Faubion K8 Site Annex

1. Overview and Process

The District has implemented the Portland Public Schools Emergency Operations Plan (PPS EOP). Each school is required to complete its school site plan annually. This plan should be reviewed and all staff should be trained on their site plan.

1.2. The objectives of the plan are to:

- Protect the safety and welfare of students, employees, visitors, and volunteers.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and properties.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination among the schools, the District, city, and/or county Emergency Operations Center (EOC).

1.3. Responsibility

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS and ICS are incorporated into this plan, and school personnel must be trained on how the system works. All PPS school sites must conduct drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

1.4. Situation and Assumptions

1.4.1. Situation

- Faubion K8 consists of 1 building and is located at 2930 NE Dekum Portland OR 97211. There is an Average Daily Attendance of 600 students and 90 + District staff staff members. School languages spoken are Spanish/English.
- The principal has the primary responsibility for developing and implementing the School Site EOP Annex. The principal has the responsibility of executing the policies developed by the Board.
- Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

1.4.2. Assumptions

- During an emergency, centralized direction and control, i.e., activation of the Command Post, is the most effective approach to management of emergency operations.
- In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as a liaison with responding agencies.

2. The School Emergency Team (SET)

Selecting the Members of the School Emergency Team: The principal and his/her leadership team are responsible for assembling the School Emergency Team (SET).

Who Should Be On The Team? Staff members who are good SET candidates are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SET members should be a bilingual staff person. Also, including members who do

not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Office Manager
- Special Education Coordinator
- Technology Support Manager
- Campus Safety Associates
- Speech Therapist
- Occupational Therapist/Physical Therapist
- Outreach Consultant
- Program Facilitators
- Reading Coaches
- School Secretary
- Counselors/Social Workers
- Custodians
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be maintained and accessible to staff, if needed.

How Many People Should Be On The School Emergency Team? The number of members on the team should be in relation to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SETs.

The NIMS/ICS structure (School Emergency Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.

Any member of the SET who is a classroom teacher or has supervisory responsibilities must have a pre-designated substitute to provide class coverage should the team be activated. Use an asterisk (*) to indicate the designated substitutes and include their phone numbers

2.1. The Roles of the Members of the School Emergency Team

2.1.1. Command Team

2.1.1.1. Incident Commander (IC)

The Incident Commander is responsible for emergency operations to ensure the safety of students, staff, and others who are on campus. He or she will remain in the Command Post and manage the crisis.

The Incident Commander for police or fire will take control of the emergency once he or she has arrived at the site. The school's IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with first responders and provide any necessary assistance. Once the police/fire Incident Commander is on site, all decisions regarding evacuations, relocations, and declaring an "All Clear" will be made with the express approval and coordination of first responders.

2.1.1.2. School Secretary, Scribe, and other Office Staff

The school secretary, scribe, and other office staff will assist the IC in managing the crisis, making necessary notifications and recording all events.

It is important for each member of the SET to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

2.1.2. Operations Team

2.1.2.1. Operations Section Chief

The Operations Section Chief manages and directs emergency response activities on campus (the IC may also perform this job).

2.1.2.2. Site Coordinator

The Site Coordinator manages the emergency at the crime scene/incident.

2.1.2.3. First Aid Coordinator

The First Aid Coordinator provides emergency first aid until medical assistance arrives.

In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.

2.1.2.4. Police/Fire/Medical Coordinator

The Police/Fire/Medical Coordinator assists emergency personnel and directs them to the scene.

2.1.2.5. Search & Rescue Team Coordinator

The Search & Rescue Team Coordinator manages the search and accountability efforts.

Members of the Search Team may be any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

2.1.2.6. Site Security Coordinator

The Site Security Coordinator secures the school campus and all buildings.

2.1.2.7. Parent Information Coordinator

The Parent Information Coordinator communicates with the parents on site and is responsible for all parent/student information and contact lists.

2.1.2.8. Student Supervision Team

The Student Supervision Team remains with and supervises the students.

As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.

2.1.2.9. Student Release Team Coordinator

The Student Release Team Coordinator releases students to authorized adults.

It is important to create a secure area for student release. If the school grounds do not afford physical barriers, use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.

2.2. Faubion K8 Emergency Team Master List

COMMAND TEAM			
Incident Commander			
Position	**Telephone**	**Radio**	**Room #**
1. Anthony Bromberg	971-404-7151		103C
2. Celina Garrido	971-317-1942		103B
3. Gabriel Corona	503-502-7791		103A
Scribe			
1. Sabrina Faletoi			
2.			
Secretary			
1. Lanisha Lewis			
2.			
OPERATIONS TEAM			
Operations Section Chief			
Position	**Telephone**	**Radio**	**Room #**
1. Anthony Bromberg			
2.			
Site Coordinator			
1. Sabrina Faletoi			
2.			

Position	Telephone	Radio	Room #
First Aid Coordinator			
1. Zoe Eberspecher			110
2. Lanisha Lewis			
3.			
Police/Fire/Medical Coordinator			
1. Tymair Pittman			
2.			
3.			
Search & Rescue Team Coordinator			
1. Damon Miller			
2. Michelle Berry			
3.			
Site Security Coordinator			
1. Tymair Pittman			
2.			
3.			
Parent Information Coordinator			
1. Jennifer Smith			
2.			
3.			
Student Supervision Team Coordinator			
1. Celina Garrido			
2.			

Position	Telephone	Radio	Room #
Student Release Team Coordinator			
1. Brian Fennema			
2.			
3.			

ADDITIONAL INFORMATION

Position	Telephone	Radio	Room #
Staff Trained in Medication			
Zoe Eberspecher			
Katie Brown			
Staff Trained in First Aid/CPR			
Zoe Eberspecher			
Katie Brown			

Position	**Telephone**	**Radio**	**Room #**
Staff Trained in Physical Restraint			
Sabrina Faletoi (expired)			
RESJ and Community Partner Information			
SEI			
COBM			
SUN			
Neighborhood Emergency Team (NET) Contact Information			

Planning for Individuals with Access and Functional Needs

- Administrators of each school and district building should designate a key person(s) to keep current and maintain a record of any individuals with access and functional needs in the school or district building. This record shall include the names, locations, time schedules, and persons responsible for assisting them during an emergency, and the location of any special equipment needed to assist.
- **Evacuation Plan Template for Special Needs Students** - This is developed in conjunction with the school Special Education Team including the physical therapist. For more information please see Special Education.

Access and Functional Needs Coordinators			
Position	**Telephone**	**Radio**	**Room #**
Chelsey Branner			

Tina De La Cruz			

Every school must maintain a multidisciplinary Level 1 Behavioral Safety Assessment Team in addition to having a School-Based Suicide Prevention Plan. The following table is used to assist in prevention planning for harm to self or others.

Prevention Planning			
Position	**Telephone**	**Radio**	**Room #**
Level 1 Behavioral Safety Assessment Team (BSAT)			
Anthony Bromberg			
Celina Garrido			
Gabriel Corona			
Damon Miller			
Michelle Berry			
School-Based Suicide Prevention Plan This plan addresses the requirement in the PPS suicide prevention policy that *every school* has its own suicide prevention plan.			
Plan			
Suicide Prevention/Intervention Flow Chart			

All school staff must understand and apply their schools Recovery Protocols to ensure there are responsive supports in place as well as access to the continuity of education and services. The following table is used in recovery planning.

