Ensure that adequate funding is provided for emergency planning and operations and staffing.

3.2.2 Superintendent

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

Superintendent/Incident Commander responsibilities include the following:

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

- Keep the School Board informed of the emergency status.

3.2.3 Deputy Superintendent/Assistant Superintendent

Deputy Superintendent/Assistant Superintendent responsibilities include the following:

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

3.3 Emergency Management Coordination

3.3.1 Safety Department

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

- Coordinate with the Emergency Managers for Deschutes County and the City of Bend before, during, and after an incident.
- Serve as staff advisors to the Superintendent and department heads for emergency matters.
- Coordinate the planning and general preparedness activities of BLS, as well as the maintenance of this plan.
- Coordinate with business and industry partners to facilitate private sector support of response and recovery operations.
- Develop protective action procedures, including evacuation and shelter-in-place.
- Educate staff on facility emergency plans and procedures and the need for individual and family emergency planning.
- Establish and operate the BLS Emergency Operations Center (EOC).
- Activate the EOC and request that department representative's report to the EOC.
- Deploy a district liaison to the Deschutes County EOC when activated.
- Establish and maintain lines of communication between the district and the emergency site.
- Assign resources (persons and materials) to various sites for specific needs.

- Communicate with other schools in the district during the emergency period.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.
- Establish and implement a plan for the crisis, in conjunction with school principals. Form and coordinate crisis teams as needed.
- Maintain active point of contact rosters of helping agencies within the community.
- Ensure proper emergency incident reports and records are maintained.

3.3.2 Communications Department

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

3.4 Responsibilities by Department

Key responsibilities specific to each department are listed below.

3.4.1 All Departments

Bend-La Pine Schools individual departments are an integral part of the emergency management organization. All BLS departments are responsible for the following:

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

3.4.2 Business Office/Chief Operations & Financial Officer

- Plan and initiate arrangements for food for building personnel with the Director of Nutrition Services.
- Arrange for payments of monies needed to respond to emergency situations; authorize purchases and payments for resources.
- Maintain detailed records of expenditures for assistance through the State of Oregon Emergency Management Office and FEMA. –

See Section 7 – Finance and Administration for more information.

3.4.3 Maintenance/Facilities Development

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

3.4.4 Information Technology

- Establish and maintain emergency communications systems.
- Manage and coordinate all emergency communication with the BLS EOC, once activated.
- Maintain the EOC in an operating mode, as required by the incident, or ensure that the EOC space can be converted into an operating condition.
- As needed, report to various sites involved in the communication system if there are problems in that system.
- Provide technical support for all communications hardware and software.

3.4.5 Human Resources

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

3.4.6 Nutrition Services/Distribution/Custodians

- Assess and identify Nutrition Services operations response capabilities before an emergency, including the following:
 - Assess food and water needs for the district.
 - Depending on the disaster or level of damages, establish alternate emergency menus considering potential food inventory, power, water supply, and available personnel.
 - Establish a procedure for notification of the quantity of foods and non-food products used during and after an emergency.
 - Maintain a district-wide inventory of existing food and supplies in preparation for an emergency event.
 - Identify best equipped facilities where food service activities can be conducted in the event of an emergency.
 - Keep a list of approved vendors contact information that deliver food and non-food products, equipment rentals, and emergency supplies.
 - Identify vendors and established contracts/agreements for post-emergency cleanup and restoration of school food service.
 - Provide vendors with Nutrition Services director's/designee's contact information.
- Secure sources of emergency food supplies (in coordination with the American Red Cross and Salvation Army).
- Identify food and water resources for BLS.

3.4.7 Teaching and Learning & Student Services

- Executive Directors of Schools will coordinate with the incident commander to support their schools and administrators during emergencies.
- Student Services will coordinate resources (counseling, health services, mental health supports) for staff and students who are victims of a disaster or emergency incident.

3.4.8 Transportation

- Monitor and report the status of any damage to the BLS's buses or transportation facilities.
- Identify temporary alternative transportation solutions that can be implemented when the district's transportation system is damaged, unavailable, or overwhelmed.
- Predetermine bus staging areas. Ensure the staging area information is shared with all dispatchers, routers, and safety department members.
- Coordinate the restoration and recovery of the BLS's buses and transportation facilities with the Chief Operations & Financial Officer and the Executive Director of Facilities.

- Coordinate, through the Incident Commander, the transportation of students and staff to their homes or shelters as appropriate.
- Ensure all emergency and safety protocol training is conducted within the transportation department.
- Maintain fuel supply.
- Maintain updated fleet accountability list.
- Be prepared to use buses as mobile command vehicles and/or evacuation vehicles for reunification procedures.

Section 4 Concept of Operations

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

4.1 Response and Recovery Priorities

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

- 1) **Self-Preservation** – Protection of school district students and employees (including dependents) from the effects of a disaster is the first priority. The expectation would be that the employee's family would be prepared to be self-reliant after the initial incident in order for the employee to provide timely lifesaving services and other critical operations as effectively and with as little interruption as possible.
- 2) **Lifesaving/Protection of Property** – This is a focus of efforts to save lives of persons (other than school district employees and their dependents). It may include prevention or mitigation of major property damage if results of such damage would likely present an immediate danger to human life.
- 3) **Organization Reconstitution** – Organization reconstitution is the recall of critical employees, (if the incident occurs during non-working hours) and the collection, inventory, temporary repair and allocation of school district assets to provide maximum prompt, sustained operations in response to a disaster. This would include employees being activated to work in the County EOC for the purpose of coordinating emergency response activities.
- 4) **Restoration of Infrastructure** – Restoration of the school district's critical infrastructure (schools, buildings, buses, and utilities) would be a prime concern that would require the coordination of local, State, and Federal agencies in partnership with the private sector.
- 5) **Recovery** – Restoration of lost or impaired capabilities caused by the effects of the disaster or other emergency incident with **the goal of returning to the business of teaching and learning as soon as possible.**

4.2 National Incident Management System (NIMS)

The National Incident Management System (NIMS), including use of the Incident Command System (ICS) is a set of principles that provides a systematic, proactive approach guiding

government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of disasters and emergency incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential *Directive 5* and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of NIMS implementation, Bend-La Pine Schools participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. The school district also recognizes that staff and students will effectively be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

See Chapter 5 for additional information on the Incident Command System (ICS).

4.3 Initial Response

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

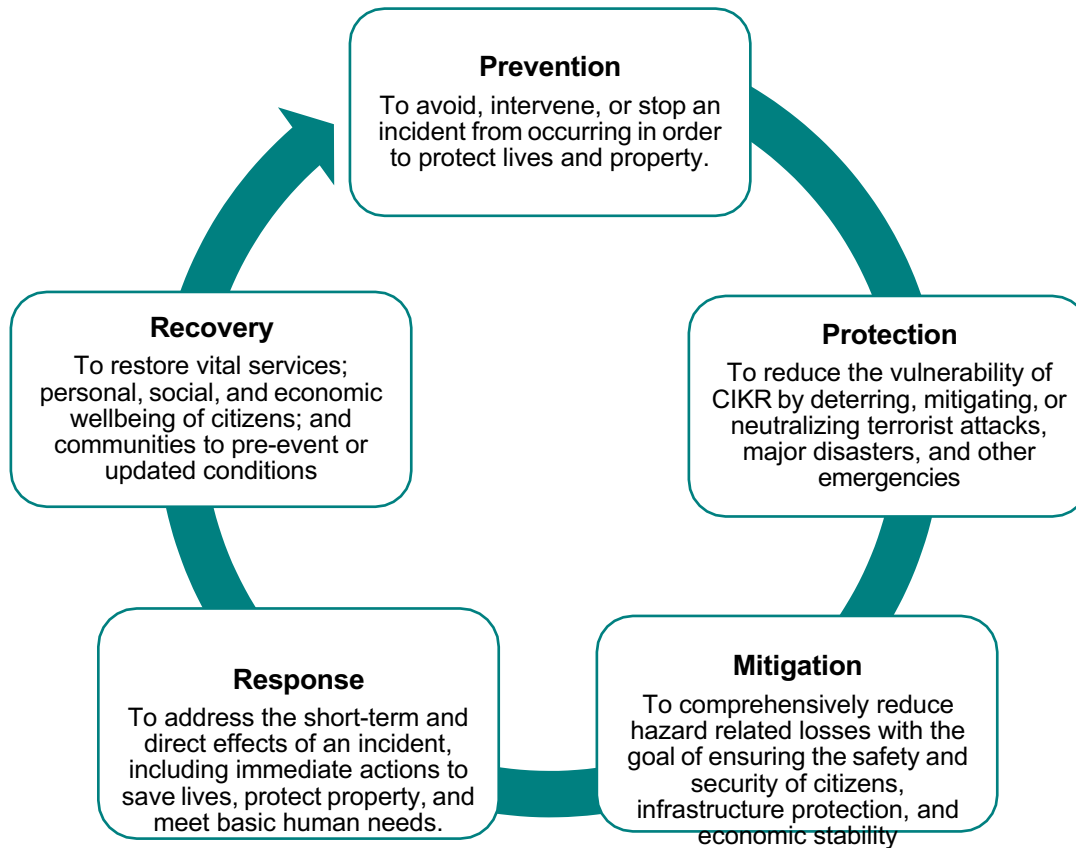
4.4 Emergency Management Mission Areas

This EOP adheres to the emergency management principle of all-hazards planning, which is based on the fact that most responsibilities and functions performed during an emergency are not hazard-specific. The focus of this EOP is response and short-term recovery actions. This plan impacts and is informed by activities conducted before and after emergency operations take place and is designed to assist the school district in the following emergency management mission areas.

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

conducting training, planning, and implementing drills and exercises, and publicizing the plan and necessary emergency preparedness awareness to the citizens of Central Oregon.

Figure 4-1 Emergency Management Mission Areas



4.4.1 Prevention, Protection, and Mitigation

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

BLS has implemented the following prevention and mitigation strategies:

- Implementation of the Standard Response Protocol (SRP) for emergency procedures (Hold, Secure, Lockdown, Evacuation, and Shelter)
- Reunification Procedures

- Building access control procedures (Raptor Visitor/Volunteer Management System, requiring photo identification, visitor/volunteer policies)
- Security Cameras
- Cybersecurity
- Crime Prevention Through Environmental Design (CPTED) (removal of vegetation to eliminate hiding spots)
- Educating staff, students, and family members on emergency procedures
- Student Threat Assessment Team (STAT) coordination and procedures
- Tri-County School Response Team (crisis response to schools)
- Suicide prevention and intervention procedures
- Background checks for all volunteers and employees

Bend-La Pine Schools partners closely with the Bend Police Department, Deschutes County Sheriff's Office, Sunriver Police Department, Oregon State Police, Federal Bureau of Investigation, St. Charles Hospital, Central Oregon Community College, Oregon State University, Deschutes County Health Department, Safe Schools Alliance, and other local, county, and state stakeholders to ensure the highest possibility of preparedness, training prevention, and response takes place daily.

4.4.2 Preparedness

Preparedness activities consist of a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during a disaster or emergency incident response. Bend-La Pine Schools has implemented the following preparedness actions:

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

4.4.3 Response

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

- Activate SRP procedures (Hold, Secure, Lockdown, Evacuate, Shelter).
- Activate reunification procedures.
- Establish an Incident Command Post (ICP).
- Implement emergency communication protocols.
- Implement Continuity of Operations (COOP) protocols.
- Support the immediate needs of students and staff.
- Provide public information as appropriate.

- Activate and deploy the Tri-County School Response Team

4.4.4 Recovery

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

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

4.4.5 Mitigation

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Bend-La Pine Schools has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Our schools and facilities are constructed and maintained in accordance with State building and fire codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

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

4.6 Standard Response Protocols (SRP)

Bend-La Pine Schools has adopted the [Standard Response Protocols](#) developed by the “I Love U Guys” Foundation, and as recommended by Property & Casualty Coverage for Education (PACE), the insurance provider for the Oregon School Board Association.

See the Standard Response Protocol Annex for additional detail.

Figure 4-2 Standard Response Protocol

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

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

ADULTS

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



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazard
Earthquake
Tsunami

Safety Strategy

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Section 5 Command and Control

5.1 General

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

5.2 Incident Command Team

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

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

5.2.1 Use of the Incident Command System

In a major emergency or disaster, one or more of our schools and/or facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery. School staff may also find that ICS concepts are useful during special events such as school dances, sporting events, musical performances, plays or any other event where normal school operations are modified.

ICS is a nationally recognized organizational structure that was developed by the Federal Emergency Management Agency (FEMA) in compliance with the National Incident Management System (NIMS) that provides for role assignment and decision-making while planning for and

reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

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

The ICS is organized into the following functional areas:

1. **Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.
2. **Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents (reunification).
3. **Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Tasks may include documentation and situation analysis (helping others understand the big picture).
4. **Logistics Section:** Supports incident management operations by securing and providing personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. Tasks may include procuring supplies and materials such as water, go-kits, extra batteries, food, and radios.
5. **Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders and volunteers, submitting documentation for reimbursement, and recovering school records following an incident.

5.2.2 Incident Command

The Incident Commander is delegated the authority to direct on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The roles and responsibilities laid out in Section 3 of this plan provide the basis for support the school district's ICS structure and implementation.

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

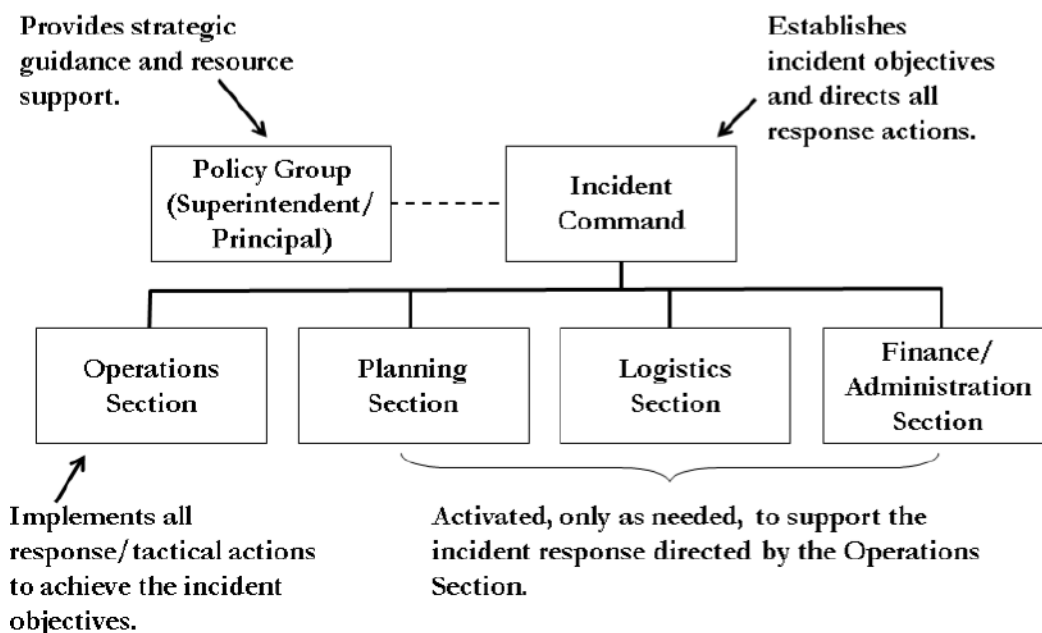
5.2.3 Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the School District EOC. The role of the Policy/Coordination Group is to:

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

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

Figure 5-1 District Incident Command Team Structure



5.2.4 Coordination with Emergency Responders

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The on-site Incident Commander (school district/school) may be integrated into the Incident Command structure or assume a role within a Unified Command structure. If the Deschutes County EOC is activated, the BLS EOC will establish communications or send a liaison.

5.3 District Emergency Operations Center (EOC)

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

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

The EOC provides the following functions:

- Execute the School Board Policies and BLS Administrative Regulations, under the supervision of the Superintendent.
- Coordinate mutual aid/service agreements with community partners.
- Disseminate personnel and student warnings and alerts.
- Coordinate protective actions, including evacuation, shelter-in-place.
- Coordinate reunification procedures.
- Facilitate continuity of operations of BLS services.
- Coordinate damage assessment activities.
- Prepare for recovery operations.

5.3.1 EOC Activation

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

- Save and protect lives.
- Coordinate communications.
- Prevent damage to the environment, systems, and property.
- Provide essential services.
- Temporarily assign District staff to perform emergency work, as needed.
- Invoke emergency authorization to procure and allocate resources.
- Activate and staff the Emergency Operations Center.

The cities the school district serves, and the Deschutes County Emergency Management Office should be notified when the BLS EOC is activated.

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

- The EOC should be activated by the Superintendent or their designee.
- The Director of Safety or designee should assume the role of EOC Director for the BLS EOC. The EOC Director should work to integrate BLS emergency operations with other local response agencies utilizing principles of Unified Command and Multi-Agency Coordination.
- The EOC Director assumes responsibility for coordinating and prioritizing BLS resources in support of school and facility emergency operations.
- The EOC Director should determine the level of staffing required and should alert the appropriate personnel.
- Communications equipment in the EOC will be used to receive information, disseminate instructions, and coordinate emergency operations.
- The EOC Director should be prepared to provide a district liaison to the Deschutes County EOC if it is activated for a disaster or emergency incident.

