

OREGON OFFICE OF STATE FIRE MARSHAL

DO THE DRILL!

A School Resource Guide for Safety Planning



Fire

Earthquake

Lockdown

Lockout

Shelter-in-Place



OREGON OFFICE OF STATE FIRE MARSHAL

DO THE DRILL!

A School Resource Guide for Safety Planning

Produced by the Oregon Office of State Fire Marshal

in partnership with

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Oregon School Resource Officers Association, Oregon Emergency Management,
Oregon Department of Education, and Special Districts Association of Oregon

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Introduction

Do the Drill, a School Resource Guide for Safety Planning is a guidance document originally developed in 2010, to help schools in the development and review of school safety and evacuation plans.

In addition to the information provided in this guide, you are encouraged to work with your local fire, law enforcement, emergency manager, or other appropriate agencies to assist you in developing an emergency and evacuation plan for your specific school or district.

It is essential to review your school's safety and evacuation plans annually to ensure they are accurate, and up to date.

Practicing fire and other emergency drills prepares everyone to be able to safely and calmly respond to emergency situations. Being prepared for fire and other emergencies that may occur is a critical component of every school safety plan.

Effective July 1, 2015 Oregon law (ORS 336.071), requires "all schools instruct and drill students on emergency procedures so that students can respond to an emergency without confusion or panic..."

This includes drills and instruction on fire, earthquake (and where appropriate tsunami), and safety threats (lockdown, lockout), shelter-in-place, and evacuation.

The statute requires schools spend 30 minutes each school month to instruct students on emergency procedures:

- Fire drills shall be conducted each month. The first fire drill must be completed within 10 days of the start of classes.
- At least two drills on earthquakes shall be conducted each year.
- At least two drills on safety threats shall be conducted each year.
- For schools in a [coastal] tsunami hazard zone, at least three drills on earthquakes and tsunamis shall be conducted each year.



The information contained in this publication is a result of a partnership of agencies working together to provide you with information about conducting drills not only for fire but for earthquake, hazardous materials release, lockdown and lockout.

Fire Safety and Evacuation Plans

(Adapted from 2014 Oregon Fire Code, Section 404)

Fire safety and evacuation plans shall be reviewed or updated annually or as necessitated by changes in staff assignments, occupancy, or physical arrangement of the building.

Fire Evacuation Plans shall include the following:

- Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only.
- Procedures for employees who must remain to operate critical equipment before evacuating.
- Procedures for assisted rescue for person unable to use the general means of egress unassisted.
- Procedures for accounting for employees and occupants after evacuation has been completed.
- Identification and assignment of personnel responsible for rescue or emergency medical aid.
- The preferred and any alternative means of notifying occupants of a fire or emergency.
- The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
- Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan.
- A description of the emergency voice/ alarm communication system alert tone and pre-programmed voice messages, where provided.



Fire Safety Plans shall include the following:

- Procedures for reporting a fire or other emergency.
- Life safety strategy and procedures for notifying, relocating or evacuating occupants, including occupants who need assistance.
- Site plan indicating the following: the occupancy assembly point, locations of fire hydrants and fire appliances, normal routes of fire department vehicle access.
- Floor plans identifying the locations of the following: exits, primary evacuation routes, secondary evacuation routes, accessible egress routes, areas of refuge, exterior areas for assisted rescue, manual fire alarm boxes, portable fire extinguishers, occupant-use hose stations, fire alarm annunciators and controls, and area separation fire walls.
- A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.
- Identification and assignment of personnel responsibilities for maintenance of systems and equipment installed to prevent or control fires.
- Identification and assignment of personnel responsible for maintenance, housekeeping and controlling fuel hazard sources.
- Fire safety and evacuation plans shall be available in the workplace for reference and review by employees, and copies shall be furnished to the fire code official for review upon request.
- Administration shall distribute to staff applicable parts of the fire safety and evacuation plans affecting the employees' actions in the event of a fire or other emergency.

Emergency Evacuation Drills

(Adapted from 2014 Oregon Fire Code, Sections 405 and 408)

- Where required, prior notification of emergency evacuation drills shall be given to the fire code official.
- Fire evacuation drills shall be initiated by activating the fire alarm system. For emergency evacuation drills other than fire, alternative means of occupant notification must be used.
- **Fire drills shall be conducted each month; the first drill of each school year must be completed within 10 days of the beginning of classes.**
- Develop a system for ensuring staff/student accountability (Some schools use a card notification system: The universal colors of green and red are used. Green denotes that all students are present, red denotes a problem). As staff/students arrive at assembly point, efforts shall be made to determine if all occupants have evacuated or have been accounted for.
- An electrically or mechanically operated signal used to recall occupant after an evacuation shall be separate and distinct from the signal used to initiate the evacuation. The recall signal initiation means shall be manually operated and under the control of the person in charge of the premises or the official in charge of the incident.
- No one shall reenter the premises until authorized to do so by the official in charge.
- Responsibility for the planning and conduct of drills shall be assigned to designated persons of leadership.
- Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in the case of fire.