Recovery Planning
Crisis Recovery Protocols

Navigating Crisis Together: Mental and Behavioral Health Recovery Planning for School Communities
Insert Plan Link

2.3 Immigration and Customs Enforcement Safety Actions

2.3.1 Purpose

ICE PLAN (link) for Faubion PK-8

The below tables are limited for integration of the SERP, but should reflect your schools ICE Safety Plan, and be used with other means within the ICE Toolkit (also linked in the footer of this document). This section is meant to help schools be prepared and feel supported in the event of Immigration and Customs Enforcement (ICE) activity near or around our communities. We are operating under the understanding that ICE is present in our region and that our approach should reflect heightened awareness, care, and calm readiness—not fear. All students must learn and feel as safe and supported as possible during this difficult time.

This document is designed to be co-created with your school's leadership team and communicated out with your larger staff so everyone understands that we are prepared.

Our priority is to ensure that every student continues to feel safe and supported while accessing their education. Schools must continue normal operations while staying attentive to any changes in the surrounding community. Portland Immigrant Rights Coalition (PIRC) and other trusted community organizations are monitoring and responding to broader community needs, allowing schools to focus on care and safety within their buildings.

We will respond accordingly if:

A. ICE is within visible range of the school,

B. ICE is on school property, or

C. ICE has entered the school building.

In any of these cases, the central office will immediately coordinate with PIRC, the school team, and community partners to ensure that impacted students and families receive the support, protection, and resources they need.

This approach is rooted in partnership, community trust, and our shared responsibility to keep students safe, grounded, and connected to learning.

2.3.2 Action A: ICE in "line of sight" of school

Steps	Identified Person(s)
Witness to notify Faubion admin - this can be community member, family or staff	Anthony. Bromberg Gabriel Corona
Call PIRC and report the incident. They will send out volunteers to confirm if the threat is real. ● PIRC's number: 1-888-622-1510 ● Remember C.L.E.A.R ○ **C**ount - example 3 officers, 1 van ○ **L**ocation - intersection/landmark ○ **E**quipment - blue uniforms, unmarked van/vehicle ○ **A**ctivity - officers are checking ID's ○ **R**eport - time 4pm thursday	Office Staff Lanisha Lewis Sabrina Faletoi
Admin calls Senior Director who then organizes Central Office response, and determines the need to notify the cluster The Senior Director will manage all communication to cluster schools allowing the school team to focus on their building. This decreases inaccurate rumors.	Anthony Bromberg Gabriel Corona
1. **Assign staff outside the building** in case families arrive while the situation is being assessed. a. Once **PIRC or the Campus Safety Associate/Leader/Rover** is on site, assigned staff may re-enter the building. 2. If a staff member feels safe, documented, and comfortable, they may **approach the unmarked vehicle, on or alongside campus,** and ask the individuals inside to identify themselves.	Tymair Pittman

a. Staff may **record audio or video** if they choose and feel comfortable doing so. 3. If possible, gather helpful identifying information for PIRC, such as: a. Photos of the vehicle b. License plate c. The individuals' clothing or badges d. Any identification documents shown by the individuals i. This information supports proper identification and documentation of the encounter. 4. Do not follow the vehicle and do not physically intervene at any point. *Assigned staff should be done in collaboration with school team, and identities should be taken into consideration	
If the presence of ICE is verified by PIRC to be true, use the Modified Secure procedure for school. *Email to staff should be sent with talking points Email teachers and announce for teachers to check their emails to share information.*	Responsible Persons Anthony Bromberg Sabrina Faletoi
7. Notify neighboring schools: (Vernon, Tubman, Sabin, MLK, Woodlawn, Jefferson HS) ● This should include neighboring early learner sites and CBO's In building, Native Montessori, Albina Head Start, PPS pk classrooms	Thai Nguyen
10. Lock back gates (so that there is only one entry into the building) Modify for your building based on layout of building	Tymair Pittman

2.3.3 Action B: ICE Agent on campus, claiming warrant

Steps	Identified Person(s)
Campus Safety Associate/Leader or person at front desk: • Do NOT open the door • Ask through the door or via intercom for them to show you a badge, state their name, agency and purpose of visit	Office Staff CSA - Tymair Pittman
Call for Admin to come to the front	Office Staff, on radio
If able video record the entire situation until federal agents leave premises with no stops **Start videotaping interaction (+ any narration)** • Strategies when filming Law Enforcement at any level: ○ Distance: grabbing distance plus a step away (8-10 feet) ○ If you can help it, do not be alone (one filming another one person closer filming) ○ When filming or dictating audio, film it to the end with no stops ○ Narrate what you are seeing, say date, time, location (like an intersection) ■ Any identifying info (badge numbers, license plates) ● Cops are supposed to say their badge number ■ You don't need to stop narrating - repeat it ○ Try to keep the camera focused on law enforcement more on the person they are detaining ■ All evidence can be used against all parties involved (witnesses, victims, cops)	Office Staff or additional administrator, support staff

Call PPS Safety and Security 503-916-3000	Tymair Pittman
read script*	Responsible Person
Admin or response team activates either a Secure the Perimeter or a Modified Secure. *Email to staff should be sent with talking points **Campus Safety Associate/Leader to check outside to ensure PE classes heard and any other classes or students who are outside come in**	Admin / Office Staff
Call the PPS Legal Department 503-916-3570.	Gabriel Corona
Admin Call Senior Director who then organizes Central Office, and determines the need to notify the cluster	Anthony Bromberg
Team Member that has the video recording and/or evidence— calls PIRC (1-888-622-1510) and report the situation	Admin / office staff
Call the emergency contact listed for the student/staff in question. Inform family of situation and ask that a documented and trusted person come to the school	Lanisha Lewis
Lock all doors (so that there is only one entry into the building) Modify for your building based on layout of building	Tymair Pittman
Deny federal agents from entering Faubion or taking any records - wait for PPS Legal	All

2.3.4 Action C: ICE Agent gained access to building

(This protocol has not been fully developed)

Steps	Identified Person(s)

Ask the Federal Agent to leave the premises. If they refuse, escort them to an admin office, away from staff and students, where they can meet with appropriate support.	Tymair Pittman or Admin
Call for Admin to come to the front	Front Office Staff
Admin or designated personnel video record the entire situation until Federal agents leave premises with no stops	Admin or front office staff
Call the PPS Legal Department 503-916-3570	Gabriel Corona
Call PPS Safety and Security 503-916-3000	Tymair Pittman
Admin calls Senior Director who then organizes Central Office, and determines the need to notify the cluster	Anthony Bromberg
Call PIRC 1-888-622-1510 and report the situation	Support Staff
Call the emergency contact listed for the student/staff in question. Inform family of situation and ask that a documented and trusted person come to the school	Lanisha Lewis Sabrina Faletoi