5.3.2 EOC Activation Levels

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

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

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

Table 5-1 EOC Activation Guide

EOC Activation Guide				
Level	Conditions	EOC Duties	Activation	Staffing
1	<ol style="list-style-type: none"> 1. Possibility of local unrest 2. Severe weather watch is issued 3. Situational conditions warrant 4. Small incidents involving one school or facility 5. Wildland fire advisory 6. Flood Watch 7. Power outages that affects less than 1/3 of district facilities 8. Emergency Protocols (SRP) for involving one school or facility 	<ol style="list-style-type: none"> 1. Continuous monitoring of incident 2. Check & update resources list 3. Prepare Situational Reports 4. Receive briefing from onsite personnel and/or local authorities 	<ol style="list-style-type: none"> 1. Notify Superintendent & School Board President 2. Notify All Departments 	<ol style="list-style-type: none"> 1. Department Directors & EOC Section Chiefs review EOP and check readiness of staff and resources. 2. Activate basic support staff (3-5) or as determined by Incident Commander/EOC Director
2	<ol style="list-style-type: none"> 1. Small scale civil unrest 2. Situational conditions warrant 3. Severe weather warning issued 4. Wildland fire affecting specific areas (evacuations) 5. Incidents/Emergency Protocols (SRP) involving 2 or more facilities 6. Imminent natural disaster 7. Major scheduled event 8. Large Scale power outage that affects ½ of our district facilities 	<ol style="list-style-type: none"> 1. Continuous monitoring of incident 2. Initiate EOC start-up 3. Facilitate and support onsite operations 4. Provide status updates to EOC personnel 	<ol style="list-style-type: none"> 1. Notify Superintendent & School Board President 2. Notify All Departments 3. Notify/Coordinate with Deschutes County EM 	<ol style="list-style-type: none"> 1. Briefings to Superintendent & School Board 2. Staffed as situation warrants (6-10) & liaison to other agencies 3. Primary EOC personnel will be available and check-in regularly
3	<ol style="list-style-type: none"> 1. Widespread civil unrest in the local/state/regional area with localized violence 2. Acts of terrorism (biological, technical, other) are imminent 3. Hazardous conditions that affect a significant portion of the District 4. Severe weather is occurring 5. Verified and present threat to schools/facilities 6. Situational conditions warrant 7. Major emergency in the District 8. Major natural disaster/wildland fire (evacuations within District) 	<ol style="list-style-type: none"> 1. Brief arriving staff on current situation 2. Facilitate and support incident operations 3. Regularly provide status updates to Superintendent/Incident Commander 	<ol style="list-style-type: none"> 1. Notify Superintendent & School Board President 2. Notify All Departments 3. Notify/Coordinate with Deschutes County EM 	<ol style="list-style-type: none"> 1. Required support staff (10+) as situation warrants and liaisons to other agencies 2. As determined by Incident Commander/EOC Director 3. EOC essential and necessary staff 4. Key Department heads

5.3.3 EOC Staffing

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

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

5.3.4 EOC Access and Security

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

Section 6 Information Collection, Analysis, and Dissemination

6.1 Situation

The school district is faced with several hazards that may require information and planning support. Considerations that should be considered when planning for and implementing emergency incident operations include:

- The administration and logistical support for emergency response and recovery operations will be provided by emergency services and support agencies that routinely manage these procedures for the city and county during normal operations. The coordination of these agencies will be done using established procedures between the BLS Incident Command Team and BLS Emergency Operations Center and the Deschutes County Emergency Management Office and Emergency Operations Center for expedited administrative assistance and logistics support during operations.
- Information and planning provide the methodologies and procedures for operations during a disaster or hazard event. During times of poor communication due to the loss of telecommunication infrastructure these existing procedures ensure that all groups are synchronized in the work towards recovery
- There will be an immediate and continuing need to collect, process, and disseminate situational information, identify urgent response requirements before, during, and immediately following a disaster or emergency event in order to plan for continuing response, recovery, and mitigation activities.
- Assessment of damage impacts and EOC operations may be delayed due to minimal staffing. Schools or facilities impacted the most will be given priority for assistance and support as needed and available.
- During the early stages of an incident, little information will be available, and it may be vague and inaccurate; the need to verify this information can delay response to inquiries.
- Reporting from schools and other community agencies to the EOC will improve as the incident matures.
- Reporting of information may be delayed due to damaged telecommunications and transportation infrastructure.
- Normal forms of communication may be severely interrupted during the early phases of an emergency or disaster.
- Transportation to affected areas may be cut off due to weather conditions or damage to roads, bridges, airports, and other transportation means.

6.2 Information Collection, Analysis, and Dissemination in the EOC

All information and planning-related activities will be performed in a manner that is consistent with the National Incident Management System. When a disaster occurs, the EOC Director will

establish communications with leadership and gather situational information to determine an EOC staffing plan and set-up operational periods. The EOC Director may deploy a liaison to work with the Deschutes County EOC to facilitate information and planning-related activities between agencies. The EOC Director may determine that the size and complexity of the incident requires the staffing of a Planning Section under the ICS Command Team Structure.

6.2.1 Information Management

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

Information Management includes the following:

- Filter information for what is accurate, distill the information to what is useful, and push it to the appropriate people within the EOC or school district, contributing to the Common Operating Picture.
- Serve as a conduit of information to and from agencies.
- Supply accurate, appropriate, and up-to-date information to the Situation Report.

6.2.2 Situation Analysis

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

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

- Location and nature of the disaster/emergency.
- Special hazards.
- Number of injured staff and students.
- Number of deceased staff and students.
- Road closures and disaster routes (this information may come from the city, county, or state).
- Structural property damage (estimated dollar value).
- BLS resources committed to the disaster/emergency.
- BLS resources available.
- Assistance provided by outside agencies and resources committed.
- Shelters, type, location and number of staff and students at each. Gather information regarding the number of residents being served at each community shelter established at a BLS facility.
- Weather report – updating the current and upcoming weather conditions for the area.

Possible Information Sources include:

- Regional, State, County Disaster briefings.
- Reports from EOC/ICS Team sections (Operations, Logistics, Planning, etc.).
- Intelligence Reports.
- School site observations.
- Resource status reports.
- Liaisons at County/State EOC.
- Raptor system at OEM.
- Media outlets.
- National Interagency Fire Center – wildland fires.

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

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

6.2.3 Incident Action Planning Cycle

An Incident Action Plan is the vehicle by which Incident Command communicates their expectations and provides collaboration and participation throughout all levels of incident management. A complete Incident Action Plan facilitates successful incident operations and provides a basis for evaluating performance in achieving incident objectives. The Planning "P" in Figure 6-1 is a guide to the process and steps involved in planning for an incident. The leg of the "P" describes the initial response period whereas the top of the leg of the "P" is the beginning of the first operational planning period cycle.

6.3 Public Information

6.3.1 Media

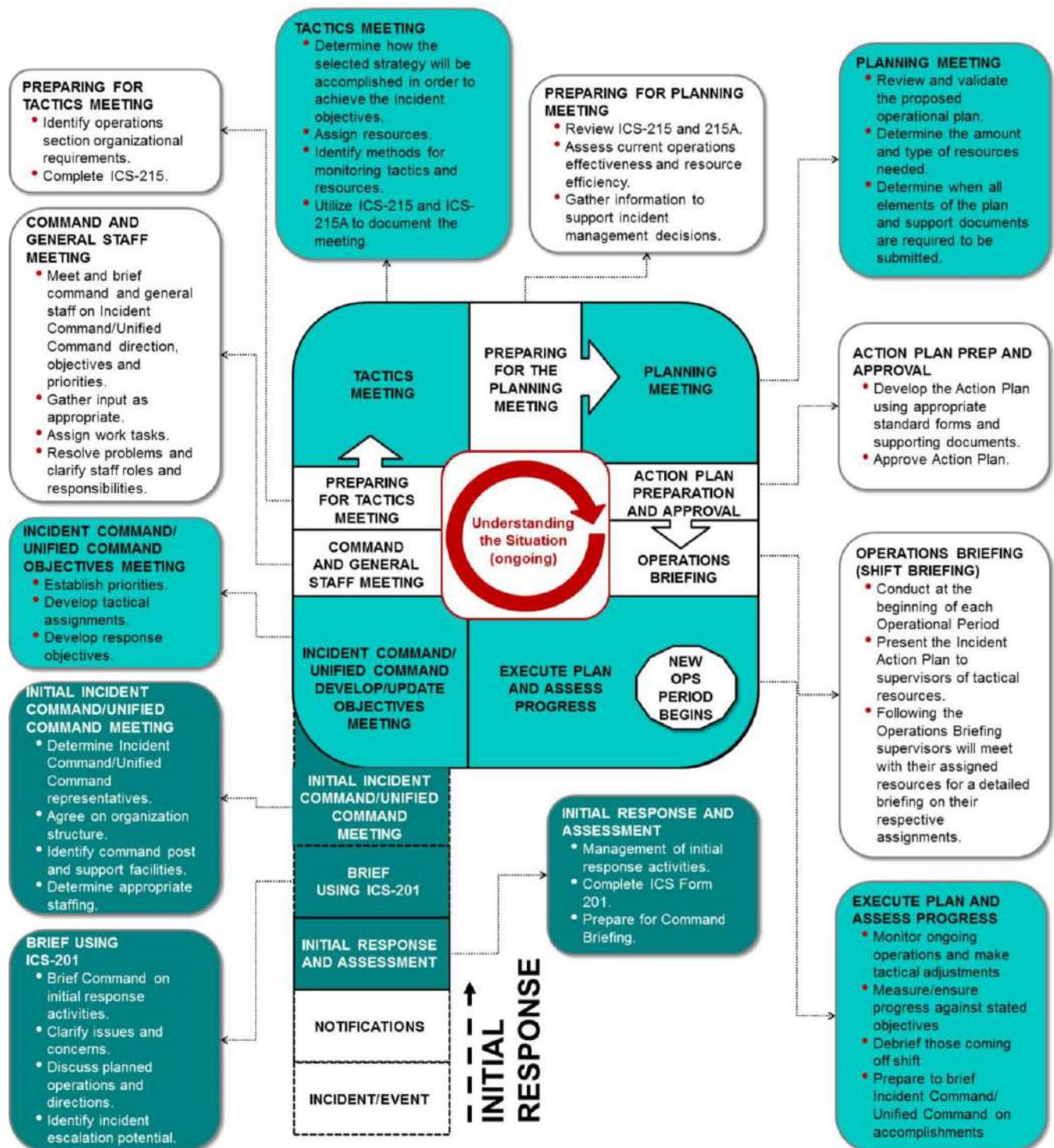
District media procedures outline steps to be taken to protect the privacy of students and staff and facilitate an emergency response and/or investigation. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the EOP.

During and after an incident, staff/faculty should:

- In coordination with communications office or designee, identify one person to speak on behalf of the school.
- Administrators should refer all media inquiries to the Director of Communications or the Joint Information Center (JIC).
- Administrators may also use information sheets developed by the District Communications Department.
- Teachers should refer questions from the press or other media about any incident to your principal or designated spokesperson for the district or school. **Do not contact the media or conduct interviews without approval.**

- Avoid speaking “Off the record.”
- Beware that the media may approach you with the camera or audio device already recording and/or they may keep recording after lowering the device.
- Discourage cell phone use by staff and students during an emergency except to call for help or otherwise assist in crisis response.
- Discourage disseminating information by staff through social media. Coordinate through the Director of Communications or the Joint Information Center (JIC) for release of social media posts and comments.

Figure 6-1 Planning “P”



Section 7 Finance and Administration

7.1 Request, Allocation, Distribution of Resources

Resource requests and emergency/disaster declarations must be submitted to the Deschutes County Emergency Manager through the Superintendent or designee. The Deschutes County Emergency Manager will submit resource requests and emergency/disaster declarations to the Director of Oregon Emergency Management (OEM) according to provisions outlined under [ORS Chapter 401](#).

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

7.2 Financial Management

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

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

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

Emergency Management Office. During activation of the Bend-La Pine Schools EOC, financial management will be handled and staffed by the Business Office.

7.3 Reporting and Documentation

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

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

7.4 Legal Support and Liability Issues

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

7.5 Finance and Administration in the EOC

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

- Time Keeping Unit
- Cost Accounting Unit
- Financial Recovery Unit
- Compensation/Claims Unit

7.5.1 Finance & Administration Section Coordinator

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

Primary Responsibilities:

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

- Implement a Disaster Accounting System.
- Maintain financial records of the emergency.
- Track and record all BLS staff time.
- Process worker's compensation claims received at the EOC.
- Handle travel and expense claims.
- Provide administrative support to the EOC.
- Keep the EOC Director updated on all significant financial developments.

7.5.2 Time Keeping Unit

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

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

Primary Responsibilities:

- Open and maintain an Activity Log.
- Ensure that time reports are accurate and prepared in compliance with BLS policy.
- Ensure that time reports identify scope of work and site-specific work location.
- Ensure that time reports are signed.
- Close out time reports prior to personnel leaving emergency assignment.
- Maintain a separate log for overtime hours.
- Establish and maintain a file of time reports on owned, rented, donated, and mutual aid equipment (including charges for fuel, parts, services, and operators). Track the type of equipment used, make/model numbers, date and time of usage, operator name/agency affiliation, charges for fuel, parts, and services. Track district-owned equipment separate from rented equipment.
- Track all travel requests, forms, claims.
- Ensure that all volunteers maintain detailed and accurate timecards.
- Maintain records security.
- Assist sections/departments in establishing a system for collecting equipment time reports.

7.5.3 Cost Accounting Unit

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

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

Primary Responsibilities:

- Open and maintain an Activity Log.
- Collect and record all cost data.
- Maintain a fiscal record of all expenditures related to the emergency/disaster.
- Prepare resources-use cost estimates.
- Maintain accurate information on the actual cost for the use of all assigned resources.
- With the Time Keeping Unit ensure that all pieces of equipment under contract and dedicated to personnel are properly identified.
- Ensure that all EOC sections/departments maintain proper supporting records and documentation to support claims.
- Make recommendations for cost savings to the Finance & Administration Section Coordinator.

7.5.4 Financial Recovery Unit

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

Primary Responsibilities:

- Open and maintain an Activity Log.
- Obtain copies of all purchase orders, contracts, labor-hour reports and other expense records pertaining to the emergency response, as needed, to verify expenses.
- Prepare all required documentation to recover all allowable disaster costs. Coordinate with the Deschutes County Emergency Manager for proper documentation to obtain State and FEMA disaster recovery assistance.
- Review the following list of items for documenting damage and repairs. These items will be needed for both insured losses and anticipated State and FEMA disaster recovery program eligible losses:
 - Photographs and sketches of damage and completed work.
 - Urgency of the project and reasons.

- Identification of all staff and equipment used in the response – time and expenses.
- Identification of all vended services used in the response – time, materials, and expenses.
- Identification of all mutual aid services used in the response – time, materials, and expenses.
- Process for selection of vended services.
- Co-pay by cooperating agencies, public/private partnerships, etc.
- Organize and prepare records for final audit.

7.5.5 Compensation/Claims Unit

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

Primary Responsibilities:

- Open and maintain an Activity Log.
- Maintain a log of all injuries occurring during the disaster/emergency incident.
- Develop and maintain a log of potential and existing claims.
- Prepare claims associated with the disaster, notify and file the claims with the third-party administrator.
- Ensure that all Compensation-for-injury and Claims logs and forms are complete and routed to the appropriate department for post-EOC processing.
- Obtain all witness statements pertaining to claim and review for completeness.

Section 8 Training, Exercises, & Plan Maintenance

8.1 Training Program

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

NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff who assume roles described in this plan will receive FEMA ICS-100.Sca training. FEMA ICS-100.Sca training is a school-specific web-based course available for free from the Federal Emergency Management Agency (FEMA) [Emergency Management Institute \(EMI\)](#).
- Complete NIMS awareness course ICS-700.A NIMS: An Introduction. ICS-700.A is a web-based course available for free from the EMI. All persons assuming roles described in the basic plan or annexes will take the ICS-700.A course.
- Additionally, the following training courses are recommended:
 - ICS-200: Basic Incident Command System for Initial Response
 - ICS-300: Intermediate ICS
 - IS-362: Multi-Hazard Emergency Planning for Schools
 - ICS-400: Advanced ICS
 - IS-702.a: NIMS, Public Information Systems
- The school district will participate in the local government's NIMS preparedness program and incorporate the school EOP into the Deschutes County and City of Bend EOPs.
- Train and exercise the plan. All staff and students are expected to participate in training and exercise the plans procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

8.2 Exercises and Drills

8.2.1 Exercising the EOP

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

- **Tabletop Exercises:** Tabletop exercises are small-group discussions that walk participants through a scenario and the courses of action a school should take before, during, and after an emergency to lessen the impact on the school and community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.
- **Drills:** During drills, school personnel and community partners (first responders, local emergency management personnel) use the actual school grounds and buildings to practice responding to a scenario.
- **Functional Exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district wide. Participants react to realistic simulated events (bomb threat, or an intruder with a gun in a classroom) and implement the plan and procedures using ICS.
- **Full-Scale Exercises:** These exercises are the most time-consuming of all exercises and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An EOC is established by either law enforcement or fire services, and ICS is activated.

8.2.2 Drills

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

- Fires (including routes and methods of exiting the building) – at least one drill per month (10 per school year)
- Earthquakes (drop, cover, and hold on) – at least two drills should be conducted each school year (October & January)
- Safety threats (Hold, Secure, Lockdown, Evacuate, Shelter) – at least two drills should be conducted each school year.

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

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

8.3 Event After-Action Reviews

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

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

8.4 Plan Review & Maintenance

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

- Verify contact information.
- Review the status of resources noted in the plan.
- Evaluate the procedures outlined in the plan to ensure their continued viability.
- Apply lessons learned from exercises and actual emergencies or disasters.

Recommend changes should be forwarded to:

Assistant Director of Safety
520 NW Wall St.
Bend, OR 97703

Appendix A Acronyms

AAR	After-Action Report/Review
BLS	Bend-La Pine Schools
COOP	Continuity of Operations
CPTED	Crime Prevention Through Environmental Design
EMI	Emergency Management Institute
EMO	Emergency Management Organization
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FEMA	Federal Emergency Management Agency
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
MAC	Multiagency Coordination Group
NHMP	Natural Hazard Mitigation Plan
NIFC	National Interagency Fire Center
NIMS	National Incident Management System
OEM	Oregon Office of Emergency Management
OHA	Oregon Health Authority
OSHA	Occupational Safety and Health Administration
ORS	Oregon Revised Statutes
PPD-8	Presidential Policy Directive 8 – National Preparedness
STAT	Student Threat Assessment Team
SRP	Standard Response Protocol

Bend-La Pine Schools
Deschutes County, Oregon
CONTINUITY OF OPERATIONS (COOP) ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

CONTINUITY OF OPERATIONS (COOP) ANNEX

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1. Purpose and Scope

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

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

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

2. Responsibilities

Implementation of the COOP procedures is a collaborative effort with the affected schools/staff and the district leadership and staff. Key staff should be prepared to perform essential functions related to their respective positions, included in the following:

Superintendent	<ul style="list-style-type: none">▪ Determine when to close schools, and/or send students/staff to alternate locations.▪ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Director of Safety	<ul style="list-style-type: none">▪ Disseminate information internally to staff and students.▪ Communicate with parents, media, and the larger school community.
Assistant Superintendent(s) and/or Department Head(s)	<ul style="list-style-type: none">▪ Ensure systems are in place for rapid contract execution after an incident.▪ Identify relocation areas for classrooms and administrative operations.▪ Create a system for registering students (out of district or into alternative schools).▪ Brief and train staff regarding their additional responsibilities.▪ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.

	<ul style="list-style-type: none"> Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). Reevaluate the curriculum.
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).
School Secretary/Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including school's insurance policy. Ensure redundancy of records is kept at a different physical location. Secure classroom equipment, books, and materials in advance. Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. Retrieve, collect, and maintain personnel data. Provide accounts payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> Establish academic and support services for students and staff/faculty. Implement additional response and recovery activities according to established protocols.
Transportation Department	<ul style="list-style-type: none"> Determine how transportation will resume.
Food Service/Cafeteria Workers	<ul style="list-style-type: none"> Determine how food services will resume.
Additional Staff	<ul style="list-style-type: none"> To be developed as needed

To implement COOP procedures:

- All core COOP personnel, as well as district and school administrators will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of their responsibilities during implementation of COOP procedures.
- Annual COOP training/exercise will test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data systems, including testing of offsite IT operating systems.

3. Procedures

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations. Action steps should be developed based on the above roles, responsibilities, and needs.

3.1 Activation and Relocation

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

3.2 Alert, Notification, and Implementation Process

Each school and school district department will be responsible for notifying their staff/students of the COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

3.3 Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. The district will work with each school/facility to determine what is the best potential relocation site. If the relocation site requires transporting students/staff to the site, Transportation will provide buses to move students/staff to the new location. The district will maintain a list of predetermined, potential locations for school/facility relocation, but the actual relocation site will be chosen based on the specific incident and not announced beforehand. This will allow district staff to coordinate with Deschutes County Emergency Management, and other local agencies (law enforcement, fire department, public works, ODOT, etc.) to ensure the selected relocation site is safe and secure for use by the school district.

3.4 Alternate Facilities and Strategy

For estimated short-term (2 to 14 days), the alternative facility will be:

Facility Name:

Facility Address:

Facility Phone:

For a longer-term arrangement, the location will be:

Facility Name:

Facility Address:

Facility Phone:

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for

securing those resources. IT systems available at the site will need to be tested for compatibility with Bend-La Pine Schools backup data.

3.5 Interoperable Communications/Backup Sites

As noted above, Bend-La Pine Schools will be used as a temporary alternative site for short-term disruptions.

With a longer term and/or more comprehensive incapacity of the district office, _____ is the first option for relocation. Currently the lines and services for telephones and computers at _____ are maintained, protected, and backed up offsite.

In _____, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power. The main computer room housing the servers on the third floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners, and temperature controls. The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity. The building has no sprinkler system, and the placement of thermostats does not match the current office configuration, resulting in wide variations of temperature depending on location.

3.6 Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off-site.

3.7 Human Capital Management

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

3.8 Reconstitution

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

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

Bend-La Pine Schools
Deschutes County, Oregon
HEALTH AND MEDICAL ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

HEALTH AND MEDICAL ANNEX

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1. Purpose and Scope

Bend-La Pine Schools will utilize the Health and Medical Annex through coordinated efforts to achieve the following goals:

- Limit the number of illnesses and deaths.
- Preserve continuity of essential school functions.
- Minimize educational and social disruption.
- Minimize economic and academic losses.

Implementation of Bend-La Pine Schools Health and Medical plan will be in coordination with the Deschutes County Emergency Operations Plan, the Deschutes County Health Department Emergency Preparedness Plan, and other community, state, and federal partners.

- **Food and Water Safety.** Provide a coordinated school response to protect students, staff, and our community should an imminent health hazard due to food or water safety occur in Bend-La Pine Schools (BLS).
- **Medical Emergency.** Guide district staff through emergency medical situations that may take place within school district facilities.
- **Mental Health and Death of a Staff Member/Student.** Guide district staff through emergency situations that may occur due to a suicide or suicide attempt at school or off school grounds that involves students, staff, or community members.
- **Spilled Body Fluids.** Guide district staff on the actions taken when encountering spilled body fluids. All body fluids (blood, vomit, urine, feces, saliva) have the potential to infect people with diseases such as Hepatitis B, HIV, or other serious illnesses.

2. Responsibilities

To implement the Health and Medical Procedures:

1. Designated staff will undergo Applied Suicide Intervention Training (ASIST).
2. Staff assigned to work with students with access and functional needs will undergo in-depth training.
3. Emergency management and response personnel will review and provide input into the plan.

3. Specialized Procedures

3.1 Food and Water Safety

Our school district's food and water supply could be vulnerable to a potential emergency or disaster that could impact the safety of the food, water, and consumable products we serve to our students, staff, and our community.

One of the first things that must be done in an emergency is to determine if there is an imminent health hazard. The Food & Drug Administration (FDA) Food Code defines an imminent health hazard as:

Imminent health hazard: *a significant threat or danger to health that is considered to exist when there is evidence sufficient to show that a product, practice, circumstance, or event creates a situation that requires immediate correction or cessation of operation to prevent injury based on:*

1. *The number of potential injuries, and*
2. *The nature, severity, and duration of the anticipated injury.*

3.2 Medical Emergency

- **Evaluate** the situation. Are there things that might put you or the victim at risk of harm?
- **Avoid** moving the victim, unless leaving them where they are will put their or your life in danger.
- If a serious injury or condition, **call 9-1-1** or tell someone to do so.
- If not a life-threatening situation, notify the school office.
- If you are certified, **administer** First Aid and/or CPR as deemed necessary, **or send** for a trained staff member to do so.
- **Stay** with the victim until help arrives. Try to be a calming presence for the victim.
- **Transport** victim to sick room/nurse's office if safe to do so. Call school nurse.
- **Notify** parent/guardian of situation.
- **File** an accident report with the district office.

3.3 Mental Health and Death of a Staff Member/Student

If a suicide (threat or attempt to take one's life) takes place while in school or at a school district facility:

- **Intervene** as appropriate to any threat or attempted suicide.
- **Assess** the situation. If possible, safely take any necessary precautions to prevent students from witnessing a traumatic event.
- Notify school administration and provide medical assistance, as appropriate. Notify school nurse, school counselor or school psychologist.
- If necessary, **call 9-1-1**
- If necessary, call the Deschutes County Health Services 24 Hour Crisis Hotline **(541) 322-7500, extension 9**, or the National Suicide Prevention Lifeline **1-800-273-TALK (8255)**, available 24/7.
- Remain calm and reassure students.
- Initiate a **LOCKDOWN** or **EVACUATION**, if appropriate.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.
- If needed, coordinate with district leadership to activate the Tri-County crisis response team (541) 325-9911.

Warning Signs for Suicide:

- Hopelessness.
- Rage, anger, seeking revenge.
- Acting reckless or engaging in risky activities, seemingly without thinking.
- Feeling trapped – like there's no way out.
- Increasing alcohol or drug use.
- Withdrawing from friends, family, or society.
- Anxiety, agitation, unable to sleep, or sleeping all the time.
- Dramatic changes in mood.
- No reason for living; no sense of purpose in life.

3.4 Communicable Disease

- See Attachment A for the BLS Communicable Disease Plan.
- Each school will maintain their own individual COVID-19 Plan, in accordance with federal and state laws and regulations.

3.5 Spilled Body Fluids

- **Wear** disposable gloves at all times when dealing with another person's body fluids.
- **Avoid** getting another person's body fluids in your eyes, mouth, open sores, or wounds.
- If exposed, rinse the affected area immediately, **wash** with soap and water and report the exposure to the building principal immediately.
- **Contact** your building custodian for assistance in cleanup. Your building custodian is familiar with safe cleanup and disposal procedures.
- If an individual is exposed, **send** him or her to the office for follow-up and/or care.
- See the Bloodborne Pathogen **regulations** (Administrative Regulation EBBAB-AR) for more information about related exposure and cleanup issues.
- Principal, supervisor, or department manager notifies the school district risk manager.

Attachment A BLS Communicable Disease Plan

Purpose

The purpose of the Communicable Disease plan is to provide a coordinated school response to protect students, staff, and our community should a pandemic incident occur in Bend-La Pine Schools (BLS). This plan has been modeled after the Deschutes County Health Department (DCHD) Communicable Disease Plan.

Scope

Communicable disease epidemics happen nearly every year and cause an average of 36,000 deaths annually in the United States. During the 20th century, three pandemics occurred that spread worldwide within a year. The influenza pandemic of 1918 was especially virulent, killing many young, otherwise healthy adults. The pandemic caused more than 500,000 deaths in the United States and more than 40 million deaths around the world. Subsequent pandemics in 1957-58 and 1968-69 caused 70,000 and 34,000 deaths respectively in the United States. In December of 2019, the start of a worldwide pandemic broke out in China. The SARS-CoV-2 virus, or “2019 Novel Coronavirus,” or COVID-19 spread across the world in early 2020, causing widespread illness and death. Most of the world went into “isolation” for much of 2020 and 2021, staying home to help stop the spread of the virus. As vaccinations were made available in early 2021 in the United States, the spread of the virus started to slow down. By June 1, 2022, the United States had recorded a total of 84,145,569 COVID-19 infections and 1,003,571 deaths from COVID-19, making it one of the deadliest pandemics in the world.

There are several characteristics of communicable disease outbreaks that differentiate it from other public health emergencies. First, it has the potential to suddenly cause illness in a very large number of people, who could easily overwhelm the health care system throughout the nation. A pandemic outbreak could also jeopardize essential community services by causing high levels of absenteeism in critical positions in every workforce. Basic services, such as health care, law enforcement, fire, emergency response, communications, transportation, public schools, and utilities could be disrupted during a pandemic. The increased stress from a potential pandemic or actual pandemic will also increase the mental health service needs throughout the schools and community. Finally, the pandemic, unlike other emergency events, could last for many weeks, if not months or years. Schools need to prepare for school closures that may last up for extended periods of time.

Schools tend to be affected by outbreaks more than other settings because their occupants, primarily children, easily transmit illnesses to one another due to their proximity and their inefficiency at containing the droplets issued by their coughs and sneezes. High susceptibility of students and staff to the exposure of a mutated virus because of proximity and a longer duration of the outbreak due to lack of immunity and vaccines could result in lengthy and

widespread absenteeism. In a worse-case scenario, the pandemic could force schools to close, potentially prompting administration to extend the academic year and expend additional resources for staff sick leave and substitute teachers.

Responsibilities

Bend-La Pine Schools will utilize the Communicable Disease plan through coordinated efforts to achieve the following goals:

- Limit the number of illnesses and deaths.
- Preserve continuity of essential school functions.
- Minimize educational and social disruption.
- Minimize economic and academic losses.

Implementation of Bend-La Pine Schools Communicable Disease plan will be in coordination with the Deschutes County Emergency Operations Plan, the Deschutes County Health Department Communicable Disease Plan, and other community, state, and federal partners.

Planning Assumptions

[The U.S. Health and Human Services Influenza Pandemic Plan](#) contains the following information about pandemics, how they might affect school aged children, and how states and local agencies should plan for them:

- The clinical attack rate (the percentage of people who will become so sick they won't be able to go to work or school) will be 30% in the overall population. Illness rates will be highest among school aged children (about 40%) and decline with age.
- Children will shed the greatest amount of virus (they are more contagious than adults) and therefore are likely to pose the greatest risk for transmission.
- On average about two secondary infections will occur because of transmission from someone who is ill.
- In an average community, a pandemic outbreak will last six to eight weeks. At least two pandemic disease waves are likely.
- It is anticipated that the school district will need to plan to function with a total of 30% work force absentee rate for the entire pandemic outbreak. If staff absenteeism is sufficient to warrant the administrative closure of the school or district, the administrative procedures for temporary school closures are to be followed.
- Working closely with the Deschutes County Health Department and the Deschutes County Emergency Management Department will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communication during a pandemic outbreak.

- A pandemic will result in the rapid spread of the infection with outbreaks throughout the world. Communities across the state and the country may be impacted simultaneously.
- Antiviral medications will be in extremely short supply. Local supplies of antiviral medications may be prioritized by the Deschutes County Health Department for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other groups.
- Due to vaccine production and distribution constraints, a vaccine for the pandemic strain will likely not be available for six to eight months following the emergence of a novel virus.
 - As vaccine becomes available, it will be administered to eligible persons and ultimately to the entire population.
 - Insufficient supplies of vaccines and antiviral medicines will place greater emphasis on social distancing strategies to control the spread of the disease in the county.
- There could be significant disruption of public and privately owned critical infrastructure including transportation, commerce, utilities, public safety, and communications.
- Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gathering points and canceling public events may be implemented during a pandemic.
- The public, health care partners, response agencies, elected leaders, and schools will need continuous updates on the status of the pandemic outbreak, the steps the Deschutes County Health Department and the school district is taking to address the incident and steps the public can take to protect themselves.

Mitigation and Prevention

To help with preventing the spread of any infectious disease, schools have an opportunity to educate students, staff, and the community on social etiquette and disease prevention. The following topics from the Centers for Disease Control and Prevention (CDC) can be presented to students in the classroom setting, to staff through in-service training, and the community through public information announcements via website, local television and radio stations, email, and media releases. Bend-La Pine Schools will encourage parents and community members to learn more about communicable disease by accessing outside resources including the internet sources such as:

Public Health Instructions During a Pandemic

During a pandemic, people may be asked or required to take steps to reduce the spread of disease. Infection control in the community should focus on “social distancing,” promoting respiratory hygiene/cough etiquette, and hand hygiene to help decrease exposure to others. A limitation on movement may be implemented to protect the healthy individuals by reducing or limiting the spread of disease.

Avoid Large Groups:

People, even those who are healthy, should stay away from gatherings of people such as sporting events, movies, and festivals. During a pandemic, these kinds of events could be cancelled because large gatherings of people help spread the virus.

Stay Home:

People who are sick should stay home. Children should not go to school if they are sick. To limit the spread of disease during a pandemic, staying home will be necessary. It is extremely important to listen to what the community health leaders are advising and to follow their instructions.

“Sheltering” means to seek shelter (usually in your own home) and remain there during an emergency rather than evacuating the area. During a pandemic, individuals acting out of their own interest would limit their social interaction, so they are not exposed to illness. During a pandemic, “sheltering” may be necessary for a period of days or weeks, so it is extremely important that families stock their homes to accommodate a lengthy period of sheltering.

Isolation:

Isolation is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated can help to slow or stop the spread of disease. Individuals who are isolated can be cared for in their homes, in hospitals, or other health care facilities. Isolation is usually voluntary but local, state, and federal government agencies have the authority to require the isolation of sick people to protect the community.

Quarantine:

Quarantine is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick now, they have been exposed to the disease. They may still become infectious and spread the disease to others. Quarantine can help to slow this from happening. State and local health departments have the authority to enforce quarantines within their jurisdictions. [Oregon Revised Statute \(ORS\), 2015 ORS 433.128](#) provides the legal authority for officials to isolate or quarantine a person or group of people.

Preparedness and Response

Communicable disease will be monitored as it progresses throughout the U.S. and/or the world. This will provide schools with an opportunity to prepare for a local outbreak and response.

A coordinated response by the Bend-La Pine Schools is critical to the health and welfare of the community. It is imperative that all school staff members work to prevent the spread of influenza through proper hygiene. School administrators shall be responsible to make sure all building staff are properly trained in infection control measures to prevent the spread of influenza. To assist in this process, all staff members will be trained in recognition of symptoms that may indicate infection of influenza or other communicable diseases. Common viral symptoms include:

- Fever of 100.0 F or greater (usually higher)
- Headache
- Tiredness (can be extreme)
- Cough
- Sore throat
- Runny or stuffy nose
- Body aches
- Diarrhea and vomiting (more common among children than adults)

A person may be infected with a virus and not present these symptoms for several days. A person may or may not present all the symptoms of infection.

The school nurse in conjunction with the school administrator will begin identifying students and staff who may be more vulnerable to infection and encouraging them to consult health care professionals regarding additional health and safety precautions. This will also include requesting parents of students who may have an increased level of susceptibility stay home.

As the pandemic progresses, the Deschutes County Health Department will consult with the Superintendent and recommend actions to be taken.

When requested to do so, Bend-La Pine Schools will monitor and report student and staff absenteeism to the Deschutes County Health Department.

The Deschutes County Health Department will consult with Bend-La Pine Schools when they move from a passive to active surveillance of cases within the county. It will be the responsibility of the school administrator to solicit information regarding a student's illness if they are absent from school. Each school building will submit a summary of absences to the Superintendent or designee daily.

Based on recommendations by the CDC and local health authorities, any ill students or staff should voluntarily stay home for 7 – 10 days after viral symptoms are present. The school district should be prepared to act liberally with sick leave during a pandemic event. The Superintendent will determine critical staff needed to maintain the function of the district should a closure be the next option. If critical staff remain in the district during the closure, social distancing should be utilized to prevent potential exposure to the influenza virus.

Upon recommendation from the Deschutes County Health Department that Bend-La Pine Schools should prepare for a full response to a pandemic event, the district may:

- Cancel all nonacademic events and/or
- Close schools for an extended period of time (up to 12 weeks)
- Follow the outlined procedures in the Deschutes County Emergency Operations Plan and the Deschutes County Health Department Pandemic Influenza Plan

When preparing to dismiss students for an extended period of times, students should take all academic materials (including iPads) home with them. Prior to staff being dismissed, lesson plans should be prepared, if possible, to promote student study at home during the school closure.

While schools are closed, the Superintendent will work with the Deschutes County Emergency Manager regarding the utilization of school facilities and resources by health care and emergency personnel.

The school district will continue to communicate with the community via media and other electronic communication systems throughout the pandemic response regarding any relevant information leading to the recovery and return to normal school operations.