3. Evacuation Site

3.1 Evacuation site areas

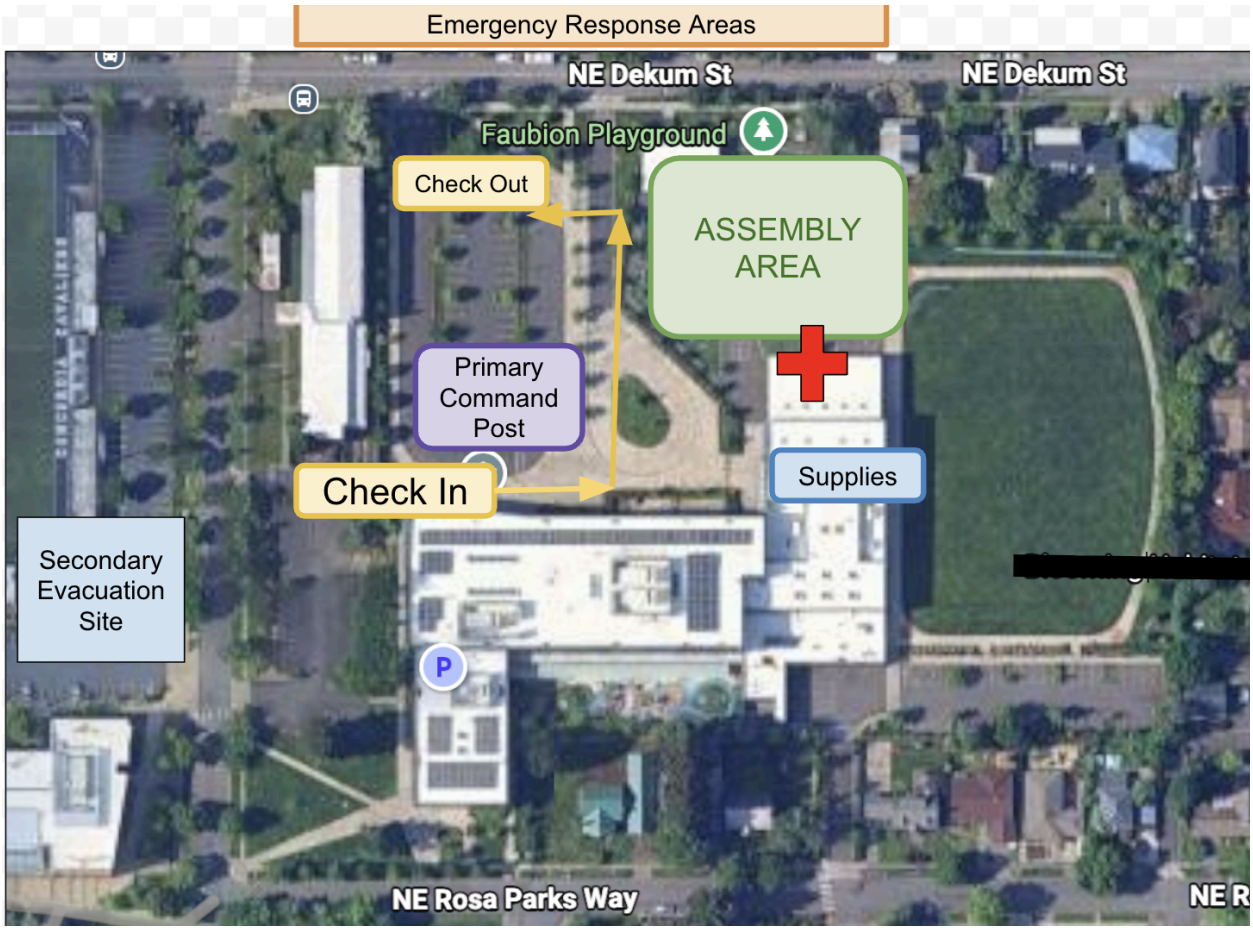
Identify these areas at the evacuation site:

- ☐ Command Post
- ☐ First Aid Station
- ☐ Triage
- ☐ Casualty Collection Point/Morgue

- ☐ Emergency Supplies
- ☐ Student Release Point (check-in gate and release gate, where appropriate)
- ☐ Assembly Area

(See example map below.)

3.2. Evacuation Site Map



4. Command Post/Emergency Area

4.1 Location and Contact Information

Insert the location and contact information for each of the following areas (Definitions below):

Command Post or Emergency Control Area	Location
Primary Command Post	Main Office
Secondary Command Post	Cafeteria
Primary Evacuation Site	U of O
Secondary Evacuation Site (1)	NE 32nd & Liberty
Secondary Evacuation Site (2)	
Off-Site Command Post	U of O Gym
Media Staging Area (outside school)	Gym or U of O library
Parent Staging Area (outside school)	Gym or U of O library
Bell Schedule	Doors Open 8:37am Elemmentary 3:15pm Middle School 3:30pm
Bus Schedule	Dropoff 8:37am Pickup 3:37pm
Emergency (Red Phone) Landline Number	5039162111
Childcare Programs/Hours	6am - 8:35am, 3:10pm - 6:00pm
Childcare Contact	
Sun School Program Contact	Gail Hardy ghardy@pps.net

Other Before/After School Programs	YMCA, SEI

4.2 Definitions

4.2.1. Primary Command Post

The Primary Command Post is always the main office. The Secondary Command Post will only be used if the Primary Command Post is taken out (hostage situation, explosion, etc.).

An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

4.2.2. Secondary Command Post

The Secondary Command Post must meet the following criteria:

- Access to the Secondary Command Post without passing the Primary Command Post
- Ability to house 8-10 adults
- Communication system (telephone, fax line, etc.), ideally with access to the P.A. system

4.2.3. Primary Evacuation Site

A Primary Evacuation Site is to be located on school property – ball fields and playgrounds are excellent possibilities. Choose an area that is farthest away from the building and can house the school's population. Avoid a site that passes through or is in a parking lot (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

4.2.4. Secondary Evacuation Site

A Secondary Evacuation Site must be identified in the event the evacuation must take students and staff further away from the building than the Primary Evacuation Site, or in the event of

inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the Secondary Evacuation Site in this plan.

4.2.5. Off-Site Command Post

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both the Primary and Secondary Evacuation Sites.

4.2.6. Media and Parent Staging Area

Outside of School Building: Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent possibilities.

5. Emergency Utility Disconnect Information

SITE: Faubion K8

HEAD CUSTODIAN: Tyron Moore

ELECTRICITY	
Location of main breaker panel into facility:	Custodian office area
Locations of secondary/specific breaker panels:	

NATURAL GAS	
Location of main gas shut-off valve into facility:	Custodian office area
Locations of secondary/specific shut-off valves:	

WATER (NEVER close water valves during a fire)	
Location of main water shut-off valve into facility:	Custodian office area
Locations of secondary/specific shut-off valves:	

STEAM	
Location of main steam pipe shut-off valve into facility:	Custodian office area

HVAC SYSTEM	
Location of ventilation fans switches (if not at breaker panels):	Custodian office area

6. Checklists

6.1 Crisis Box Checklist:

- ☐ School Emergency Team
- ☐ School Maps
- ☐ Utility Shut Off
- ☐ Staff Emergency Phone Tree
- ☐ CPR/First Aid Trained Staff
- ☐ First Aid/Emergency Supplies (list/location)
- ☐ Student Roster with Emergency Contacts
- ☐ Student Photos (yearbook)
- ☐ Staff Roster with Emergency Contacts
- ☐ Students/Staff Special Needs
- ☐ Reunification Forms

6.2 Additional Checklist:

- ❑ Class number is posted and visible
- ❑ Emergency Signal poster is posted and visible
- ❑ Alarm Pull boxes are accessible and identified
- ❑ AED's are present, accessible and ready
- ❑ Fire extinguishers are properly mounted and located

- ❏ Emergency Buckets are updated
- ❏ Emergency Red/Green Cards are available
- ❏ My_EOP App is downloaded and accessible
- ❏ Class rosters and attendance forms are available
- ❏ Evacuation plan is identified and visible
- ❏ School floor plan is available
- ❏ VOIP phone has emergency procedures available
- ❏ Door locks are in working order
- ❏ Walk your evacuation route
- ❏ Identify your primary and secondary evacuation site
- ❏ Locate all potential hazards in your area and class

AFTER ACTION IMPROVEMENTS LOG

Debriefing Drills or Actual Incidents

Date	Incident Type	Notes/Improvements

7. Annex A: Standard Response Protocol Overview

The information contained in this annex has been adapted from the 2021 Standard Response Protocol (SRP) K12 Operations Guidance. The SRP is action-based and provides general guidelines.