Recovery

Bend-La Pine Schools will communicate with the Deschutes County Health Department and Deschutes County Emergency Management Department regarding when it is safe for the district to resume normal operations. When it is determined to be safe to resume normal operations, the district will notify the community via normal media and electronic communications means. The school district will relay to the community information regarding expectations and schedule changes.

As Bend-La Pine Schools resumes normal operations it will remain in contact with the Health Department regarding disease surveillance and any need to return to a response mode. It is estimated that pandemic influenza events will come in waves and understood that the recovery process may repeat several times as needed.

General Influenza (Pandemic, Seasonal, Avian) Information:

[Centers for Disease Control and Prevention \(CDC\)](#)

[World Health Organization \(WHO\)](#)

[National Association of School Nurses](#)

[U.S. Department of Education](#)

Hand Washing and Respiratory Etiquette Sites:

[National Science Foundation \(NSF\) Scrub Club](#)

[It's a SNAP \(School Network for Absenteeism Prevention\)](#)

[Stopping the Germ at Home, Work and School](#)

Bend-La Pine Schools
Deschutes County, Oregon
INTENTIONAL ACTS ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

INTENTIONAL ACTS ANNEX

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1. Purpose and Scope

The purpose of the Intentional Acts Annex is to guide district staff through emergency situations that may occur due to:

- **Assault/Fighting/Bullying.** Incident where any violence or threat of physical harm to staff, students, or other persons not involving dangerous weapons, deadly weapons, or firearms.
- **Bomb Threat.** Incident where a bomb threat is made against the school, the following procedure should be adhered to by students and staff.
- **Disturbances/Demonstrations.** Incident where there is a civil disturbance, riot, student demonstration or other significant disruption to the school environment, the following procedures should be adhered to by students and staff.
- **Child Abuse.** Guide district staff on the required legal actions taken when they have reasonable cause to believe that any child with whom they encounter has suffered abuse, or that any person with whom they encounter has abused a child.
- **Unauthorized Visitors.** Incidents that may occur due to any unauthorized visitor or unknown person on district property.
- **Weapons/Shooting.** Incidents that may occur due to any unauthorized use of weapons or a shooting that takes place on district property. A dangerous weapon, deadly weapon or firearm is any item fashioned with the intent to sell, use, harm, threaten, or harass students, staff, parents, or visitors. A shooting is the discharge of any firearm in or in the direction of a school building or district property.

The response procedures below outline steps to be taken to protect students and staff from injury or death during the types of incidents listed above and ensure a safe outcome for all occupants when necessary.

2. Responsibilities

To implement the Intentional Acts procedures:

- All staff will undergo emergency procedures training and participate in drills.
- Staff assigned to work with students with access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

3. Specialized Procedures

3.1 Assaults/Fighting/Bullying

If anyone displays or uses a dangerous weapon in or around any school or district facility:

- **Approach** the situation/person in a calm manner, addressing the combatants by name if possible.
- **Control** the scene. Demand that the combatants (or aggressor in the case of bullying) stop. Obtain witnesses.
- **Call 911 if needed.**
- **Direct** students to safety. Initiate **Lockdown** or **Evacuation** procedures if necessary.
- **Escort** the combatants (or aggressor in the case of bullying) to the office area, keeping them isolated from each other and other students.
- **Notify** administration.

Administrative Follow-Up actions include:

- Obtain statements from combatants and witnesses.
- If needed, contact the district safety team to obtain camera footage of the incident (do not give camera footage to anyone outside of school/district administration without first consulting with the district safety team).
- Pursue appropriate disciplinary steps.
- Notify parents.
- Notify law enforcement, if applicable.
- Follow the district's policy [ACB-BP Every Student Belongs](#) for reporting complaints of discrimination, harassment, intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, sexual misconduct/harassment, sexual violence, and/or a bias incident.

3.2 Bomb Threat

Upon receipt of a verbal or written threat of a bomb or discovery of a suspicious device.

- Record exactly what the caller says. Attempt to obtain exact wording. Check the caller ID when applicable. Not time of the call.
- Ask the caller:
 - What time is the bomb set to detonate?
 - Where is it located?
 - Is it visible? Hidden?
 - What kind of bomb is it?
 - What does it look like

- Why was it placed in the school?
- How did it get in the school?
- **Note** - the caller as to accent, age, sex, mental state, etc. and determine any background noise.
- Look at your telephone history to determine the number.
- Notify Administration.
- **Call 911**

DO NOT attempt to move or touch the device!

Inside the Building:

- Make the announcement to **Evacuate** the building and provide additional instructions as necessary. It may be necessary to evacuate to an alternative assembly area further away from the building than normal. Use appropriate means to notify any staff who are outside the building, including outdoor PA system, two-way radios, cell phones, etc.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

Outside the Building:

- Make the announcement to conduct a **Reverse Evacuation** back into the building. Take into consideration the location of the bomb or suspicious item. If it is close to the building, it may be necessary to move students and staff to an alternative location near the school for accountability (i.e., local business, church, park, large field, or parking lot). Use appropriate means to notify staff and students to move back into the building or to an alternative assembly area, including the PA system, two-way radios, cell phones, 3 blows on a whistle to get everyone's attention, etc.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

3.3 Child Abuse

Child Abuse: School employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of Services to Children and Families or to a law enforcement agency with the county where the person making the report is at the time of his/her contact.

“Child” is defined as any unmarried person under the age of 18. **“Child Abuse”** categories

include: (a) physical; (b) neglect; (c) mental injury; (d) threat of harm; or (e) sexual abuse and sexual exploitation.

Staff Procedures:

- **Contact** supervisor, building administrator or counselor.
- **Inform** Department of Human Services (541-388-6161) or law enforcement and make a written record of your contact via district form. Send the original form to the district office.
- **Do not** notify parents! Let the authorities deal with the report.

Administrator:

- Confirm notification of required agencies.
- Be certain proper procedures are followed (i.e., confidentiality and student interview by an outside agencies).
- Confirm form as been sent to the district office.

3.4 Disturbance or Demonstration

Inside the Building: An event that has the potential to disrupt school activities or cause injury/damage.

- If necessary, initiate **Lockdown** procedures.
- **Call 911**
- If Lockdown was initiated, notify the entire building through the PA System, two-way radios, or by yelling "Lockdown!"
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

Outside the Building:

- If necessary, initiate **Secure** procedures.
- If necessary, **Call 911**
- If students and staff are outside of the building, and it is safe to do so, initiate **Reverse Evacuation** procedures to move everyone inside the building. It may not be safe to open the doors to allow students and staff back into the building without also allowing any intruders/demonstrators to have access into the building. If this is the case, be prepared to **Evacuate** students and staff to an alternate location nearby for accountability and safety (i.e., local business, church, park, or other area that is away from the disturbance/demonstration).
- If all students and staff are accounted for inside of the building and a Lockout has been initiated, consider closing the blinds to windows that face outside. This will help keep distractions to a minimum.

- Place staff at exterior doors to ensure no one is allowed in or out of the building during the Lockout.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

3.5 Unauthorized Visitor

If an unauthorized visitor enters a school or district facility:

- **Ask** the unauthorized visitor to identify him/herself. Attempt to obtain identity and purpose of the unauthorized visitor.
- **Direct** them to the office (escort them to be sure they go to the office).
- **Assess** the situation for danger. If necessary, direct students to a safe place if appropriate. Use your best judgement and if necessary, initiate **Lockdown** procedures.
- If necessary, **Call 911**
- As soon as it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

3.6 Weapons/Shooting

If anyone displays or uses a dangerous weapon in or around any school or district facility:

- **Call 911**
- **Assess** the situation for danger (person with the weapon's location, any injuries, etc.)
- **Direct** students to safety. Initiate **Lockdown** or **Evacuation** procedures if necessary.
- As soon as it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

3.7 Swatting

Swatting is defined as a false report of an ongoing emergency or threat of violence intended to prompt an immediate tactical law enforcement response. Swatting scenarios include bomb threats, active shooter scenarios, threats of imminent shooting rampage, hostage scenarios, and threats involving chemical, biological, radiological, nuclear, or explosive agents.

Many swatting incidents involve the targeted location receiving the swatting call, as opposed to reporting the emergency directly to law enforcement agencies or 911.

3.7.1 Indicators

These indicators can be used to identify a potential swatting incident:

- The swatting call is the *only incoming call* to report an active shooter or ongoing emergency. If a shooting has occurred or an active shooter scenario is unfolding, multiple calls to 911 from witnesses or victims are likely.
- The incoming telephone number is *spoofed or blocked*. Swatting calls using Voice over Internet Protocol (VoIP) services will appear as all zeros or nines, blocked, unavailable, or one of the default Skype numbers: (661) 748-0240, (661) 748-0241, or (661) 748-0242.
- The swatting call is *routed through a non-emergency dispatch line*. Swatters using VoIP services cannot dial 911 directly, so instead they look up non-emergency lines of dispatch operations.
- The caller's tone and background noise are *inconsistent with the claimed emergency or threat*.
- The caller can be heard *typing or clicking a computer mouse* in the background. Swatters will conduct internet searches or use online mapping and geospatial tools during the call to answer follow-up questions and provide exterior descriptions of buildings or residences.
- The caller is *unable to answer follow-up questions* requesting details such as their full name, phone number, or current location.
- The caller *mispronounces names* such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target.
- The caller's *story changes or escalates* throughout the course of questioning. When challenged by follow-up questions or doubts that their claims are true or legitimate, the swatting caller may intensify their threat or change key details of their story.
- The caller uses *specific gun names* or terminology to identify their weapon.
- Gunshots or explosions heard in the *background are inconsistent* with other noise or sound fake.
- Swatting callers may play recordings of gunshots or live firefights from video games or the internet to sound as if they are shooting a weapon while on the call.
- The caller *claims to be armed or suicidal* and willing to shoot law enforcement.

3.7.2 Mitigation

Swatting calls can be successfully mitigated using follow-up questioning to identify inconsistencies or weaknesses in the caller's storyline or to make the caller feel their attempt is failing. Call receivers should ask **multiple questions** in quick succession and repeat questions later in the call to identify inconsistencies.

Suggested questions include:

- "What is your full name?" (ask again later in the call, and specifically ask for a middle name)
- "Where are you calling from?"
- "What is your phone number?"
- "Why didn't you call 911 directly?"
- "I need your call back number in case we get disconnected. What is your mobile or home number?"
- "Why are you reporting yourself?"
- "Why is there no noise in the background?"
- "What is that noise in the background?" (when background noise is inconsistent with the story)
- "Why does it sound like you're typing on a computer keyboard?"
- "Are you targeting anyone in particular?"

Caller claims to be inside, near, or on the roof of a school:

- "How did you get on the roof?"
- "Where exactly are you on the roof?"
- "How are you going to get inside the building?"
- "Do you know a student at the school?"

Caller claims they are on their way or planning to target a location:

- "Where are you coming from?"
- "Are you in a car?" "When will you get there?"

3.7.3 Reporting

Targeted locations should call **911** in the event of a reported emergency or threat of violence and clearly indicate if there is suspicion of swatting. If possible, try to keep the caller on the line and ask follow-up questions while another individual speaks to the dispatcher.

Reporting information will aid in the coordination of investigations between local, state, and federal law enforcement, as well as analysis of trends and the further development of best practices, which will be shared with all partners. Detailed information includes:

1. **Exact time and date** the call was received.
2. **Victim telephone number** that received the incoming swatting call.
3. **Victim's telecommunications provider** (for example, Verizon, AT&T, etc.)
4. **The incoming (swatting) telephone number.**
5. **Detailed description of the nature of the threat.**
 - Incident Type: For example, bomb threat, active shooter, hostage situation, etc.
 - Did the caller provide a motivation or reason for the threat?
 - Did the caller specify a timeline for imminent or future threats?
 - Where did the caller claim to be calling from?
 - Was any background noise heard during the call?

Bend-La Pine Schools
Deschutes County, Oregon
NATURAL HAZARDS ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

NATURAL HAZARDS ANNEX

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1. Purpose and Scope

The Natural Hazards Annex is designed to address the following natural hazards and outline the appropriate emergency procedures that should be initiated immediately.

- **Earthquake.** In cases of an incident where there is an earthquake that strikes without warning.
- **Inclement Weather.** In cases that inclement weather necessitates the initiation of emergency procedures and/or early school closure.
- **Volcanic Activity.** Actions taken during a volcanic eruption. Because Oregon is in the Pacific Rim region, sudden, unforeseen volcanic activity remains a very real risk to staff and students.

The Natural Hazards Annex outlines steps to be taken to protect students and staff from injury or death during an incident and ensure a safe outcome for all occupants when necessary.

2. Responsibilities

To implement the Natural Hazards Procedures:

- All staff and students will undergo training and participate in appropriate training and drills (participation in the Great Shakeout Drill in October each year is highly recommended).
- Staff assigned to work with students with access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

3. Specialized Procedures

3.1 *Earthquake*

Inside the Building: If an earthquake strikes and you are inside the building:

- Instruct students in proper earthquake procedures: **Duck, Cover, and Hold.** (i.e., drop to a crouched position, head down, hands clasped behind the head, with back toward windows, under tables and away from bookshelves and cabinets.)
- Wait until tremors cease. Be prepared for possible aftershocks.
- Evaluate the situation and implement **evacuation procedures** if. If required, evacuate to pre-assigned assembly areas at least 100 feet from the building necessary (be sure to check your surroundings, to include “looking up,” to ensure there is no danger of falling debris). Take attendance immediately and report any missing students to the administration.
- If necessary, **Call 911**

- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.
- Supervise students until they can safely return to class or other administrative direction is given.

Outside the Building

- Move away from any buildings to open space, avoiding trees, poles, and any overhead wires.
- Wait for tremors to cease.
- Evaluate the situation and implement **evacuation procedures** if. If required, evacuate to pre-assigned assembly areas at least 100 feet from the building necessary (be sure to check your surroundings, to include “looking up,” to ensure there is no danger of falling debris). Take attendance immediately and report any missing students to the administration.
- If necessary, **Call 911**
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.
- Supervise students until they can safely return to class or other administrative direction is given.

3.2 Inclement Weather

3.2.1 Severe Windstorms

- Turn off and unplug computers; turn off any natural gas in anticipation of possible power outage (e.g., science labs, kitchens).
- No open flames, candles, matches or lighters should be used for temporary lighting if outage occurs.
- Keep students in rooms opposite the windward side of the building. Use lower floors, interior halls, and basements for students whenever possible.
- Await decision of possible early dismissal by administrator or designee.

3.2.2 Severe Snow Storm/Ice Storm

- Turn off and unplug computers; turn off any natural gas in anticipation of possible power outage (e.g., science labs, kitchens).
- No open flames, candles, matches or lighters should be used for temporary lighting if outage occurs.
- Keep students indoors.
- Await decision of possible early dismissal by administrator or designee.

3.2.3 Electrical Storm

- Remain indoors as storm develops. If outdoors, seek indoor shelter immediately.

- Avoid contact with electrical switches, drinking fountains, water pipes, any electrical equipment and any object that may conduct electricity.
- Turn off and unplug computers; turn off any natural gas in anticipation of possible power outage (e.g., science labs, kitchens).
- Follow administrative directives as provided.

3.2.4 *Cold Weather*

- When the outside temperature falls to 20°F or below (not including windchill), the administration will use caution when allowing outdoor school activities.

3.2.5 *Extreme Heat*

- Schools will monitor the heat index for their geographic area prior to practices and outdoor activities.
- **Subscribe:** Athletic Directors and Coaches will subscribe to receive [Oregon School Activities Association \(OSAA\) Heat Index Notifications](#). An OSAA Heat Index Notification is generated for areas where the forecasted high temperature and relative humidity indicate a forecasted heat index that may require practice/activity modifications. Only those areas that have a forecasted heat index of 95°F or higher receive alerts.
- **Designate:** Schools will designate someone who will take the necessary steps to determine and record the heat index within one hour of the start of each team's practice or outdoor activity. **This is only necessary on days when the school receives an OSAA Heat Index Notification.** Depending on practice schedules, it is possible that the designated person will have to record the Heat Index multiple times on the same day.
- **Calculate:** Within one hour of each team's practice on days when the school's subscribers receive an OSAA Heat Index Notification, the designated person shall utilize the [OSAA Heat Index Calculator](#) to determine the actual heat index.
- **Record:** If the actual heat index is 95°F or higher, the designated person shall record it using the **OSAA Heat Index Record** or by printing out a copy to be kept at the school for inspection at the request of OSAA. A separate record will be kept for each sport at each level. Practice modification, as necessary, will also be recorded. If the actual heat index is less than 95°F, no action is needed.
- **Act:** If the actual heat index is 95°F or higher, activity should be altered and/or eliminated using the following guidelines provided by the OSAA Heat Index Guidelines.

3.3 *Inclement Weather and School Closures*

In case of hazardous or emergency conditions, the Superintendent may alter district and transportation schedules appropriate to the conditions. Such alterations include closure of schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

The philosophy of Bend-La Pine Schools is to keep schools open and operate buses except under extreme adverse conditions. During snow and ice days, if more than half of the students can safely attend school, the district will hold school and offer bus service.

During the winter months, roads shall be checked daily to ensure that students can be transported safely. The district maintains contact with the Redmond and La Pine Transportation Departments, local law enforcement agencies, and state transportation agencies, as appropriate. Any closures or delays will be communicated via local media outlets as quickly as possible.

Under extreme conditions, if it is determined that the weather and/or roads are not safely passable, schools will be issued a two-hour delay or be closed entirely. (The La-Pine and South County areas may operate on a separate schedule). If schools are closed, all after-school activities will generally be cancelled. If schools are delayed 2 hours, morning kindergarten classes will be cancelled.

Should schools need to be closed during the day after students have been picked up and transported, the closure will be communicated through the various media and parents will be notified. Students will not be transported home without parent notification and contact.

Additional information and/or specific answers to questions may be obtained by calling the inclement weather line at 541.323.SNOW (7669), or by accessing the [district website](#).

Procedures for Determining District Road Conditions and Recommendations of School Closure:

- Weather conditions shall be monitored the night before an anticipated storm.
- The Transportation Director will drive the Bend area early in the morning. The La-Pine Transportation Operations Manager will drive the La Pine area.
- The La Pine Transportation Operations Manager will contact the Executive Director for South County prior to making a South County recommendation.
- Approximately 30-45 minutes before informing the Deputy Superintendent, the Transportation Director will call the following:
 - Oregon Department of Transportation
 - Local Police and Sheriff Departments, as necessary
 - La Pine Transportation Operations Manager
 - Consult with District Maintenance personnel
 - Consult with Redmond School District Transportation Supervisor
 - Other District personnel, as necessary
- The Transportation Director and the La Pine Transportation Operations Manager shall communicate their recommendations to the Deputy Superintendent. The Deputy

Superintendent will confirm their recommendations and consult with the Superintendent for a final decision.

- If the decision is to close or delay starting, the district will implement the chain of communication (decision usually by 5:30 a.m.)

If a delayed start is implemented, the Transportation Director will monitor the condition for the next 30 minutes for any change. Only if the condition dramatically changes will a recommendation to close the district be forwarded.

Administrative Follow-Up:

- Survey the building to confirm that proper procedures are being followed.
- Monitor weather via the radio, television, or internet.
- Maintain communications with the superintendent as to possible early closure.
- If appropriate, notify parents/guardians of early closure.

3.4 Volcanic Activity

Teacher or Supervising Adult:

- **Stay** indoors, keeping all windows and doors closed.
- If **outdoors**, seek immediate shelter indoors.
- **Cover** your mouth with a damp cloth if it becomes necessary to go outside.
- Emergency **closure** decisions will be made by an administrator.

Administrator:

- Survey the building to confirm proper procedures are being followed, if survey can be done safely.
- Ensure the HVAC system has been shut off by custodian or other trained staff.
- Maintain communications with the superintendent's office for updates and possibly early closure.

OSAA Heat Hazard Guidelines

Danger

Heat Index $\geq 105^{\circ}\text{F}$

- OSAA Recommendation: Stop all outside activity in practice and/or play and stop all inside activity if air conditioning is unavailable.

Warning

Heat Index $\geq 100^{\circ}\text{F}$ and $< 105^{\circ}\text{F}$

- OSAA Recommendation: Postpone practice to later in the day.
- Maximum of 5 hours of practice per day.
- Practice length a maximum of 3 hours.
- Mandatory 3-hour recovery period between practices.
- Alter uniform by removing items if possible - allow for changes to dry t-shirts and shorts.
- Contact sports and activities with additional equipment - helmets and other possible equipment removed if not involved in contact or necessary for safety.
- Reduce time of planned outside activity as well as indoor activity if air conditioning is unavailable.
- Provide ample amounts of water.
- Water shall always be available and athletes should be able to take in as much water as they desire.
- Watch/monitor athletes for necessary action.

Caution

Heat Index $\geq 95^{\circ}\text{F}$ and $< 100^{\circ}\text{F}$

- OSAA Recommendation: Consider postponing practice to later in the day.
- Maximum of 5 hours of practice per day.
- Practice length a maximum of 3 hours.
- Mandatory 3-hour recovery period between practices.
- Contact sports and activities with additional equipment - helmets and other possible equipment removed if not involved in contact or necessary for safety.
- Provide ample amounts of water.

- Water shall always be available and athletes should be able to take in as much water as they desire.
- Watch/monitor athletes for necessary action.

Notice**Heat Index $\geq 80^{\circ}\text{F}$ and $< 95^{\circ}\text{F}$**

- Maximum of 5 hours of practice per day.
- Provide ample amounts of water.
- Water should always be available and athletes should be able to take in as much water as they desire.
- Watch/monitor athletes for necessary action.

Safe**Heat Index $< 80^{\circ}\text{F}$**

- Maximum of 5 hours of practice per day.
- Provide ample amounts of water.

Air Quality Guidelines

Air Quality Index (AQI): The AQI is an index for daily air quality. It tells you how clean or polluted your air is, and what associated health effects might be a concern for you. The AQI focuses on health effects you may experience within a few hours or days after breathing polluted air. EPA calculates the AQI for five major air pollutants regulated by the Clean Air Act: ground-level ozone, particle pollution (also known as particle matter), carbon monoxide, sulfur dioxide, and nitrogen dioxide. For each of these pollutants, EPA has established national air quality standards to protect public health.

- Bend-La Pine Schools will use the **Oregon Department of Environmental – Air Quality Monitoring Data** as its official source for monitoring the AQI in Deschutes County, Oregon. – [AQI Monitoring website](#)
- Bend-La Pine Schools will use the four air quality monitoring stations for the city of Bend, and one air quality monitoring station in Sunriver and La Pine. Schools will use the closest station to their location to determine the AQI reading for their location.
- Administrators at Bend-La Pine Schools will use the Oregon DEQ monitoring site's **1-Hour (Hourly – Average)** as their guideline when determining if outdoor activities (i.e. recess, PE, sports) should take place. The one-hour average is the current AQI over the previous one-hour period. This differs from the 24-Hour Average that many other websites/apps use when determining the AQI. The 24-Hour Average takes each hourly reading over the previous 12-hour period and then predicts what the next 12-hour air quality period will be to determine a 24-Hour Average. The 1-Hour Average gives a more precise air quality reading for administrators to make an informed decision on whether it is safe for students to conduct outdoor activities.
- The **AQI** is divided into five categories:

Air Quality Index	Visibility Scale	Recess (15 min)	P.E. (1 hr)	Athletic Events and Practices (2–3 hrs)
Good	Over 15 miles	Great day to be active outdoors!	Great day to be active outdoors!	Great day to be active outdoors!
Moderate	5–15 miles	It is a good day for students to be active outside. Watch students who are unusually sensitive to air pollution for symptoms of shortness of breath or coughing.	Watch students who are unusually sensitive to air pollution. Look for symptoms of shortness of breath or coughing. Monitor symptoms and reduce or cease activity if symptoms arise.	Watch students who are unusually sensitive to air pollution. Look for symptoms of shortness of breath or coughing. Increase rest periods and make substitutions for these students as needed. Monitor symptoms and reduce or cease activity if symptoms arise.
Unhealthy for Sensitive Groups	3–5 miles	It is an OK day for students to be active outside. Allow students who are unusually sensitive to air pollution to stay indoors if they'd like.	Move activities for students sensitive to air pollution indoors. Limit other students to light outdoor activities or move them indoors. Increase rest periods and make substitutions. Monitor symptoms and reduce or cease activities if symptoms arise.	Move activities for students sensitive to air pollution indoors. Limit other students to light outdoor activities or move them indoors. Increase rest periods and make substitutions. Monitor symptoms and reduce or cease activities if symptoms arise.
Unhealthy	1–3 miles	Consider keeping all students indoors or allowing only light outdoor activity. Move activities for students sensitive to air pollution indoors.	Move activities for students sensitive to air pollution indoors. Consider moving all activities indoors. Limit all students to light activities. Increase rest periods and make substitutions.	Consider any of the following: cancel the event. Move the event indoors. Postpone the event. Move the event to an area with "good" air quality.
Very Unhealthy/Hazardous	1 mile or less	Keep all students indoors.	Move all activities indoors. Limit all students to light activities. Increase rest periods and make substitutions.	Do any of the following: cancel the event. Move the event indoors. Postpone the event. Move the event to an area with "good" air quality.

- Each category corresponds to a different **level of health concern**:

- **Good AQI** is 0 to 50 – air quality is considered satisfactory, and air pollution poses little or no risk.
- **Moderate AQI** is 51 to 100 – air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people. For example, people who are unusually sensitive to ozone may experience respiratory symptoms.
- **Unhealthy for Sensitive Groups AQI** is 101 to 150 – although the public is not likely to be affected at this AQI range, people with lung disease, older adults and children are at a greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults and children are at greater risk from the presence of particles in the air.
- **Unhealthy AQI** is 151 to 200 – everyone may begin to experience some adverse health effects, and members of the sensitive groups may experience more serious effects.
- **Very Unhealthy / Hazardous AQI** is 201 to 300 < – this would trigger a health alert/warning of emergency conditions signifying that everyone may experience more serious health effects.

Estimating Visibility Using the 5-3-1 Index

If conditions are safe for outdoor activities based off the AQI reading station numbers, but it is still smoky in the area near your school, you may need to use the 5-3-1 index as an additional decision-making tool to estimate smoke levels in your area.

Determine the limit of your visual range by looking for distant targets or familiar landmarks such as mountains, mesas, hills, or buildings at known distances (miles). The visual range is that point at which these targets are no longer visible. Generally, if you can clearly see the outlines of individual trees on the horizon it is generally less than five miles away.

Ideally, the viewing of any distance targets should be made with the sun behind you. Looking into the sun or at an angle increases the ability of sunlight to reflect off the smoke, and thus making the visibility estimate less reliable.

Once distance has been determined, follow this simple guide:

- **Even if visibility is five miles away but generally hazy**, air quality is moderate and beginning to deteriorate, and is generally healthy, except possibly for smoke sensitive persons. The public should avoid prolonged exposure if conditions are smoky to the point where visibility is closer to the 5-mile range.
- **If under five miles**, the air quality is unhealthy for young children, adults over age 65, pregnant women, and people with heart and/or lung disease, asthma, or other respiratory illness. These people should minimize outdoor activity.
- **If under three miles**, the air quality is unhealthy for everyone. Young children, adults over age 65, pregnant women, and people with heart and/or lung disease, asthma, or other respiratory illness. These people should minimize outdoor activity.
- **If under one mile**, the air quality is unhealthy for everyone. Everyone should avoid all outdoor activities.

If visibility is well over five miles, the air quality is generally good.

Distance you can see*	You are:	You are:		You Have:
	<ul style="list-style-type: none"> • An adult • A teenager • An older child 	<ul style="list-style-type: none"> · Age 65 and over · Pregnant · A young child 	OR	<ul style="list-style-type: none"> · Asthma · Respiratory illness · Lung or heart disease
5 miles	check visibility	minimize outdoor activity		minimize outdoor activity
3 miles	minimize outdoor activity	stay inside		stay inside
1 mile	stay inside	stay inside		stay inside

Using the 5-3-1 Visibility Index

No matter how far you can see, if you feel like you are having health effects from smoke exposure, take extra care to stay inside or get to an area with better air quality. You should also see your doctor or other health professional as needed.

Bend-La Pine Schools
Deschutes County, Oregon
STANDARD RESPONSE PROTOCOL ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

STANDARD RESPONSE PROTOCOL ANNEX

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1. Purpose and Scope

The purpose of the Standard Response Protocol Annex is to guide district staff through emergency situations that may require the following actions:

- **HOLD.** A HOLD is used in situations that require students to remain in their classrooms. Staff may need to HOLD students in their classrooms for various reasons, such as a medical issue in the school, an altercation in the hallway, or unfinished maintenance in a common area that creates a safety hazard. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.
- **SECURE.** A SECURE is necessary when there is a hazard or threat located **OUTSIDE** of the school building. It could be from violence or criminal activity in the immediate area, a dangerous animal in the vicinity of the school, or a civil disturbance. SECURE uses the security of the physical facility as protection. A SECURE is typically reported by emergency dispatch to the school office. It may also be reported to the office by students or staff if a threat is directly observed outside the building.
- **LOCKDOWN.** A LOCKDOWN is a necessary procedure when students, staff or the facility face an active or imminent threat **INSIDE** or nearby requiring immediate protective action, or if imminent danger or an imminent threat is perceived. These dangers could include an active assailant, a terrorist threat, a hostile parent or visitor, a hostage situation, or an intruder.
- **EVACUATION.** An EVACUATION is called when there is a need to move students from one location to another. EVACUATION may be used for interior hazards (fires, hazmat, etc.), bomb threats, or after action from an act of violence.
- **SHELTER.** A SHELTER is called when the need for personal protection is necessary. Training should include spontaneous events such as tornado, earthquake, or hazmat. A SHELTER may need to be initiated during the school day, during passing periods, before or after school, during lunch, or at a school related event (i.e., sporting events or concerts).

The procedures in this annex outline steps to be taken to protect students and staff from outside threats, protect students and staff during an incident, safely and effectively move students from one area to another, safely secure and shelter staff, and students in the event of hazards, and to improve the safety of all occupants. Designated staff members, emergency management and response personnel are required to participate in the development, implementation, execution, and evaluation of the protocol.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

EN CASO DE EMERGENCIA TOMEN MEDIDAS



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES

Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS

Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria



SECURE! (¡PROTEJAN!)

Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES

Regresen adentro
Continúen con la actividad rutinaria

ADULTOS

Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES

Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

ESTUDIANTES

Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS

Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



SHELTER! (¡BUSCAR RESGUARDO!)

Riesgo y estrategia de seguridad

ESTUDIANTES

Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS

Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo

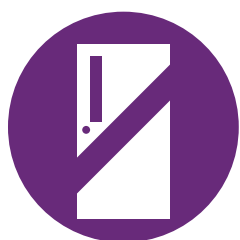
Tornado
Terremoto
Materiales peligrosos
Tsunami

Estrategia de seguridad

Evacúen a un área resguardada
Agáchense, cúbranse y agárrense
Sellen el salón
Diríjanse a terreno elevado

IN AN EMERGENCY

TAKE ACTION

**HOLD****SECURE****LOCKDOWN****EVACUATE****SHELTER**

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



2. Responsibilities

To implement Standard Response Protocol procedures:

- All staff and students will undergo training and participate in HOLD, SECURE, LOCKDOWN, EVACUATION, and SHELTER drills.
- Staff assigned to work with special needs students will undergo training and provide appropriate assistance during the drills.
- Emergency management and response personnel will review and provide input into the plan.
- Identify perimeter access points that must be locked and identify these as the SECURE perimeter.
- Identify specific areas within the perimeter and identify these as SECURE zones.

2.1 Administrator/Incident Commander Preparedness:

- Provide annual training to staff and students in HOLD, SECURE, LOCKDOWN, EVACUATION, and SHELTER procedures.
- Conduct at least one school wide SECURE and LOCKDOWN drill each school year, not including monthly fire drills. Suggest that at least one of these drills should be performed while outdoor activities or passing time are in progress.
- Assign primary and secondary areas of responsibility to staff members.
- Ensure occupied areas have school evacuation maps.
- Ensure that the Bend-La Pine Schools quick Reference Guide for emergencies is posted in occupied spaces.
- Ensure that emergency response information (posters, etc.) is visible in common spaces.
- Ensure that all staff have appropriate emergency items (student medicine, first aid kit, flashlight) readily available.
- Provide expectation to staff that they should always carry keys and be aware of available communications mechanisms.
- Support means for staff to update contact information and identify contact for collection and dissemination of numbers to school leadership at least annually.
- Classes should continue as normal (considerations for PE/recess will need to be made to take place indoors). If possible, classes can change as normally scheduled.

2.2 Staff Preparedness:

- Review HOLD, SECURE, LOCKDOWN, EVACUATE, and SHELTER at least annually with your students; post Standard Response Protocol instruction poster in your room.
- Review areas of responsibility and SECURE zones.
- Inventory classroom emergency equipment, advise administration of needed equipment

or supplies.

- Keep emergency equipment and exits unobstructed.
- Staff should be prepared to implement this procedure immediately upon hearing the public address announcement or upon verbal instruction.
- Ensure that all staff have appropriate emergency items (student medicine, first aid kit, flashlight) readily available.
- Always carry your keys and be aware of available communications mechanisms.
- Keep your contact information updated with the building administrator and the district office.

3. Response Procedures

*****Anyone – Administrator, Staff, and Students can call a HOLD/SECURE/LOCKDOWN/EVACUATION/SHELTER when there is a real-world need. All staff and students should feel empowered to initiate emergency procedures within their schools and facilities.*****

3.1 HOLD

The HOLD protocol is used when there is a situation that requires keeping students and staff in their classrooms and offices, or in a supervised, safe area.

3.1.1 Administrator/Incident Commander Response Procedures

The following procedures will be implemented when deemed appropriate by the situation.

- Make the lockout public address announcement **“HOLD! In your room or area. Clear the halls.”** this is repeated twice each time the public address is performed.
- Clear the hallways and remain in your room or area until the “All Clear” is announced.
- Conduct business as usual. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the HOLD is lifted.
- When it is safe to do so, use the district emergency phone number to notify district leadership of the HOLD.
- A HOLD can be released by Public Address. **“The HOLD is released. All Clear.”**

3.1.2 Staff & Student Procedures

The following procedures will be implemented when deemed appropriate by the situation.

- Staff and students are to remain in their classroom, office, or area, even if there is a scheduled class change, until all clear is announced.
- Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

- Students and staff outside of the building should remain outside unless an administrator directs otherwise.
- If possible, staff should rapidly sweep the hallway for nearby students prior to locking their classroom or office doors. Staff should take attendance, note the time, and conduct business as usual.
- In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.
- Students are trained that if they are not in a classroom, they may be asked to identify the nearest classroom and join that class for the duration of the HOLD.

3.1.3 Examples of HOLD Conditions

The following are some examples of when a school might initiate a HOLD:

- An altercation in a hallway.
- A medical issue that needs attention.
- Unfinished maintenance operation in a common area during class changes.

3.2 SECURE

The SECURE protocol is called when there is a threat or hazard **OUTSIDE** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, SECURE uses the security of the physical facility as protection.

3.2.1 Administrator/Incident Command Response Procedures

The following procedures will be implemented when deemed appropriate by the situation.

Indoor procedure: When indoors, staff and students should:

- Listen for the SECURE procedure announcement "**SECURE! Get Inside, Lock Outside Doors,**" this is repeated twice each time the public address is performed and may include additional instructions.
- Check exterior entryway and exits if you are assigned a SECURE zone.
- Continue classroom activities as normal, unless the class is scheduled to be outside.
- Do not allow staff or students to leave the building until the SECURE has been canceled.
- When it is safe to do so, use the district emergency phone number to notify district leadership of the SECURE.
- Take roll of staff and students under your supervision.

Outdoor Procedure: When staff and students are outside, they should:

- Listen for SECURE announcement as well as specific instructions. Staff members should also be prepared to initiate this procedure.