7.1. Secure

7.1.1. Condition

In cases of an incident requiring a school or schools to be put in Secure, the following procedure should be adhered to by students and staff. Secure is called when there is a threat or hazard **outside** of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal on the playground, Secure uses the security of the physical facility to act as protection.

7.1.2. Public Address

The public address for a threat outside the facility is: **"Secure the Perimeter"** and is repeated twice each time the public address is performed.

- If you are calling a Secure Drill, use the exact words: **"Secure the Perimeter. Secure the Perimeter."**

7.1.3. Actions

The Secure protocol recovers all students from outside the building, secures the building perimeter, and locks all outside doors. Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building -- end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents/guardians that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Continue to utilize options-based decision making when responding to a life safety incident. Use your senses (sight, smell, sound, taste, and touch), and continue to monitor the messages that others are providing through their behavior and communications.

Remain attentive to environmental circumstances that may indicate challenges, opportunity, or danger and respond or adjust accordingly.

7.1.4. School Emergency Team (SET)

The District and School Emergency Teams should be initiated. School staff are empowered to take protective actions. Determine the need for an emergency Secure based on the threat of harm to students and staff. This action may be required if:

- An external incident is contained, but staff and students who are unaware of the situation could walk into the threat.
- An external incident is contained, but the crime scene could be observed or contaminated by uninvolved persons.
- The Public Safety Office or law enforcement calls and orders an emergency Secure.

Call for an emergency Secure on the school VOIP system: **"Secure the Perimeter."** Repeat the message.

- Determine if any side or wing of your building is at risk. Secure those portions of your building as off limits.
- Once an emergency Secure is called, do not clear it until ordered to do so by the joint law enforcement and District administration. The signal for an all clear will be the exact words: **“All Clear.”**

7.1.5. Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned with a responsibility during Secure should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having **"Secure Duty.**"

There should also be a person assigned with "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office should field information from the classrooms regarding missing or extra students in the classroom.

7.1.6. Reporting a Secure

Secure is typically reported by emergency dispatch to the school operator or main office staff. The operator or main office staff then informs administration and invokes the public address. It may also be reported to the school operator by students, staff, or teachers if a threat is directly observed outside of the building.

7.1.7. Preparation

Identification of perimeter access points that must be locked in the event of a Secure defines the **"Secure Perimeter."**

Logical areas, building wings, or other access point groupings define individual **"Secure Zones"** within the Perimeter.

To prepare for a Secure, the following actions should be completed:

- Identify perimeter access points that must be locked in the event of a Secure action. This defines the Secure Perimeter.

- Identify logical areas, building wings, or other access point groupings (Secure Zones) within the Secure Perimeter.
- Identify gates and/or fences around the campus perimeter that could be used as a barrier.
- Identify staff with primary and secondary Secure Duty.
- Develop individual Secure Duty Checklists for each person assigned with either primary or secondary Secure Duty.

7.1.8. Examples of Secure Conditions

A school or emergency dispatch might call for a “Secure the Perimeter” for the following reasons:

- Dangerous animal on school ground
- Criminal activity in the area
- Civil disobedience
- The school receives information about a potential threat on its way to school property



7.2. Lockdown

7.2.1. Condition

Lockdown is called when there is a threat or hazard inside a District school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from the threat. In cases of an incident requiring a school or schools to be put in Lockdown, the following procedure should be adhered to by students and staff.

7.2.2. Public Address

The public address for a threat inside the facility is: **"Lockdown! Locks, Lights, Out of Sight"** and is repeated twice each time the public address is performed.

- If you are calling a Lockdown Drill, use the exact words: **"Lockdown! Locks, Lights, Out of Sight. Lockdown! Locks, Lights, Out of Sight."**

7.2.3. Actions

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights, and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

It is important to note that there may be situations where both Lockdown and Secure need to be performed, but in this case, they are identified individually. **"Secure the Perimeter. Lockdown! Locks, Lights, Out of Sight,"** would be announced on the public-address system and two-way

radio communication devices as applicable. “We are in Lockdown and Secure” would be conveyed to emergency services or 911.

Continue to utilize options-based decision making when responding to a life safety incident. Use your senses (sight, smell, sound, taste, and touch), and continue to monitor the messages that others are providing through their behavior and communications.

Remain attentive to environmental circumstances that may indicate challenges, opportunity, or danger and respond or adjust accordingly.

7.2.4. Incident Command System

The District and School Incident Command Systems should be initiated.

- Determine the need for an emergency Lockdown based on the threat of harm to students and staff.
- The call for an emergency Lockdown on the school public address system is: **"Lockdown! Locks, Lights, Out of Sight!"** Repeat the message.
- Provide a complete description of the threat/hazard including name(s) if known to individuals assisting with the response (staff, district personnel and first responders).
- Give a complete description of the situation.
- If safe to do so, notify the District office that you are in a Lockdown. If you activated the VOIP an email will be sent to the District informing them of the activation.
- Once an emergency Lockdown is called, do not clear the emergency Lockdown until ordered to do so by the law enforcement and District administration. The signal for an all clear will be the exact words: **“All Clear.”**
- **Use caution and discretion when taking roll as it could reveal students and staff to the threat/hazard.**

7.2.5. Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. In certain circumstances if it is possible to do so and the situation allows, the teacher should evacuate students out of the classroom through a fire exit or external exit. In the event of a Lockdown inside the classroom, silent or whispered roll should be taken to determine if attendance has changed since the beginning of class. If Evacuation took place and the class is off-site and out of danger, the teacher should take roll to determine if attendance has changed since the beginning of class and during the Evacuation.

7.2.6. Reporter

Lockdown is typically reported by students or staff to the school operator or main office staff. The operator or main office staff then invokes the public address and informs administration. It may also be reported to the school operator or main office staff by local emergency dispatch.

7.2.7. Preparation

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and egress points.

A Safe Zone should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained not to open the classroom door until a first responder or school administrator unlocks it.

Students, staff, and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

7.2.8. Contingencies

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation, students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown condition an additional hazard manifests inside the school (i.e., fire, flood, or hazardous material) then situational decisions must be made. Evacuation to a non-usual location may be required.

Self-evacuation:

- If the threat/hazard breaches an individual's secure area, it may be necessary to run from that current location and scatter to reduce the target potential. This may be the only way to save lives and reduce injury. Once individuals have distanced themselves from the threat/hazard, they can then begin the process of gathering back together.
- If it is necessary to conduct a self-evacuation from an attacker, where one runs is unimportant as long as it is away from the attacker.
- It is not necessary to preplan a running route or where individuals will gather, as this would likely become another preplanned point of attack.
- Speed and distance are of the utmost importance when one is confronted directly by an attacker. Ingenuity and boldness could make the difference between success and failure.
- Crisis Evacuation is a last resort effort to be utilized if previously utilized Secure/Lockdown procedures are inappropriate or have failed to render oneself and others safe.
- The decision to conduct a crisis Evacuation will be up to individual staff members at the time of the security breach or anticipated security breach.

Schools can select rally points to aid staff and students with self-evacuation. These areas are not safe havens.

7.2.9. Examples of Lockdown Conditions

A school or emergency dispatch might call for a Lockdown for the following reasons:

- Dangerous animal within a school building

- Intruder
- Angry or violent parent or student in the building
- Active assailant



7.3. Evacuate

7.3.1. Condition

Evacuate is called when there is a need to move students from one location to another. In cases of an incident requiring a school or schools to evacuate the facility, the following procedure should be adhered to by students, staff, and administration. These procedures are followed and trained monthly with each site's Fire Drill.