- Staff members may see the threat outside and should immediately initiate the SECURE.
- Immediately gather all staff and students and re-enter the building, ensuring that the door is locked and latched after re-entering.
- Assist students with access and functional needs.
- Remain calm.
- Once safely inside immediately notify the administration and office of the SECURE so that they can announce it to the entire school.
- Once inside account for all staff and students and report extra or missing students to the office immediately.
- Continue classroom activities indoors until the SECURE is canceled.
- Do not allow staff or students to leave the building until the SECURE has been canceled.
- Take roll of staff and students under your supervision.

Transitional Periods (Arrival, dismissal, lunch, passing periods, etc.): When a SECURE is initiated during a transitional period when there are many students in the hallway and commons areas, staff and students should:

- Listen for SECURE announcement as well as specific instructions.
 - Staff members may see the threat outside and should immediately initiate the SECURE.
- Move staff and students to classrooms away from exterior entryways and exits.
- Continue to follow the SECURE procedures until the SECURE is canceled.
- Do not allow staff or students to leave the building until the SECURE has been canceled.

3.2.2 Sample Language

When conducting SECURE drills or actual SECURE protocols always use the phrase “**SECURE! Get Inside, Lock Outside Doors,**” this is to be repeated twice each time the announcement is made.

3.2.3 Additional SECURE Considerations

- Ensure all staff members always carry their building/classroom keys with them.
- Assign SECURE zones to staff members (doors or access points) and ensure they have the keys necessary to secure and lock their zones.
- Increase situational awareness.
- Continue with business as usual. Administrators may need to adjust schedules and/or locations of classes within the building.

3.3 LOCKDOWN

LOCKDOWN is used when there is a threat or hazard inside the building. The protocol can be used for parental custody disputes in the front office, to intruders in the building, or to an active shooter situation. LOCKDOWN uses classroom and school security actions to protect students and staff from the threat.

3.3.1 Administrator/Incident Commander Response Procedures

The following procedures will be implemented when deemed appropriate by the situation.

- Make the LOCKDOWN announcement and provide additional instructions as necessary.
- Use appropriate means to notify any staff who are outside the building including outdoor PA, two-way radios, and/or cell phones, etc.
- **Call 911.**
- Additional instructions or modifications may be given to school staff, students, and visitors as appropriate to the situation, this may include the location of the threat.
- When it is safe to do so, use the district emergency phone number to notify district leadership of the LOCKDOWN.

3.3.2 Staff Procedures

The following procedures will be implemented when deemed appropriate by the situation.

Indoor Procedure: When indoors, staff and students should:

- Listen for the LOCKDOWN procedure announcement as well as any special instructions. [Note – This may not come from the PA system. It may be staff or students verbally yelling “LOCKDOWN,” or you may hear gunshots or other activity that should alert you to go into LOCKDOWN procedures.]
- If a staff member implements this procedure based on personal observation of a dangerous situation, notification should be made to the front office/administrator and/or the entire facility to implement this lockdown procedure, if safe to do so. Use your PA system (All Call), verbally yell “LOCKDOWN! Or any other means necessary to alert the entire school/facility that there is imminent danger inside or nearby the building.
- If the threat is imminent, staff and students may be faced with the decision to run or fight for their lives if they are not able to secure themselves in a safe area.
- Sweep for any students in the hallway or other areas into your room, **if safe to do so**. Or EVACUATE to outside area, **if safe to do so**. Staff or students who are not able to reach a LOCKDOWN area safely may need to EVACUATE the building to a safe place if there is an immediate threat inside the building.
- Lock your doors and windows, turn off lights and get everyone out of sight.
- Instruct students to stay calm, stay quiet, stay low, and stay out of sight.

- Care for students under your supervision.
- Account for all students, staff, and visitors when safe to do so or when directed by administrator.
- Remain calm. Remain silent and ensure the room looks and sounds like it is unoccupied.
- Do not make unnecessary phone calls or text messages (calls for medical assistance may be necessary if there are serious injuries).
- Assist students with access and functional needs during the LOCKDOWN.
- Do not allow anyone to enter the room once it is locked. If unable to secure the door, use any available items to block the door. Continue the LOCKDOWN until your classroom or area is released by an administrator or a member of law enforcement.
Only open your door if you have verified that the person on the other side of the door is an administrator or law enforcement.

The following procedures may be implemented if an Active Threat has breached the room:

- Students/staff may evacuate out the door or windows.
- Students and staff may defend themselves, if necessary, dictated by the situation.

Outdoor Procedure: When outdoors, staff and students should:

- Listen for the LOCKDOWN procedure announcement as well as any special instructions. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
 - If a staff member implements this procedure based on personal observation of a dangerous situation: first secure yourself and others around you; then notification should be made to the front office/administrator and/or the entire facility to implement this LOCKDOWN procedure, if safe to do so. Use your PA system (All Call), verbally yell "LOCKDOWN! Or any other means necessary to alert the entire school/facility that there is imminent danger inside or nearby the building.
- If it is not safe to return to the building, seek out another lockable area away from the threat inside the building (move off school campus if necessary).
 - Be prepared to move away from danger. Teachers should look for several escape routes. [Note – All staff members should have pre-designated escape routes and safe places within the school and outside of the building in the surrounding community (i.e., nearby church, park, public building) that you can evacuate yourself and students to if necessary. Talk with nearby community members for facilitating off-site safe assembly areas.]
- Assist students with access and functional needs.
- Remain calm.

- Account for all students, staff, and visitors when safe to do so or when directed by administrator.

Continue the LOCKDOWN until your classroom or area is released by an administrator or a member of law enforcement. **Only open your door if you have verified that the person on the other side of the door is an administrator or law enforcement.**

Transitional Periods (Arrival, dismissal, lunch, passing periods, etc.): When a LOCKDOWN is initiated during transitional periods when there are many students in hallways or outside the building, staff and students should:

- Listen for the LOCKDOWN procedure announcement as well as any special instructions. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
 - If a staff member implements this procedure based on personal observation of a dangerous situation: first secure yourself and others around you; then notification should be made to the front office/administrator and/or the entire facility to implement this lockdown procedure, if safe to do so. Use your PA system (All Call), verbally yell "LOCKDOWN! Or any other means necessary to alert the entire school/facility that there is imminent danger inside or nearby the building.
- Determine where the safest place is to LOCKDOWN. This may be the nearest classroom, an office area, or if you are outside and unable to return to the building safely, a natural barrier or to a safe area away from school property.
- Students who are unable to reach a classroom or other secure area should seek out a safe place to hide. Ideally this will be in a lockable area with a staff member and a communication method, but this may be in restrooms or other areas that are out of sight.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- If it is not possible to reach a safe area within the school, it may be necessary to EVACUATE to a safer location.
- Assist students with access and functional needs.
- Remain calm.
- Account for all students, staff, and visitors when safe to do so or when directed by administrator.
- Continue the LOCKDOWN until your classroom or area is released by an administrator or member of law enforcement. **Only open your door if you have verified that the person on the other side of the door is an administrator or law enforcement.**

3.3.3 Sample Language

When conducting LOCKDOWN drills, always use the word “**LOCKDOWN**” along with instructions. For example, “This is a LOCKDOWN, locks, lights, out of sight. I repeat, this is a LOCKDOWN, locks, lights, out of sight.”

3.4 EVACUATE

EVACUATE is used when there is a need to move people from one location to another.

3.4.1 Administrator/Incident Commander Response Procedures

The following procedures will be implemented when deemed appropriate by the situation.

- If safe to do so, make the evacuation announcement “**EVACUATE to (a specific location)**”. This is to be announced twice and provide additional instructions as necessary.
- Use appropriate means to notify any staff members who are outside the building including outdoor PA, two-way radios, runners, and/or cell phones, etc.
- Administrator or designee will **call 911 if needed**.
- When it is safe to do so, use the district emergency phone number to notify district leadership of the EVACUATE.
- Contact the facilities department if the EVACUATION is a result of a building issue.
- Sweep halls and non-classroom areas for students and staff as you EVACUATE the building.
- Additional instructions or modifications may be given to school staff, students, and visitors as appropriate to the situation; this may include the location of a hazard.
- Inventory any injuries or other problems.

3.4.2 Staff Procedures

The following procedures will be implemented when deemed appropriate by the situation.

Indoor Procedure: When indoors, staff and students should:

- Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- Listen for the EVACUATE procedure announcement as well as any special instructions.
- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin EVACUATE procedures (fire alarm, yelling evacuate, etc.) and notify administration/front office staff as soon as safely possible to do so.
- Sweep for any students in the hallway or other areas and EVACUATE to the designated area.
- Instruct students to stay calm, stay quiet and in a straight line.

- Care for students under your supervision.
- Take roll of all students and staff in your supervision when you have arrived at the designated evacuation area and note the time.
- Do not make unnecessary phone calls or text messages (calls for medical assistance may be necessary if there are serious injuries).
- Assist students with access and functional needs during the evacuation.
- Remain at your designated evacuation area until released by an administrator or law enforcement.
- Call **911** if you, or a staff/student cannot safely evacuate the building.

Outdoor Procedure: When outdoors, staff and students should:

- Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- Listen for the EVACUATE procedure announcement as well as any special instruction.
- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin evacuation procedures (fire alarm, yelling evacuate, etc.) and notify administration/front office staff as soon as safely possible to do so.
- Proceed to the designated evacuation area with all students and staff under your supervision. * **The designated evacuation area could be back inside the building when students and staff are outside of the building (SECURE procedure initiated and you need to get back inside the building).**
- Assist students with access and functional needs.
- Remain calm.
- Account for all students, staff, and visitors when safe to do so or when directed by administrator.
- Remain at your designated evacuation area until released by an administrator or law enforcement.
- Call **911** if you, or a staff/student cannot safely evacuate the building.

Transitional Periods (Arrival, dismissal, lunch, passing periods, etc.): When an EVACUATE is initiated during transitional periods when there are many students in hallways or outside the building, staff and students should:

- Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- Listen for the EVACUATE procedure announcement as well as any special instructions.

- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin EVACUATE procedures (fire alarm, yelling evacuate, etc.) and notify administration/front office staff as soon as safely possible to do so.
- Staff members should gather all possible students and quietly proceed to the designated evacuation point. Students should be prepared to self-guide themselves to the evacuation point if there is not a staff member present.
- Assist students with access and functional needs.
- Remain calm.
- Account for all students, staff, and visitors when safe to do so or when directed by administrator.
- Remain at your designated evacuation area until released by an administrator or law enforcement.
- Call **911** if you, or a staff/student cannot safely evacuate the building.

3.4.3 Sample Language

When conducting evacuation drills, always use the word “**EVACUATE**” along with instructions. For example, “This is an evacuation, please evacuate to (a specific location). I repeat, this is an evacuation, please evacuate to (a specific location).”

3.5 SHELTER

SHELTER is used when specific protective actions are needed based on a threat or hazard.

3.5.1 Administrator/Incident Commander Response Procedures

The following procedures will be implemented when deemed appropriate by the situation.

- Make the shelter announcement “**SHELTER (include the hazard and the safety strategy)**”. This is to be announced twice and provide additional instructions as necessary.
- Use appropriate means to notify any staff members who are outside the building including outdoor PA, two-way radios, runners, and/or cell phones, etc.
- Administrator or designee will **call 911 if needed**.
- When it is safe to do so, use the district emergency phone number to notify district leadership of the SHELTER.
- Contact the facilities department if the shelter is a result of a building or maintenance issue.
- Sweep halls and non-classroom areas for students and staff.
- Additional instructions or modifications may be given to school staff, students, and visitors as appropriate to the situation; this may include the location of a hazard.

- Inventory any injuries or other problems.

3.5.2 Staff Procedures

The following procedures will be implemented when deemed appropriate by the situation.

Indoor Procedure: When indoors, staff and students should:

- Listen for the shelter procedure announcement as well as any special instructions. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin SHELTER, and notify administration/front office staff as soon as safely possible to do so.
- Sweep any students in the hallway or other areas into your group, and shelter in the designated area.
- Instruct students to stay calm, and quiet.
- Care for students under your supervision.
- Take roll of all students and staff in your supervision when you have arrived at the designated shelter area and note the time.
- Do not make unnecessary phone calls or text messages (calls for medical assistance may be necessary if there are serious injuries).
- Assist students with access and functional needs during the evacuation.
- Remain at your designated shelter area until released by an administrator or law enforcement.

Outdoor Procedure: When outdoors, staff and students should:

- Listen for the shelter procedure announcement as well as any special instruction. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin shelter and notify administration/front office staff as soon as safely possible to do so.
- Proceed to the designated shelter area with all students and staff under your supervision.
- Assist students with access and functional needs.
- Remain Calm
- Take roll of all students and staff in your supervision and note the time.
- Remain at your designated shelter area until released by an administrator or law enforcement.

Transitional periods (Arrival, dismissal, lunch, passing periods, etc.): When a shelter is initiated during transitional periods when there are many students in hallways or outside the building, staff and students should:

- Listen for the shelter procedure announcement as well as any special instructions. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin shelter and notify administration/front office staff as soon as safely possible to do so.
- Staff members should gather all possible students and quietly proceed to the designated shelter area. Students should be prepared to self-guide themselves to the shelter area if there is not a staff member present.
- Assist students with access and functional needs.
- Remain Calm.
- Take roll of all students and staff in your supervision and note the time.
- Remain at your designated shelter area until released by an administrator or law enforcement.

3.5.3 Sample Language

When conducting shelter drills, always use the word “**SHELTER**” along followed by the “Hazard and Safety” strategy. (The hazard may include Hazmat, Tornado, Earthquake, etc. and the safety strategy could be, seal the room, evacuate to shelter area, drop, cover, and hold, etc.)

3.6 Additional Safety Protocol Considerations

- Ensure all staff members always carry their building/classroom keys with them.
- Best practice is to keep classroom doors always locked (locked and open or locked and closed).
- Do not use mechanical devices that interfere with the functionality of your doors/locks (i.e., magnetic strips, ropes, aftermarket locks). This is against Oregon Fire Code and is not a best practice for securing doors.
- Administrators should identify nearby safe locations (i.e., church, store, public building) that can be used as contingency assembly areas in case of self-evacuation by students and staff. Develop relationships with your local community to assist with sheltering student/staff for those that self-evacuate. Disseminate the locations of contingency safe locations to your staff and students throughout the year, when conducting training/drills.
- All staff members should locate safe zones within their classrooms and throughout the school, so that they can quickly get themselves and students to known areas within the building that are best suited to LOCKDOWN in. Each staff member should have primary safe zones within their classroom and contingency areas throughout the school that they are aware of in advance of a LOCKDOWN.
- Consider having “convenience kits” in your classrooms. (5-gallon bucket from Home Depot that contain: garbage bags, bottled water, non-perishable food/snacks, small flashlight and batteries, small first aid kit).

HOLD Procedures Quick Reference

- ☐ When students and staff need to remain in their classrooms, offices, or supervised area, due to non-emergency safety related issues.
- ☐ HOLD is announced over the PA system and two-way radios.
- ☐ Students and teachers are to remain in their classroom, office, or supervised area, even if there is a scheduled class change, until “all clear” is announced.
- ☐ Lock classroom and office doors.
- ☐ Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to an adjoining area like a locker room.
- ☐ Students and staff outside the building should remain outside unless administration directs otherwise.
- ☐ Prior to locking classroom or office doors, staff should rapidly sweep the hallway for nearby students.
- ☐ Staff take attendance of all students, staff, and visitors.

SECURE Procedures Quick Reference

- ☐ When an imminent threat is outside the building SECURE is announced (PA system or verbally yelled) and the building immediately goes into SECURE procedures.
- ☐ If there are students/staff outside, immediately move them inside.
- ☐ If you are responsible for a SECURE Zone, move to that zone and secure/lock all doors and/or access points.
- ☐ Remain calm.
- ☐ Continue with business as usual. Keep all students and staff inside the building.
- ☐ Take accountability of students/staff/visitors.
- ☐ Ensure that no staff/students/visitors are allowed in or out of the building.
- ☐ Post SECURE signs on all exterior doors.
- ☐ Administrator or designee call the district emergency phone number (as soon as safe to do so), and notify district leadership once you have initiated a SECURE procedure and then again after you have lifted the SECURE at your school/site.

LOCKDOWN Procedures Quick Reference

- ☐ When an imminent threat is inside the building, or LOCKDOWN is announced (PA system or verbally yelled) or you hear gunfire/explosion/conflict immediately go into LOCKDOWN procedures.
- ☐ Move to the nearest safe and securable location.
- ☐ Move away from sight.
- ☐ Turn out the lights.
- ☐ Silence all cell phones.
- ☐ Remain calm and quiet.
- ☐ Do not open the door until admin/law enforcement/first responders arrive with a key.
- ☐ Take accountability of students/staff/visitors locked in location with you when instructed.
- ☐ Be prepared to EVACUATE if necessary and safe to do so. Either self-evacuation if an intruder is attempting to breach your location, or when escorted by first responders.
- ☐ Be prepared if your location is breached by an intruder to take defensive measures to protect your life, when necessary.
- ☐ Do not allow anyone to enter the room once it is locked. Continue the lockdown until your classroom or area is released by an administrator or a member of law enforcement. **Only open your door if you have verified that the person on the other side of the door is an administrator or law enforcement.**

EVACUATION Procedures Quick Reference

- ☐ Listen for the EVACUATION procedure announcement as well as any special instructions. This may be delivered via PA system, voice, or other means. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- ☐ If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin EVACUATION procedures (fire alarm, yelling evacuate, etc.) and notify administration/front office staff as soon as safely possible to do so.
- ☐ Sweep for any students in the hallway or other areas and evacuate to the designated area.
- ☐ Instruct students to stay calm, stay quiet and in a straight line.
- ☐ Care for students under your supervision.
- ☐ Take roll of all students and staff in your supervision when you have arrived at the designated evacuation area and note the time.
- ☐ Do not make unnecessary phone calls or text messages (calls for medical assistance may be necessary if there are serious injuries).
- ☐ Assist students with access and functional needs during the evacuation.
- ☐ Remain at your designated evacuation area until released by an administrator or law enforcement.
- ☐ Administrator or designee call district leadership to notify them of the EVACUATION using the district's emergency phone number. Call again when the EVACUATION is complete, and business has returned to normal.
- ☐ Call **911** if you, or a staff/student cannot safely evacuate the building.