7.3.2. Public Address

The public address for Evacuate is: **"Evacuate! To a Location"** and is repeated twice each time the public address is performed. For instance, **"Attention staff. Please listen closely. Please prepare to evacuate the building immediately. Teachers proceed to your designated safe area."**

- If you are calling an Evacuation Drill, use the exact (allowing for location to be changed based on the drill) words: **"Attention staff. Please listen closely. Please prepare to evacuate the building immediately. Teachers proceed to your designated safe area."**

7.3.3. Actions

Evacuate demands students and staff move in an orderly fashion to the Evacuation Assembly Point. The Evacuate procedure outlines steps to be taken by staff/students to prevent injury or death during an incident.

Continue to utilize options-based decision making when responding to a life safety incident. Use your senses (sight, smell, sound, taste, and touch), and continue to monitor the messages that others are providing through their behavior and communications.

Remain attentive to environmental circumstances that may indicate challenges, opportunity, or danger and respond or adjust accordingly.

7.3.4. Incident Command System

The District and school-specific Incident Command System should be initiated.

7.3.5. Responsibility

The classroom teacher is usually responsible for initiating Evacuate. In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be given during an evacuation and students and staff should be prepared to follow specific instructions given by staff or first responders.

7.3.6. Reporter

Evacuate is typically called by the school operator or main office staff under the direction of the Incident Commander or, in the case of a police or fire department-led evacuation, by the responding officer.

7.3.7. Evacuation Assembly

The Evacuation Assembly refers to gathering at the Primary or Secondary Evacuation Site. Teachers are instructed to take roll after arrival at the Evacuation Site. **Every school identifies a Primary Evacuation Site 50 feet from the building and a Secondary Evacuation Site 300 feet from the building**.

7.3.8. Specialized Procedures

Evacuate procedures are used when conditions are safer outside the building than inside the building. The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation:

Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Building administrator notifies staff of evacuation route, if Evacuate is ordered, dictated by known or suspected location of a device.
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan the route accordingly.

7.3.8.1. When implementing Evacuate procedures:

Building Administration will:

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

Staff will:

- Take the emergency kit and class roster.
- Take the closest and safest way out as posted or announced.
- Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- NOT lock classroom doors when leaving.
- NOT stop for student or staff belongings.
- Go to the Primary or Secondary Evacuation Site.

When outside the building, Staff will:

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

7.3.8.2. When implementing Evacuate and Relocate procedures:

Building Administration will:

- Determine whether students and staff should be evacuated to a Relocation Center.
- Alert the School Emergency Team (SET) of emergency type and evacuation.
- Notify Relocation Center.
- If necessary, coordinate transportation or student process to the Relocation Center.
- Announce Evacuate.
- Specify any changes in evacuation routes based on location and types of emergency.
- Notify the Superintendent's office and the District's Public Information Officer of the Relocation Center address.
- Implement reunification procedures at the Relocation/Reunification Center.
- Document the reunification of all students released.

Staff will:

- Take the emergency kit and class roster.
- Take the closest and safest way out as posted or announced.

- Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- NOT lock classroom doors when leaving.
- NOT stop for student or staff belongings.
- Remain with class en-route to the Relocation Center.
- Take attendance upon arriving at the Relocation Center.
- Immediately report any missing, extra, or injured students to building administration or Incident Command.
- Continue to contain and maintain students.
- Wait for additional instructions.

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

An agreement should be made with owners of non-District buildings that may be used for relocation/reunification sites that details usage and availability via a non-binding Memorandum Of Understanding (MOU).

7.3.9. Contingencies

Students are trained that if they are separated from their class during Evacuate, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Primary or Secondary Evacuation Site.

Access and Functional Needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

7.3.10. Standard Reunification Method

Once the Evacuation Protocol has been implemented, the District, in collaboration with school administration, will initiate the Standard Reunification Method (See Section 9).



7.4. Shelter-in-Place

7.4.1. Condition

Shelter-in-Place is called when the need for personal protection is necessary. Shelter-in-Place includes spontaneous events such as technological accidents; Hazardous Material (HAZMAT) spills internal and external to school property; transportation accidents in the general vicinity of District property and the local community; and natural hazards such as a tornado, earthquake, or flash flooding.

7.4.2. Public Address

The public address message for Shelter-in-Place should include the hazard and the safety strategy. The public address for Shelter-in-Place is: **"Shelter-in-Place! Hazard, Safety Strategy"** and is repeated twice each time the public address is performed. For instance, **"Shelter-in-Place! HAZMAT Spill, Evacuate to a Location!" "Shelter-in-Place! HAZMAT Spill, Evacuate to a Location!"**

- If you are calling a Shelter-in-Place Drill, use the exact words (allowing for the hazard and safety strategy based on the drill): **"Shelter-in-Place! Hazard, Safety Strategy. Shelter-in-Place! Hazard, Safety Strategy."**

Hazards may include:

- Tornado
- HazMat
- Earthquake

Safety Strategies may include:

- Evacuate to the Shelter area – Shelter-up in the facility or Evacuate off-site

- Seal the room
- Drop, cover, and hold on
- Get to high ground

7.4.3. When Sheltering

Building Administration will:

- Announce students and staff must go to Shelter areas.
- Close all exterior doors and windows, if appropriate.
- Turn off the ventilation system (HVAC), if appropriate.
- Monitor the situation.
- Provide updates and instructions as available.
- Announce “All Clear” signal when the emergency has ceased.

Staff will:

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated Shelter area.
- Assist with accommodations for those with access and functional needs.
- Take the emergency go-kit and class roster.
- Take attendance and report any missing or extra students to building administration or Incident Commander.
- NOT allow anyone to leave the classroom or shelter area.
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection if Sheltering-in-Place because of an external gas or chemical release.
- Close and tape all windows and doors.

- Seal the gap between the bottom of the door if Sheltering-in-Place because all evacuation routes are blocked.
- Seal door.
- Open or close windows as appropriate.
- Limit movement and talking.
- Communicate the situation to administration or emergency officials by whatever means possible.
- Stay away from all doors and windows.
- Wait for instructions.

Specific Shelter areas are identified in each school and posted in each classroom and common area.

7.4.4. Incident Command System

The District and school Incident Command System should be initiated.

7.4.5. Responsibility

Each individual, guided by the teacher, staff, and administration, is responsible for Sheltering. Specific attention is needed for students and staff members with access and functional needs.

7.4.6. Reporter

The school operator or main office staff, in collaboration with law enforcement or fire department Hazardous Material teams, typically call Shelter. Students, staff, or maintenance personnel can also call for a Shelter-in-Place.

7.4.7. Preparation

The District and individual schools will identify and mark facility Shelter-in-Place areas and post them in prominent locations in classrooms, offices, and common areas.



7.5. Team Response

7.5.1. Condition

In cases of an incident requiring a school or schools to activate its Team Response and its School Emergency Team (SET), the following procedure should be adhered to by students and staff. Team Response is called when there is an unsafe situation that may require an internal team response, assistance with privacy, and a need to control movement inside the school.

7.5.2. Public Address

The public address for a Team Response is: **"Team Response"** and is repeated twice each time the public address is performed.

- If you are calling a Team Response Drill, use the exact words: **"Team Response. Team Response."**

7.5.3. Actions

The Team Response protocol activates the School Emergency Team to the identified area. Staff and students should remain in their area unless directed to relocate. Staff and students should remain in place and operate "business as usual" until the Team Response is released.

There may be occasions where students expect to be able to leave the building (end of classes, job commitment, etc). Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents/guardian that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety and the safety of the individuals involved in the incident.

Continue to utilize options-based decision making when responding to a life safety incident. Use your senses (sight, smell, sound, taste, and touch), and continue to monitor the messages that others are providing through their behavior and communications.

Remain attentive to environmental circumstances that may indicate challenges, opportunity, or danger and respond or adjust accordingly.

7.5.4. School Emergency Team (SET)

The District and School Emergency Teams should be initiated. School staff are empowered to take protective actions. Determine the need for an emergency Secure based on the threat of harm to students and staff. This action may be required if:

- An external incident is contained, but staff and students who are unaware of the situation could walk into the threat.
- An external incident is contained, but the crime scene could be observed or contaminated by uninvolved persons.
- The Public Safety Office or law enforcement calls and orders an emergency Secure.

Call for an emergency Team Response on the school VOIP system: **"Team Response."** Repeat the message.

- Determine if any side or wing of your building is at risk. Secure those portions of your building as off limits.
- Once an emergency Team Response is called, do not clear it until ordered to do so by the administrator or designee. The signal for an all clear will be the exact words: **“All Clear.”**

7.5.5. Responsibility

Depending on the school and type of incident, administration or teachers may be required to relocate themselves and students to assist with the response. This helps the team respond without any interruption and allows first responders to enter without incident, if needed.

The School Emergency Team should all have assigned responsibilities which may include: calling 9-1-1; contacting parents; providing medical/mental health support; assisting with escorting first responders to the incident; and other duties as needed.

7.5.6. Reporting a Team Response

Team Response is typically reported by staff or students who are alerted of a situation that needs immediate support. This response may also require first responders to be alerted to assist. When activating the Team Response, District personnel may become aware and require to be updated and provide additional support, if needed.

7.5.7. Preparation

Identification of your school's Emergency Response Team is critical. Identifying roles and responsibilities prior to an event and having a backup is critical in a successful Team Response.

7.5.8. Examples of Team Response Conditions

A school or emergency dispatch might call for a Team Response for the following reasons:

- Significant student injury
- Staff requiring medical attention
- Students in need of emotional support and response who exhibit a potential desire to harm themselves or others



7.6. Earthquake: Drop, Cover, Hold On

7.6.1. Condition

Earthquake is called when there is an alert stating ground shaking is imminent or one is made aware only by the start of feeling the ground beginning to shake. Universal response to an earthquake is to drop under something sturdy, cover the head and neck, and hold on until the shaking stops.

7.6.2. Public Address

The public address message for an earthquake may not always be activated as an earthquake may come with little or no warning. If it is safe to do so, a VOIP activation may be initiated to provide warning to staff and students to drop, cover, and hold on. The public address for Earthquake is: **"Earthquake! Drop, Cover and Hold On"** and is repeated twice each time the public address is performed.

Safety Strategies may include:

- Hazard mitigation prior to an earthquake: secure items, move unsafe items off shelves
- Drop, cover, and hold on
- Evacuate when safe to do so

7.6.3. Incident Command System

The District and School Incident Command System should be initiated post earthquake. Staff should work to evacuate the building, account for staff and students, and begin the process to reunify students with their guardians.

7.6.4. Responsibility

Each individual, guided by the teacher, staff, and administration, is responsible for proper earthquake response. Specific attention and training is needed for students and staff members with access and functional needs.

7.6.5. Preparation

The District Emergency Management Department provides yearly training and education regarding natural hazard mitigation strategies. This includes ways to identify and remedy any potential hazards, and specific responses to an earthquake. PPS also participates in the national Great Shakeout event to provide training and education regarding earthquake preparedness.

8. Authorities and References

The Portland Public Schools Emergency Operations Plan (PPS EOP) is in alignment with the following state, local, and District-level authorizations and mandates. These authorities and references provide a legal basis for incident management operations and activities.

8.1. ORS 336.071[1]

Emergency Drills and Instruction

1. All schools are required to instruct and drill students on emergency procedures so that the students can respond to an emergency without confusion or panic. The emergency procedures shall include drills and instruction on:
    a. Fires;
    b. Earthquakes, which shall include tsunami drills and instruction in schools in a coastal zone; and
    c. Safety threats.
2. Drills and instruction on fire emergencies shall include:
    a. Routes and methods of exiting the school building.
    b. Drills and instruction on earthquake emergencies shall include the earthquake emergency response procedure known as drop, cover, and hold on. A school may drill earthquake emergency response procedures in addition to drop, cover and hold on when the school determines, based on evaluation of specific engineering and structural issues related to a building, that drop, cover, and hold on may not be the most effective earthquake emergency response procedure to prevent or limit injury or loss of life.
    c. Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake when appropriate, or after a tsunami warning to protect students against inundation by tsunamis.
    d. Drills and instruction on safety threats shall include:
        i. Procedures related to Lockdown, Secure, Shelter-In-Place, and Evacuation; and
        ii. Other appropriate actions to take when there is a threat to safety.

3. Drill requirements include:
    a. At least 30 minutes in each school month shall be used to instruct students on the emergency procedures described in subsection (1) of this section.
    b. At least two drills on earthquakes shall be conducted each year.
    c. At least two drills on safety threats shall be conducted each year.
    d. In schools in a coastal zone, at least three drills on earthquakes and tsunamis shall be conducted each year.
4. All schools shall maintain all exit doors so that the doors can be opened from the inside without a key during school hours.
5. Units of local government and state agencies associated with emergency procedures training and planning shall:
    a. Review emergency procedures proposed by schools; and
    b. Assist schools in the instruction and drilling of students in emergency procedures.
6. As used in this section, school means any:
    a. Kindergarten through grade twelve public or private school; or
    b. Educational institutions having an average daily attendance of 50 or more students. [1995 c.312 §2 (enacted in lieu of 336.072); 1997 c.521 §9; 2013 c.463 §1; 2015 c.421 §1]

8.2. OAR 581-022-1420

Emergency Plans and Safety Programs

The school district shall maintain a comprehensive safety program for all employees and students which shall:

1. Include plans for responding to emergency situations.
2. Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.
3. Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
4. Require necessary safety devices and instruction for their use.

5. Require that accident prevention in-service programs for all employees be conducted periodically and documented.
6. Provide assurance that each student has received appropriate safety instruction.
7. Provide for regularly scheduled and documented safety inspections, which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
8. Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.
9. In schools operated by the district that are occupied by students, the district must ensure that all students are instructed and have drills on emergency procedures in compliance with ORS 336.071. The emergency procedures shall include drills and instruction on:
    a. Fires;
    b. Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and
    c. Safety threats including procedures related to lockdown, lockout, shelter in place, and evacuation and other appropriate actions to take when there is a threat to safety.

8.3. Portland Public Schools Administrative Directive 3.40.070

I. Emergency Plans and Procedures

The District requires all schools, charter school programs and community based organizations currently contracted with the district to maintain and update on an annual basis site specific school/program emergency response plan (SERP), instruct and drill students and staff on the plan's emergency procedures so that the students and staff can respond to an emergency without confusion or panic. The emergency procedures shall include the following:

A. Drills and instruction on fires, earthquakes, and safety threats
B. Primary and secondary evacuations sites designated in the emergency response plan. The assembly areas must be at a minimum 50 feet from the building for a fire evacuation and 300 feet for an explosive or other safety threat
C. An established School Emergency Team (SET)
D Reunification procedures

A checklist for completing the review and updates to the school-specific emergency response plan is provided by Security Services (see PPS Emergency Management Resources).

II. Instruction

At least 30 minutes in each school month shall be used to instruct students on emergency procedures. Egress maps shall be maintained in classrooms and common meeting spaces and ensure all exit doors can be opened from the inside without a key during school hours. The emergency plans and procedures shall be made available in every building main office and other strategic locations throughout the district.