SHELTER Procedures Quick Reference

- ☐ Make the shelter announcement “**SHELTER (include the hazard and the safety strategy)**”. This is to be announced twice and provide additional instructions as necessary.
- ☐ Use appropriate means to notify any staff members who are outside the building including outdoor PA, two-way radios, runners, and/or cell phones, etc.
- ☐ Contact the facilities department if the shelter is a result of a building or maintenance issue.
- ☐ Listen for the SHELTER procedure announcement as well as any special instructions. Staff should also be prepared to implement this procedure without direction if they observe a situation requiring this response.
- ☐ If a staff member implements this procedure based on personal observation of a dangerous situation, immediately begin SHELTER procedures, and notify administration/front office staff as soon as safely possible to do so.
- ☐ Sweep for any students in the hallway or other areas and evacuate to the designated area.
- ☐ Instruct students to stay calm, stay quiet and in a straight line.
- ☐ Care for students under your supervision.
- ☐ Take roll of all students and staff in your supervision when you have arrived at the designated evacuation area and note the time.
- ☐ Do not make unnecessary phone calls or text messages (calls for medical assistance may be necessary if there are serious injuries).
- ☐ Assist students with access and functional needs during the evacuation.
- ☐ Remain at your designated SHELTER area until released by an administrator or law enforcement.

Bend-La Pine Schools
Deschutes County, Oregon
TECHNICAL HAZARDS ANNEX



March 2023

Prepared for:

Bend-La Pine Schools

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Bend, OR 97703

TECHNICAL HAZARDS ANNEX

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1. Purpose and Scope

The purpose of the Technical Hazards Annex is to guide district staff through emergency situations that may occur due to accidental human-caused incidents or systems failure in or near the schools or district facilities. These hazards include:

- **Explosion.** Situations that may occur due to an explosion in or near the schools or district facilities.
- **Fire.** Situations that may occur due to a fire in or near the schools or district facilities.
- **Hazardous Materials.** Situations that may occur due to a hazardous materials spill in or near the schools or district facilities.
- **Power Failure.** Situations that include a power failure to schools or district facilities. power failure. Often more of an inconvenience, a power outage can pose serious safety considerations if not addressed properly.

The Technical Hazards Procedures outlines steps to be taken to protect students and staff from injury or death during an incident and ensure a safe outcome for all occupants when necessary.

2. Responsibilities

To implement the Explosion Procedures:

- All staff and students will undergo training and participate in drills.
- Staff assigned to work with students with access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

3. Specialized Procedures

3.1 Explosion

If an explosion happens in or near a school or district facility:

- **Assess** immediate injuries and provide necessary first aid as needed.
- **Call 911** immediately.
- **Evaluate** the situation. Try to determine if there is imminent danger. Listen for the fire alarm or directives over the PA system. Try to contact the school office.
- If necessary, implement **evacuation procedures** if. If required, evacuate to pre-assigned assembly areas at least 100 feet from the building necessary (be sure to check your surroundings, to include “looking up,” to ensure there is no danger of falling debris). Take attendance immediately and report any missing students to the administration.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.

- Supervise students until they can safely return to class or other administrative direction is given.

3.2 Fire

If a fire starts in or near a school or district facility:

- **Evaluate** the situation. Try to determine if there is imminent danger. Listen for the fire alarm or directives over the PA system.
- If necessary, implement **Evacuation Procedures** and activate the fire alarm system (if not already done).
- Evacuate to pre-assigned assembly areas at least 100 feet from the building necessary (be sure to check your surroundings, to include “looking up,” to ensure there is no danger of falling debris).
- If necessary, **Call 911**
- Take attendance immediately and report any missing students to the administration.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.
- Supervise students until they can safely return to class or other administrative direction is given.

3.3 Hazardous Materials

If a hazardous materials spill occurs in or near a school or district facility:

- If the incident/spill has occurred in your room or area, issue a **Room Clear** immediately.
- Notify school administration/office staff and provide medical assistance, as appropriate.
- Seek treatment for any student or staff exposed either through:
 - Inhalation
 - Skin exposure
 - Swallowing
 - Eye exposure
- Determine the location, quantity, and concentration of exposure to staff and students.
- If necessary, implement **Evacuation Procedures** and activate the fire alarm system (if not already done).
- Evacuate to pre-assigned assembly areas at least 100 feet from the building necessary (be sure to check your surroundings, to include “looking up,” to ensure there is no danger of falling debris).
- If necessary, **Call 911**
- Take attendance immediately and report any missing students to the administration.
- When it is safe to do so, notify the District Office, using the Emergency Recording phone number, of the situation and the reason for implementing the procedure.
- Supervise students until they can safely return to class or other administrative direction is given.

3.4 Power Failure

Teacher or Supervising Adult:

- Students are to **remain** in the classroom until power is restored or until released by an administrator.
- **No open flame**, matches, candles, or lighters should be used.
- **Notify** school office of outage.

Administrators:

- Survey building to confirm proper procedures are being followed.
- Notify superintendent's office and refer all media inquiries to the communications office.
- If appropriate, notify parents of early closure.

**Bend-La Pine Schools EOP
Deschutes County, Oregon
TRANSPORTATION ANNEX**



March 2023

Prepared for:

Bend-La Pine Schools

520 NW Wall St.

Bend, OR 97703

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1. Purpose:

The purpose of the Transportation Annex is to guide bus drivers and district staff through emergency situations that may occur during transporting students to and from schools and school-related activities and events.

2. Scope:

Emergencies occur without warning and vary in their level of risk and severity. During any emergency bus drivers must be able to focus on all the interrelated pieces of a particular emergency incident. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibilities and work towards providing a safe environment for all passengers, regardless of their involvement in the emergency.

Use this emergency plan as a guide as you access the emergency. It will help you determine the courses of action that will best address the threat or hazard that you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death.

3. Student Accountability & Release

In an emergency that prevents a normal bus drop off procedure (bus evacuation, medical emergency, accidents, etc.) it is essential to account for and supervise all students, as well as follow procedures for the appropriate release of students.

Student Accountability:

Accounting for and supervising students is easiest if you can keep passengers on the bus. If you must evacuate the bus for safety reasons, determine a safe location, and keep them together. Consider assigning student leaders or a buddy system to assist with accountability. Pick an area outside the bus and tell your students that they must stay in that location. (i.e., “everyone needs to leave the bus in a single file line and meet next to the big fir tree on the right-hand side of the bus.”)

Student Release:

The school district keeps a list in Synergy of who is authorized by law to retrieve individual students in emergency situations. Do not release students at the scene of an accident or emergency incident, and do not allow students to leave, including older students. It is

important to follow the procedures outlined below to help prevent students from being released to people unauthorized to pick them up. If parents/guardians show up on the scene to pick up their student(s) do not allow them to leave with the student(s). Explain to the parent/guardian about the school district's student release protocol. Consider asking the parents for help in comforting the children and keeping them in one location for accountability or ask for help from emergency responders if present. Depending on the emergency situation, another bus may come to take students back to their school of origin or to a reunification site established by the school district. This will allow for proper release procedures to parents/guardians, or to account for students and transfer them to another bus so that their bus route can be completed. Bus dispatch and the Transportation Director will work with you to determine the best course of action.

Bus Driver Actions:

1. Call Bus Dispatch
2. Keep students on the bus unless you need to get them off for safety reasons.
3. If off the bus, keep students together. Take steps to supervise them and keep them in a safe location.
4. Account for all students. Make a written list of all students present by name.
5. Do not release students to parents, neighbors, or other family members/guardians, and do not allow them to leave the scene or walk home.
6. Call Bus Dispatch for guidance if a parent insists on taking their child.
7. Prepare students for a possible transfer to another bus, or to move to an approved reunification site by the school district/transportation department.

4. Evacuation:

While students are almost always safest on the bus, there are several situations in which it may be necessary to evacuate your bus, such as when:

- a) your bus is stalled on railroad tracks, leaking fuel, on fire or smoking, rolled or tipping, in a collision with another vehicle which is leaking gas or burning; or
- b) there is an explosive device on the bus, a fight or other form of violence, exposure to a traumatic medical emergency; or
- c) any other situation in which the bus driver thinks it's safer to evacuate than to stay on the bus.

Bus Driver Actions: If you are in an emergency situation in which you need to evacuate the bus, follow these procedures.

1. Call Bus Dispatch
2. Secure the bus; shut off the motor, set the brake, and remove the keys.
3. Determine the appropriate evacuation route: front door, side doors, rear exit, roof hatch, or windows. If necessary, the windshield and rear glass panels can be kicked out.
4. Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to inclement weather or other environmental conditions, other vehicles may lose control in the same place. Vehicles passing by may be distracted by the situation and could cause additional crashes.
5. Identify student helpers to stand by the emergency exits and help students get off safely. Assign other helpers to lead students to the assembly area and keep everyone together.
6. Instruct students to evacuate and tell them where to assemble for accountability. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
7. Check each seat and floor area to be sure everyone is off the bus.
8. Leave the bus last, with the emergency packet, first aid kit, and cell phone and/or radio (if available).
9. Gather with and keep the students together at the assembly area.
10. Do not re-enter the bus until cleared by Bus Dispatch or appropriate authorities.

5. Medical Emergency:

Medical emergencies often occur without warning. Evaluate first aid needs. Assess the type, severity, and immediacy of the medical emergency. Take immediate action if it is a life-threatening condition. If someone has an injury to the back or neck, don't move them unless it is necessary for their immediate safety.

Bus Driver Actions: If there is a medical emergency on your bus, follow these procedures.

1. Pull over and stop the bus in a safe location.
2. Call Bus Dispatch (Dispatch will call 911).
3. Wear protective equipment such as medical gloves, mask, goggles, etc.
4. Evaluate first aid needs. Treat the most critical conditions first. Initiate CPR or other life-saving actions within your level of training and ability.
5. If needed, enlist the help of other passengers who are trained in first aid.
6. If a student is sent to the hospital, give their name and birthdate to the first responders. Keep a written record of all students taken to a hospital by ambulance. Note which hospital they are going to and provide all of that information to Bus Dispatch.

7. Account for and supervise students. Follow the Student Accountability & Release procedures.

6. Transfer Procedures:

In certain emergency situations, you may be required to transfer students from your bus to another bus to complete a route or get students to a reunification site. Situations that could potentially require moving students from one bus to another bus include, but are not limited to; mechanical failures, vehicle accidents, students on the wrong bus, and/or bombs/explosive devices.

Bus Driver Actions:

1. If possible, stop the bus in a safe location and attempt to leave sufficient room for the transfer bus to park in front of, or behind your bus; activate 4-way flashers. If you are unable to get the bus completely off the road, the transfer bus should pull up behind you and activate their Child Safety Lights until the transfer is complete.
2. Notify Bus Dispatch and provide them with your exact location and your direction of travel.
3. Make the decision to evacuate or keep the students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. If you choose to evacuate, follow the Emergency Evacuation Procedures.
5. When the transfer bus arrives, tell the students they are required to move to that bus in a single file and orderly manner.
6. Both Drivers will stand by their doors and maintain visual contact with each other until the transfer is complete.
7. Follow the Student Accountability and Release Procedures.

7. Media:

1. For all school bus emergencies, do not speak to any member of the media unless requested to do so by the BLS Superintendent, or the Director of Communication and School Safety.
2. Do not allow the media to interview or take video/photos of students under your supervision.
3. Refer all media inquiries and requests to the Superintendent's Office or the Director of Communications.

4. The Superintendent's Office will designate a spokesperson for the emergency who will give regular updates to the media. The spokesperson will release only information approved by the Incident Commander, in incidents where they are involved.
5. Remember that students have legal privacy rights and bus drivers should not discuss medical or other concerns of a student with any unauthorized person.

8. Mechanical Trouble:

There are many types and degrees of mechanical troubles that can affect your decisions about the safest course of action for you and your passengers. During your assessment of the situation, determine your location, the condition of the bus, and if students are safer on or off the bus.

Bus Driver Actions:

1. Stop the bus in a safe location. Secure the bus and activate 4-way flashers.
2. Call Bus Dispatch (Dispatch will call 911).
3. Make the decision to evacuate or keep the students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. Implement Evacuation Procedures if needed.
5. Reassure students. Remain calm and in control.
6. Account for and supervise students. Do not release the students. Follow the Student Accountability & Release Procedures.
7. Put out warning triangles. This is especially important if you are on a blind corner. If you are the only adult on the bus, you may decide to wait do to this until assistance arrives to avoid leaving students unsupervised.
8. Prepare to follow Transfer Procedures if necessary.

9. Fire:

If there is smoke or if any portion of the bus is on fire; if the presence of gasoline or other combustible materials creates a danger of fire; or if the bus is near an existing fire and you are unable to move the bus away, take immediate action. Smoke and fire can spread quickly! Pull over, stop the bus, and evacuate immediately!

Bus Driver Actions:

1. Stop the bus in a safe location.
2. Call Bus Dispatch (Dispatch will call 911).

3. Evacuate the bus. Follow the Evacuation Procedures.
4. If the engine is on fire, do not open the hood.
5. Fire extinguisher: If you are trained to use a fire extinguisher and discover a small fire, you may attempt to extinguish it. Remember that your primary responsibility during a fire is to evacuate your passengers safely.

Wheelchair Buses:

- All wheel chair buses are equipped with one blanket to aid in evacuating a student unable to walk.
- Evacuating people in wheelchairs can be a time-consuming process. Use the fire blankets if necessary to provide a degree of protection while working to evacuate those in wheelchairs.

10. Accidents:

If you are involved in an accident (crash), your main priority is the safety and well-being of your passengers. Determine your location, the condition of your bus, injuries, danger of fire, downed wires or other vehicles involved in the crash, etc. Decide to evacuate or keep your students on the bus. If it appears safe to do so, try to keep your passengers on the bus. Evacuate immediately if you are stuck on a railroad crossing, if there is smoke or if any portion of the bus is on fire; if there is a presence of gasoline or other combustible materials; or if the bus is near an existing fire and you are unable to move the bus away.

Bus Driver Actions:

1. Stop immediately. Do not move the bus unless you are directed by emergency officials, or if the bus is in a dangerous position, or if it is a very minor single vehicle crash, or if there is minimal or no damage to the bus.
2. Call Bus Dispatch (Dispatch will call 911).
3. Secure the bus and activate 4-way flashers.
4. Implement Evacuation Procedures if necessary.
5. Evaluate first aid needs and follow the Medical Emergency Procedures if needed.
6. Reassure the students. Remain calm and in control.
7. Account for and supervise students. Do not release students to parents/guardians. Follow the Student Accountability & Release Procedures.
8. Put out warning triangles when time permits. If you are the only adult with your students, you may decide to wait to do this until assistance arrives to avoid leaving students unsupervised.

9. Cooperate with emergency response personnel. They will take over the scene, but you are still responsible to supervise students.
10. Prepare to follow Transfer Procedures if necessary.

Protect the Scene & Evidence: Attempt to protect evidence if you can do so without leaving students unsupervised.

- Attempt to identify the other vehicle, including license plate, and identify/observe the driver in the event he/she tries to leave the scene.
- Get contact information of witnesses at the scene. Distribute the information cards provided in your emergency packet.
- Don't admit fault. Don't say, "I'm sorry" or be argumentative.
- If possible, take pictures of the crash scene from all angles, including the license plate of other vehicles involved.
- Do not take pictures of students or injuries. Make a roster of all students and annotate if any of them have any injuries.
- Do not discuss the accident with anyone other than the police, the Director of Transportation, designee(s) from the Superintendent, or insurance representatives.
- If approached by the media, say: "A spokesperson will be commenting on the situation at a later time."
- Complete an Accident Report form. Make notes. Record everything you can remember about the accident.
- After returning to the bus yard, work with the Director of Transportation to complete all necessary paperwork.

Animals: If you hit a farm or domestic animal (cow, sheep, horse, dog, cat, etc.)

1. Stop immediately. Secure the bus.
2. Call Bus Dispatch (Dispatch will call 911).
3. Remember the emotional well-being of your students when dealing with an injured animal.
4. Do not remove the animal if it is alive.
5. Attempt to protect the animal from other traffic.
6. If the animal is dead, try to get help to remove it from the road.
7. Attempt to notify the owner. If the owner cannot be reached, notify transportation dispatch and law enforcement to report the accident. Drivers will not leave the scene and will stay with the bus until their supervisor has authorized them to return to the bus yard.

11. Downed Power Lines:

If you discover a downed power line on the road, discover a low hanging wire, or if the bus encounters a power line, assume it is energized and dangerous. Do not touch it or attempt to move the power line. Assume all power lines are energized.

Bus Driver Actions: If a power line is on down on the road or you discover a low hanging power line.

1. Identify a safe place to stop, as far away as possible from the downed power line, at least 50 feet away. **Stay clear!**
2. Call Bus Dispatch or 911.
3. Keep everyone inside the bus. The rubber tires make inside the bus the safest place. The ground around the bus may be energized.
4. Do not drive over a fallen power line or low-hanging line.
5. Do not touch a power line or anything touching the wire.
6. Do not touch anything or anyone in contact with a fallen power line.
7. Contact Bus Dispatch about a plan for an alternate route and to notify other bus drivers.

Bus In Contact with Power Line: If your bus comes in contact with a low or downed power line.

1. Stop the bus.
2. Call Bus Dispatch or 911.
3. Keep everyone inside the bus. This is the safest place. The ground around the bus may be energized.
4. Work to reassure students. Remain calm and in control.
5. Account for all students.
6. First responders will tell you when it is safe to get out of the bus or to move the bus.
7. If you must evacuate the bus, have students keep their hands at their sides and jump clear of the bus, so they are not touching the bus when their feet hit the ground. Keep both feet close together and shuffle away from the bus without picking up your feet. While on the ground, do not touch the bus or assist other students that are still on the bus.

12. Weather-Related Hazards:

Hazardous weather-related problems such as high winds, torrential rainfall or hail, street flooding, and snow/ice can create dangerous driving conditions. When faced with these hazards, your visibility, bus stability, and traction may be impaired limiting your ability to drive safely. Consider reducing your speed, stopping in a safe location, modifying your route, and/or using alternate bus stops for children.