III. Emergency Drills

A. General

An emergency drill is an exercise performed to train staff and students and to evaluate the efficiency and effectiveness in responding to and carrying out emergency procedures. Upon the conclusion of every drill, schools must conduct a debrief of the emergency drill with all staff or designated key staff members and document an improvement plan to address any deficiencies noted during the drill. Unplanned activations or activations made necessary by an emergency signal (fire, evacuation, lockdown) by any other emergency shall not be substituted for a required emergency drill. Every district site with 50 or more students shall perform the following emergency drills during the stated calendar month:

- Fire Drills (within 10 days of school start and then every month thereafter)
- Secure Drills (November)
- Lockdown Drills (within 30 days of school start or September, March)

- Team Response Drills (January)
- Earthquake Drills (October, April)

B. Fire Drills

The first emergency fire evacuation drill of each school year must be conducted within 10 days of the beginning of classes. All schools with K-2 above the first floor will conduct weekly fire drills during the first four weeks of the school year. The Fire Inspector may require additional fire drills during their inspections. All teachers, volunteers and staff on the second floor will receive special training in the safe exiting of younger students. A minimum of one fire drill shall be conducted each month at all school sites while school is in session. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building. Fire drills shall be conducted at varying times and under varying conditions to simulate conditions that could occur during a fire or other emergency. For this reason, pre-notification to staff members of planned fire drills is not recommended. A minimum of two fire drills during a school year must be conducted during non-class time. In the event of fire, the building should be completely evacuated of all persons and 911 should be notified.

C. Secure Drills

Secure drills and instruction shall include appropriate action when there is an unsafe situation outside of the school building that would require students and staff to be brought inside the building and the building perimeter to be secured. At least one Secure drill shall be conducted in the month of November of each year at each school.

D. Lockdown Drills

Lockdown drills and instruction shall include appropriate action when there is a threat to safety inside the school building to include method of “lock, lights, out of sight’ and self-evacuation. At least two lockdown drills shall be conducted each year at each school. The first lockdown drill must occur within the first 30 days of the regular school session or in the month of September. The second lockdown drill shall occur in the month of March.

E. Team Response Drills

Team Response is taking appropriate actions where there is a situation such as a medical emergency where the need to control the movement of students inside the building while the incident is being handled by the team. At least one team response drill shall be conducted in the month of January of each year at each school. Team response drills and instruction shall include activating the school emergency team (SET).

F. Earthquake Drills

At least two earthquake drills shall be conducted each year at each school. The first earthquake drill shall occur in the month of October, the second earthquake drill shall occur in the month of April. Earthquake drills and instructions shall include methods of “duck, cover and hold” during a seismic event.

IV. Fire, Earthquake, and Safety Threat Drill Reports

The principal or the principal's designee shall make a written report documenting fire, earthquake, and lockdown drills held during the school year. Emergency drill reports must include the time and duration of the drill, placement of the threat /fire and any improvement plans. The report is to be completed and maintained on forms, which shall be located in the main office at each school site in the red fire-life safety binder and electronically in the centralized drill tracking system (see PPS Fire Drill Report). For the purpose of recordkeeping, all fire, earthquake and lockdown drill reports must be made available for inspection by the Fire Marshal upon request, and reported to the Security Services office.

Legal References:

- 2007 Oregon Fire Code Chapter 4 Section 401.7
- OAR 581-022-1420
- OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).
- ORS 192.660(2)(k)
- ORS 336.071
- ORS 476.030(1)
- Portland Public Schools Board Policy 3.40.010-P

9. Standard Reunification Method

(Link to full PPS Reunification Plan)

9.1 Overview

Circumstances may occur at a school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called reunification. This may be necessary due to weather, a power outage, a hazardous materials release, or a crisis at the school. The Standard Reunification Method (SRM), developed by the I Love U Guys Foundation, is a protocol that makes this process more predictable and less chaotic for all involved. Portland Public Schools will follow this protocol if a reunification becomes necessary. Because a controlled release is not a typical end-of-school-day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then students at that school may be subject to a controlled release as well.

The objective of this reunification plan is to support the swift and safe reunification of minors with parents or legal guardians, and the safe and temporary care of unaccompanied minors.

This annex includes response instructions, emergency information, and guidelines to protect the safety and well-being of students and staff during localized emergencies and across a wide array of potential disasters. This is a brief overview of the general practices of reunification. For a full review of the District Reunification Plan, please select the link above.

9.2. Assumptions

- Some parents will refuse to cooperate with the reunification process.
- Parents may be emotional when arriving at the school site.
- While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parental reunification, or a student/parental reunification may have to be conducted with minimal preparation time. In case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification.

- Persons other than those on the student's emergency release form will try to pick up students during an emergency.
- In certain situations, student/parental reunification may have to be moved to an alternate site if the emergency renders the primary school site unsafe for continuity of operations. Transportation may be needed to accomplish this, and a method of communicating information to parents should be established.
- Some parents may not be able to respond to the school site in a timely manner due to the nature of the disaster or emergency. Planning should be done to establish a centralized location to house students until the reunification process can be completed.
- Some parents may have limited proficiency in English and reunification materials should be provided in key languages.

9.3. Concept of Operations

9.3.1. General

In planning for student/parental reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required. The District should be prepared to conduct both small-scale and large-scale reunification from both known hazard areas and unexpected incident locations.

9.3.2. Reunification Site

The District has identified primary and alternate sites for student/parent reunification. Additionally, each school site has identified additional walk-to sites to assist with evacuation and reunification if needed.

9.3.3. Double-Gate System

A "double-gate system" will be employed for reunification. Student/Parent Reunification Team members will be located in two areas. The first area, called the Student Assembly Area, will be where students wait for their parents. The second area will include both the Parent Check-In Area and the Parent Holding Area. The Student Release Point is in proximity to the Student Assembly Area. Parents will check in at the Parent Check-in Site and move to the Parent Holding Area. They will wait there and be directed by the reunification staff when to move to the Student Release Point to be reunified. These will be two distinctly separate areas, but they may

be near each other. Community resources will provide assistance and may be utilized to increase staffing, improve communications, and support logistics, including refreshments in both areas.

9.3.4. Student Holding Area Operations

Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact names of parents/guardians. Anyone who was absent at the start of the school day or who departed school prior to the incident will be noted. “Buddy” teachers may be utilized to make more personnel available to assist at the release gates.

9.3.5. Student Release Point Operations

Identified staff will be responsible for providing the information system and the process for parent/student reunification.

Parent Check-in. When a parent/guardian arrives at the Parent Check-In Area, he/she will be asked the name(s) of the student(s) to be picked up. The parent/guardian will then be required to show identification. When the staff member confirms the parent/guardian’s identity and authority to pick up the student(s), the staff member will use a runner or radio/cell phone to notify the staging area of the student(s) to be escorted to the release point. When the student(s) reports to the Student Release Point, the staff member will have the parent/guardian sign for the student(s) on the reunification card.

If the parent/guardian must be notified that their child has been injured or for some other reason is not available for release to them, the staff member at the release point will not indicate the status of the child but will ask the parent/guardian to accompany them to a nearby room for further processing. A Notification Room will be staffed by the Flight Team members, counselors, or site administrators trained in grief counseling.

9.3.6. Notification Room Operations

The Flight Team Coordinator will provide trained mental health staff members to provide crisis counseling to staff, students, and parents. These staff members will work with law enforcement and the Medical Examiner’s Office. They may be responsible for notifying parents that their children are not available for pick-up for any of the following reasons: injury, death, arrest,

witness, etc. Due diligence will be used to verify all information before any notifications are made. In all cases the staff member will:

- Provide available information regarding the child in a sensitive way.
- Assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- Inform the parent/guardian where they are to await further information about how they will be reunited with their child or the remains of their child.
- Assist the parent/guardian with their trauma.
- Make available to the parent/guardian the means for communicating with other family members and supporters.
- Shelter the parent/guardian from media representatives.

9.3.7. Student(s) Who Cannot Be Picked Up

At the end of the day, teachers will call all parents/guardians who have not picked up their children. If a parent cannot be reached, the principal will decide, after consultation with the Superintendent, whether to transport the child(ren) to a centralized location within the District to await parental contact and pick up. Law enforcement may be requested to assist with parental outreach at this point.

9.4. Student/Parental Reunification Decisions

The Incident Commander/Unified Command shall assess the need for evacuation, then plan evacuations or school closures that may require activating the student/parental reunification process. Student/parental reunification planning should revolve around the following questions:

- How will parents and guardians be advised what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- What staffing support is needed?
- Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
- How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

9.5. Responsibility

Hazard-specific reunification planning information will be developed for certain known hazards and included as appendices to this or other annexes. Incidents that may require hazard-specific reunification planning include the following:

- Weather-related hazards may require students to be held indoors until reunification.
- Threats of violence or fire may require students to be evacuated and reunification to take place outside or at a different location away from the safety threat.

9.6. Traffic Control

- Traffic will be controlled by school-based safety personnel, local law enforcement, or a trained school staff member.
- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Where time permits, traffic control devices such as signs and barricades should be used. Signage delineating the Parental Reporting Point should be used to avoid confusion.
- Law enforcement should be requested for clearing disabled vehicles from traffic routes if needed.

9.7. Warning and Public Information

- The Incident Commander/Unified Command will normally arrange for dissemination of information on the reunification process. This will be coordinated with the Public Information Officer to ensure that a unified message is sent out.
- Notice of possible early school closure should be given as soon as possible.
- For slowly developing emergency situations, warning should be given to parents as soon as it is clear that early school closure may be required. Such notice is normally disseminated through mass notification systems and the local media. A predesignated radio channel should be used.

- Warning messages alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The public will often require additional information on what to do during the reunification process. Parental outreach and training on reunification should be done in advance of activating the reunification process.
- The Public Information Officer will ensure that information is provided to the media on a timely basis for further dissemination to the public. Provisions must be made to disseminate information to individuals with access and functional needs.
- When the incident that generated the reunification is resolved, parents must be advised when the schools will reopen.
- Complex or high-profile events may require District participation in a Joint Information Center (JIC) with regional partners to coordinate public information activities.
- The incident may result in a high volume of requests for information from parents, the media, and community members to Portland Public Schools. The District may consider establishing a call center to manage these calls. Call center staff will be provided with just-in-time training including pre-scripted messages and templates.

9.8. Access Control and Security

- During reunification, the security of the holding area is extremely important. Some parents may want to enter the holding area to get their children, but this should be avoided. Parents entering the holding area will cause a breach in security and lessen the integrity of the reunification process.
- Staff and students shall be removed from all danger. The Student/Parent Reunification Team, school-based security, or local law enforcement should establish access control points to limit entry into the holding area.

9.9. Activities by Phases of Emergency Management

9.9.1. Mitigation/Prevention

- Undertake mitigation for hazards that may lead to situations requiring reunification
- Seek improvement to pre-planned holding areas if needed

- Enhance warning systems to increase warning times and reduce the need for hasty evacuations

9.9.2. Preparedness

- Identify staff, students, or parents with access and functional needs who would require assistance during the reunification process and maintain contact information on those individuals
- Identify primary and alternate reunification areas, considering capacities of holding areas
- Review the disaster preparedness plans of facilities and advise facility operators of any changes that may be needed to make them more workable
- Include reunification periodically in scenario training and drills
- Conduct public information programs to increase staff, student, and parent awareness of possible reasons for reunification and preplanned reunification procedures

9.9.3. Response

- "Response" includes all actions taken to reunify students and parents
- Consideration and planning in the event staff are involved and are injured or killed during an incident. Notification of the next of kin will be coordinated between law enforcement, PPS Human Resources, and the Flight Team

9.9.4. Recovery

- Ensure that hazardous material cleanup operations are conducted and the facility is safe to inhabit again
- Initiate return of staff and students when it is safe to do so
- Coordinate temporary supervision for students whose parents or guardians cannot be contacted
- Provide traffic control for return
- Carry out appropriate public information activities

9.10. Command and Control

9.10.1. General

- The Superintendent or designee has the general responsibility for recommending evacuation or school closures when that is the most suitable means of protecting the staff and students from a hazard.
- The hazard situation that gave rise to the need for reunification should be continually monitored in case of changing circumstances that may impact the area being used for reunification.
- The line of succession for the Superintendent is outlined in the Basic Plan of this Emergency Operations Plan. Lines of succession for each school site and agency head shall be developed according to the standard operating procedure established by each department.

9.10.2. Incident Command Structure for Reunification

- The reunification process involves specific roles. The following organizational chart demonstrates the structure of the Reunification Incident Team.

Figure 1 Reunification Roles and Responsibilities

Incident Commander	Defining and coordinating the objective of accountable and easy reunification of students with parents.
Public Information Officer	Communicating with Parents and Press, if appropriate. Coordinating use of mass call or text messages.
Operations	Establish and manage operational staff
Greeters	Help coordinate the parent lines. Tell parents about the process. Help verify identity of parents without ID.
Checkers	Verify ID and custody rights of parents/guardians. Direct Parents to Reunification Location.

Runners	Take bottom of Reunification Card to Student staging area, recover student and bring to Reunification Area.
Crisis Counselors	Standby unless needed
Planning	May be staffed or the Planning Staff (Scribes) reports to Incident Commander
Logistics	May be staffed or the Logistics Staff reports to Incident Commander
Finance	May or may not be staffed during a reunification

9.11. Roles and Responsibilities

- The normal emergency organization described in the Portland Public Schools Emergency Operations Plan (PPS EOP) will plan and carry out student/parent reunification.
- Incident Command System (ICS) – Emergency Operations Center (EOC) Interface:
    - The Incident Commander/Unified Command will normally determine the need for, organize, and activate the student/parent reunification team.
    - The Incident Commander/Unified Command will normally manage reunification at the scene. In cases where the PPS EOC is opened, the Incident Commander/Unified Command will interface with the EOC Director through the concept of Area Command.

9.12. Administration and Logistics

9.12.1. Staff Identification

All District staff are required to show their PPS badges when checking in to support student/parent reunification efforts.

9.12.2. Reporting

Student/parent reunification efforts should be reported to the command section and disseminated in a situation report during emergency operations.

9.12.3. Records

The District will maintain activity logs of the reunification process. The logs will be maintained by staff who are designated as scribes.

- School activity logs will be kept by the Incident Commander/Unified Command during the reunification process. These logs will record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Documentation of costs. Expenses incurred in carrying out reunification may be recoverable from either the private party causing the reunification or from disaster relief funding in cases of natural disasters. All departments and school sites will maintain records of personnel and equipment used and supplies consumed during the reunification process.

9.12.4. Resources

General emergency response resources that may be required to conduct reunification may include tables and chairs, shade structures for first aid and triage areas, emergency food and water, etc. Resource considerations should also include resources needed by response partners who will be supporting reunification operations.

9.12.5. Debrief

For reunifications, the Superintendent or designee will organize and conduct a review of emergency operations by those tasked in the reunification process as described in this annex. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

9.12.6. Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario.

9.13. School Reunification Plan

Each school should develop a reunification plan specific to its location that includes the components outlined in the appendices.

9.14. Supporting Documents

- I Love U Guys Foundation Standard Reunification Method