Bus Driver Actions:

1. Contact Bus Dispatch if you need assistance or inform them of unusually hazardous conditions.
2. Listed below are various considerations and potential actions for specific hazards:

Severe Weather: If severe weather such as dangerous winds, torrential rainfall, or hail occurs and it is not safe to continue on your route:

- Park the bus in an area away from potential falling objects and remain there until the storm subsides. Consider a large parking lot.
- Keep the students on the bus and in their seats.
- If additional protective actions are indicated, direct students to crouch down with their chest on their thighs. Body parts should be below window height.

Water on Road/Flooding: In some situations, it may be safe to drive slowly through a small amount of standing water from normal rainfall accumulations on the road. However, DO NOT drive through water on the road if:

- The water is moving or has a current.
- If there is debris in the water.
- You cannot see how deep it is or if there is a dip in the road which could create a deeper section of water, or a portion of the road or shoulder has washed away.

Snowy/Icy Conditions: If snowy or icy conditions occur:

- Decrease your speed and leave yourself plenty of room to stop. You should allow at least three times more space than usual between you and the car in front of you. Use low gears to keep traction, especially on hills.
- Brake gently to avoid skidding. If your wheels start to lock up, ease off the brake.
- Be especially careful on bridges, overpasses and infrequently traveled roads, which will freeze first. Even at temperatures above freezing, if the conditions are wet, you might encounter ice in shady areas or on exposed roadways like bridges.
- If it is not safe to continue, stop the bus in a safe location and contact Bus Dispatch for guidance.

13. Child Abuse:

All school bus drivers are “**Mandatory Reporters**” and are required by law to report all suspected child abuse to the Department of Human Services Child Welfare Division at 1-855-503-SAFE (7233) or by calling **911** for immediate help. You are required to report when you are

on duty as well as when you are off duty. The Mandatory Reporter requirements are in effect 24 hours per day, 7 days per week, all year long.

Child Abuse Includes:

- Any unexplained or suspicious physical injury to a child, including any injury inconsistent with an explanation of how the injury occurred.
- Neglect which causes harm to a child's health, welfare, and/or safety.
- Sexual activity with someone older than the child, abuse, sexual assault, or sexual exploitation.
- Mental injury which harms a child's ability to think, reason, or have feelings.
- Threat of harm.
- Any reason to believe the child has been exposed to any drug use.

When and How to Report:

1. If a **child tells you** they have been abused, you must immediately make a report.
2. If you have a **reasonable concern** that child you have observed or have had contact with may have suffered any of these kinds of abuse, or if you suspect an adult has abused a child, make a report immediately after your route.
3. **When in doubt, report!** DHS screeners are very open to consultation and can help you determine whether the incident is reportable.
4. You must also immediately inform the Director of Transportation or the Assistant Director. However, reporting to your supervisor does not release you from your legal obligations to report immediately to DHS or law enforcement.
5. **You are not allowed to inform the parents of your DHS or police report.**
6. If a child is in danger due to their physical injuries, if there is an indication that the abuser may come to the school to further harm them, or **if you see any type of abuse in progress, call 911 immediately.** If possible, provide for the immediate safety of the child. If you do not feel safe intervening, maintain visual observation if safe.
7. It is the responsibility of DHS and/or law enforcement to investigate the suspected abuse. You are required to cooperate. The DHS or law enforcement representative questioning the student about the alleged abuse will determine if a bus driver may be present during the interview. If so, your role should be as a supporter for the child, and not as an active participant. You are not allowed to reveal anything that is discussed during the investigation.
8. Keep a written record of any DHS or law enforcement report you make and give a copy to your supervisor.

14. Missing Student:

In certain situations, you may be notified of a student missing from school or from his/her bus stop or who never made it home. In these cases, time is of the essence. You will need to determine if the student is or was on your bus that day. You may be able to collect information from other students who normally ride the bus with them. If you are already finished with your route, you may need to rely on your memory or the video camera system.

Bus Driver Actions: If you are notified of a potential missing student from your bus route.

1. Stop the bus in a safe location. Secure the bus.
2. Determine if the missing student is on the bus.
3. Walk the bus calling for the student. Younger or special needs students may need this extra prompting to respond. This will also give you a visual in case a student is hiding.
4. If necessary, ask other students if they know of the missing student's whereabouts or who they were last seen with. Write down a detailed description of the student's clothing, backpack, shoes, approximate height/weight, hair color, etc. from memory or from other student's accounts.
5. Communicate with Bus Dispatch and supervisors to determine further courses of action.

15. Disruptive/Unruly Person:

When a passenger becomes unruly to the point of disruption of the safe transport of students, follow these procedures.

Bus Driver Actions:

1. Determine the disruptive person(s) and quickly assess the degree of their unruly behavior.
2. Calmly but clearly call students by their names, if possible, and give them clear instructions to discontinue their behavior. Tell them exactly what you need them to do to try and calm the situation.
3. If the person(s) continue the disruptive behavior and it is appropriate, call Bus Dispatch and request law enforcement assistance, if needed.
4. If there is a clear danger to other students, park the bus in a safe location and instruct the other students to evacuate and assemble outside in an area that you clearly identify to them. Follow the Evacuation Procedures.

16. Fighting:

If two or more students are fighting or an individual is out of control, use the lowest level of response that will safely neutralize the situation. You are not required to put yourself at risk but must behave in a reasonably prudent manner to try to reduce danger.

Bus Driver Actions: If there is a fight, you MUST intervene. Every situation is different. Here are some strategies to try:

1. Stop the bus in a safe location. Secure the bus.
2. Take Charge –
 - a. Use a calm, authoritative voice. Do not yell.
 - b. Use specific verbal commands (Stop fighting! Sit down, now! John, go to the front of the bus!) Use names if possible.
 - c. Use distractions (whistle, loud noise, clap your clip board against the seat, etc.)
3. Disperse Bystanders –
 - a. Move to a neutral location on the bus.
 - b. Evacuate the bus if necessary – give instructions.
4. Call Bus Dispatch (Dispatch will call 911).
5. If the fighting continues –
 - a. Keep trying verbal interventions.
 - b. Keep a safe distance, working to keep yourself and other students safe.
6. If the fighting stops –
 - a. Separate the students involved to different locations of the bus.
 - b. Tend to any first aid needs, follow the Medical Procedures.
7. If necessary, return to the school and arrange for the school principal to meet the bus.
8. Immediately report the fight to your supervisor and the school principal at the end of the route.

During any emergency, the bus driver will be required to focus on all of the interrelated pieces of that particular emergency situation. While each situation will be different and could have many ongoing issues, the bus driver will need to stay focused on their responsibility to work to provide a safe environment for all passengers regardless of their involvement in the emergency.

17. Aggressive Person:

Verbal Aggression: If you are confronted by an angry or verbally aggressive person, here are some strategies to try to de-escalate the situation and work toward keeping yourself and your passengers safe.

1. Directional De-escalation Strategies:
 - a. If they are not on the bus, close the door and do not open it. Ask them to come to the drivers' window.

- b. If they are already on the bus, and you can stop in a safe place, you may ask them to step outside with you to talk or to sit and talk. Try to create some distance between them and you and your passengers. Give 3 feet of space – individuals in crisis need more space than usual.
2. Verbal De-escalation Strategies:
 - a. Stay calm. Be polite and professional. Try not to become emotional, defensive, or angry. Lowering your voice can sometimes calm the situation.
 - b. Listen actively. Talk with them and try to solve the issue if possible. Ask questions to show you are paying attention. Offer help. This might take the edge off the anger.
 - c. Avoid being judgmental. Don't threaten or out-shout the individual.
3. Get help.
 - a. If unable to solve the issue, direct them to call Bus Dispatch if they are not on the bus.
 - b. Notify Bus Dispatch of the situation as soon as is safely possible.

Physical Aggression: If someone physically threatens you or attempts to assault you, use all available opportunities to avoid confrontation. Every situation is different. Here are some strategies to try.

1. Call Bus Dispatch (Dispatch will call 911).
2. Use words to try and de-escalate the aggressor. Say things like: Stop! I don't want to fight. Don't hit me! Get away from me! Leave me alone! Stay respectful, don't get to their level.
3. Create physical distance from the aggressor. Try to move away. Don't square up with the aggressor, as this can be deemed as a challenge. Don't point your finger at the individual, use two fingers to direct if necessary.
4. If the individual confronts you with nose-to-nose intimidation tactics or shoves you, back down. Walk away or move away if possible.
5. If the individual proceeds to engage you, physically defend yourself if necessary, using the lowest level of response to safely neutralize the crisis. Once released, move away from the aggressor. Do not continue to engage him/her physically.
6. Try to avoid an assault by using an object such as your arm, a clipboard, or your leg as a shield and by stepping, leaning, or moving out of the way.
7. Consider the viability of evacuating the bus or telling passengers to move to another area on the bus.

18. Threat of Violence:

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, symbolic, or communicated by video or social

networking media. All threats of violent injury must be taken seriously and investigated to determine whether they pose a real danger to students or staff.

Bus Driver Actions: If you see, have knowledge of, or receive a threat of violence, follow these procedures.

1. Stay calm. Avoid creating a more dangerous situation.
2. Assess the Situation. Is the threat credible? Assessment in this situation is critical to determine if the threat is inside the bus or coming from outside. Is the threat against a student, the bus driver, or the entire bus?
3. Discretely gather information from a person reporting the threat, if feasible.
4. Discretely call Bus Dispatch or 911 if the threat seems credible.
5. Make a plan. Decide to continue your route, modify your route, or stop the bus.

19. Bomb Threat/Explosive Device:

Bomb Threat: If you learn of a potential bomb threat through something written on the bus or on a piece of paper, or receive a report from someone, or if you overhear a conversation, take it seriously. All threats must be taken seriously and investigated to determine whether they pose a real danger to students.

Bus Driver Actions:

1. Stay calm.
2. Assess the situation.
3. Discretely gather information from a person reporting the threat, if feasible. Handle a written threat as little as possible to avoid disturbing possible fingerprints.
4. Discretely call Bus Dispatch or 911.
5. Make a plan. Decide to continue on your route, modify your route, or stop the bus. Arrangements may be made to meet the bus at the school or another location to further investigate or provide support.
6. Evacuate the bus if it seems safer to be off the bus than on the bus. In this case, follow the procedures for a bomb/explosive device found (see below).

Bomb/Explosive Device Found: If you learn of or notice a suspicious object, package, or device, take immediate protective actions, including restricting radio and cell phone use in the proximity of the suspicious object, to increase safety for students and yourself. Be observant and take anything unusual seriously.

Bus Driver Actions:

1. Do not touch, move, or pick up any suspicious item or device.

2. Stop the bus in an open area, away from buildings or other hazards if possible. Secure the bus.
3. Quickly and authoritatively instruct everyone to immediately turn off their cell phones.
4. Carefully evacuate everyone off the bus, using evacuation routes that keep students away from the device.
5. Assemble away from the bus/device, at least 1000 feet and up wind from the bus, if possible. Move farther away if possible.
6. After you've evacuated, find a way to send for help (i.e., a passing motorist could be instructed to go to a nearby home/business and call 911, or a neighbor could be instructed to call 911 from a landline phone.)
7. Account for all students. Follow the Student Accountability & Release Procedures.
8. Work to reassure students. Remain calm and in control.
9. Cooperate with first responders.
10. Contact Bus Dispatch when able to safely do so.
11. Prepare to follow the Transfer Procedures.

20. Unauthorized Person/Intruder:

The Oregon Administrative Rules state that, *"A school bus driver shall not transport any person who is not a pupil, a teacher, or an official of the school while traveling the regular route, unless authorized to do so by an authorized school official."* If an unauthorized person attempts to, or boards your bus, here are some strategies to try as you work to keep students and yourself safe.

Unauthorized Person Attempting to Board the Bus:

1. Try not to allow them to board the bus. Close the door and do not open it.
2. Tell them that only students assigned to this bus are allowed on the bus.
3. Ask them to come to the drivers' window.
4. Stay calm. Be polite and professional. Try not to become emotional.
5. Listen. Talk with them and try to solve the issue if possible.
6. If unable to solve the issue, direct them to call the Bus Dispatch.
7. Notify Bus Dispatch of the situation, including a description of the person, your location, and if law enforcement notification is needed.

Intruder on the Bus:

1. Call Bus Dispatch if it appears safe to do so.
2. Stand up to establish authority and carefully approach the individual.
3. Tell them that only students assigned to this bus are allowed on the bus.
4. Ask them to step off the bus.
5. If they comply, immediately close the door.

6. Direct them to the drivers' window if they need to talk.
7. If they do not comply, tell them again to get off the bus or you will call law enforcement.
8. Notify the Bus Dispatch of the situation, including a description of the person, your location, and if law enforcement notification is needed.

21. Kidnapping:

In some cases, a non-custodial parent or other unauthorized person may attempt to board the bus or try to take a student. Since you don't have a list of parents/guardians who students are authorized to leave with, you will have to try and keep the person off of the bus and away from the student in question until you can get some guidance from Bus Dispatch or the school principal. Here are some strategies to try.

Bus Drive Actions:

1. Try not to allow them to board the bus. Close the door and do not open it.
2. Ask them to come to the drivers' window.
3. Remind them that you are following policy to keep their student safe.
4. Ask the individual to see a form of identification that includes a picture.
5. Stay calm. Be polite and professional. Try not to become emotional.
6. Listen. Talk with them to try and solve the issue if possible.
7. If unable to solve the issue, direct them to call Bus Dispatch.
8. Notify Bus Dispatch of the situation, including a description of the person, your location, and if law enforcement notification is needed.
9. If the individual gets on the bus and refuses to leave or attempts to physically take a student, notify Bus Dispatch or call 911 immediately. As for law enforcement to respond to your location.
10. If the individual takes a student, be prepared to provide a description of the person that includes, race, height, weight, color of hair, facial hair, tattoos, clothing, direction they went after leaving the bus, and did they get in a vehicle, and if so, color, make, model and license number of the vehicle.
11. If the individual takes a student, be prepared to provide a detailed description of the student that includes name, school, clothing, did the student act like they knew the individual, etc.

22. Hostage Situation:

If you are threatened with a weapon, or if you, or others are held against your will (taken hostage), try to remain calm. Use extreme caution. Do not confront the hostage taker unless he or she begins shooting or attacking others and you feel it is safer to try to disable them and flee.

Bus Driver Actions:

1. Stay calm.
2. Get help. Discreetly call the Bus Dispatch or 911, if possible.
3. Pull over. Stop the bus.
4. Cooperate. Follow the instructions of the hostage taker unless you feel that following their instructions would increase danger to yourself or others. Cooperate – don't antagonize or argue with the captor or other hostages. Do not initiate conversation with the captor. If you are spoken to, cooperate and be concise. If possible, keep a safe, non-intimidating distance and avoid abrupt movements.
5. Be prepared to wait. Elapsed time is a good sign. Generally, the longer a hostage situation continues, the less likely a hostage taker is to use violence.
6. Be observant. Try to remember things you see or hear, such as the location and number of hostages, description of the hostage taker(s), weapons, etc. This is important if you are released while others are still being held hostage.
7. Watch for the unexpected. Try to think of possible courses of action for various contingencies.
8. If a rescue takes place, crouch down in a protective position and keep your hands visible to first responders.
9. If released, follow law enforcement instructions.

23. Weapons/Violence:

Because there are a wide variety of possible weapons situations, the following concepts should be viewed as a general guide. You must adapt your response based on any situations you may encounter. Address your own safety first, so you can then better protect students.

Violence or Gunshots Near the Bus: If you hear gunshots or if there is a shooting or stabbing, or other violent situation near the bus, use extreme caution. Quickly assess the situation, taking appropriate actions to increase your own safety and the safety of your students.

1. Instruct students to take cover below the windows of the bus.
2. Quickly decide whether you can drive away from the area or if you should pull over and take cover.
3. Call Bus Dispatch or 911 as soon as safely possible.
4. Stay calm. Reassure students as you are able.
5. Be prepared to take additional protective actions as conditions change.

Weapon/Concealed Weapon On the Bus: If you learn that a person is in possession of a weapon on your bus and they have not yet displayed or used the weapon to threaten or attack others, here are some general guidelines.

1. Stay calm.
2. Consider how your response could escalate the person with a weapon. Pretending you don't know about the weapon could be a useful strategy.
3. Discretely call Bus Dispatch or 911, if possible.
4. Make a plan. Decide to continue on your route, modify your route, or stop the bus.
5. If you decide to stop the bus, stay in a safe location.
6. Do not directly approach the individual, unless you know the student and feel comfortable asking for the weapon.

Shooting or Stabbing on the Bus: If there is a shooting or stabbing on the bus, take defensive measures based on the situation to increase the safety of yourself and your students.

1. Call Bus Dispatch or 911 as soon as safely possible.
2. Stop the bus. Secure the bus.
3. Have students who are able, evacuate to get out of harms way.
4. Instruct students who cannot exit the bus to crouch behind bus seats.
5. Do not confront the individual unless they are attacking and it is clear to you that it would be safer for you to try to disable the attacker than not to.
6. Tend to medical needs if you are able to.
7. Be prepared to take additional protective actions as conditions change.
8. Contact Bus Dispatch as soon as safely possible.

24. Radio Procedures

Radio Use in ALL Emergency Situations:

1. STAY OFF THE RADIO
 - a. Unless specifically addressed.
 - b. Do NOT "relay" information about the incident/scene.
 - c. Do NOT give directions.
 - d. Radios may be monitored outside of transportation.
2. TURN RADIO ALL THE WAY UP
 - a. Listen carefully as dispatch will not be able to repeat every instruction.
3. LISTEN CLOSELY
 - a. Quiet students on the bus.
 - b. Reduce fan noise.

During any emergency, the bus driver will be required to focus on all the interrelated pieces of that particular emergency. While each situation will be different and could have many ongoing issues, the bus driver will need to stay focused on their responsibility to work to provide a safe environment for all passengers regardless of their involvement in the emergency.

Drivers will notify Dispatch of all emergency incidents. Dispatch will call 911 if needed, unless the bus driver is outside of radio coverage (out of town trips), drivers can then notify 911 immediately, and as soon as safe to do so, contact the Director of Transportation, or Assistant Director of Transportation to notify them of the emergency.

Do NOT release students to anyone other than law enforcement or EMT in an emergency.

Record time and name of student if released to law enforcement or EMT.