Employee Training and Response Procedures

(Adapted from 2014 Oregon Fire Code, Section 406)

- Employees shall be trained in fire emergency procedures described in their fire evacuation and fire safety plans (406.1).
- Employees shall receive training in the contents of fire safety and evacuation plans and their duties **as part of new employee orientation** and at least **annually** thereafter. Records shall be kept and made available to the *fire code official* upon request (406.2).
- Employees shall be trained in fire prevention, evacuation, and fire safety. This training shall include:
 - Fire hazards of the materials and processes to which they are exposed.
 - Proper procedures for preventing fires in the conduct of their assigned duties.
 - Fire alarm and evacuation signals, their assigned duties in the event of an alarm or emergency, evacuation routes, areas of refuge, exterior assembly areas and procedures for evacuation.
 - Locations and proper use of portable fire extinguishers or other manual fire fighting equipment and the protective clothing or equipment required for its safe and proper use.



Fire Safety and Evacuation Planning

Evacuation: Those inside the building are asked to move from a place of danger to a safe place. Staff, students, and visitors are asked to leave the school immediately.

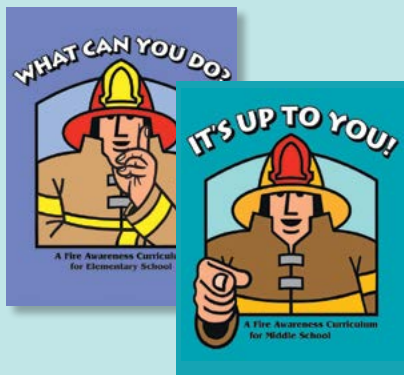
Every school is required to have an **evacuation plan in the event of an emergency such as a fire**. While each school district and school may have its own evacuation guidelines to follow, there are certain considerations common to all well-laid evacuation plans.

The Oregon Office of State Fire Marshal recommends:

- In a red 'Fire' binder, maintain evacuation procedures, protocols, drill reports, staff training, fire alarm and sprinkler system maintenance records and other documentation required. Have the binder readily available in the event of a fire emergency or upon inspection by local fire officials.
- Obtain the [Classroom Guide to Fire Safety](#) poster for each occupied classroom from the Oregon Office of State Fire Marshal at: www.oregon.gov/osp/SFM or by calling 503-934-8228.
- When developing an evacuation plan think 'R-A-C-E' (Rescue-Alarm-Confine-Extinguish). Specific procedures adapted from the 2014 Oregon Fire Code are provided in this guide.
- Target evacuation time for all occupants is within three minutes from the time the alarm is sounded.
- Involve your local fire department or Deputy State Fire Marshal in the development of your evacuation plan. They are able to contribute fire-specific life and property-saving plan details unique to your school and your community.
- Employees shall receive training on the contents of fire safety and evacuation plans and their duties **during new employee orientation** and at least **annually** thereafter.

Schools are required by law to report **ALL fires immediately upon discovery**. Report fires any size, any where, any time, to your local fire department or Deputy State Fire Marshal in accordance with [ORS 476.030](#), [ORS 476.210](#), [OAR 837-040-0010](#).

Oregon law ([ORS 336.071](#)) requires students to be taught fire, earthquake, safety threats, and tsunami dangers and drills (where appropriate) at least 30 minutes each month. The Oregon Office of State Fire Marshal offers free curriculum to teachers on fire awareness. The curriculum meets the Oregon Department of Education Health Education Standards.



Elementary School WHAT CAN YOU DO?

- Fire Facts
- Fire Prevention
- Fire Safety Solutions
- Survival Skills
- Fire-Smart Decisions
- Native Americans and Fire

Middle School IT'S UP TO YOU!

- Fire Media 1
- Fire Science
- Fire Prevention
- Survival Skills
- Responsibility
- Fire Media 2

Fire Evacuation Tips for Administrators

- Immediately assess the situation. Direct staff, students, and visitors to safe evacuation assembly area (no less than 50 feet from building).
- If the alarm has not yet been activated; activate the alarm by pulling a fire alarm pull station.
- Call 9-1-1 immediately.
- Clear the building of students, staff, and visitors. Assist those who may be injured or who need assistance to evacuate.
- If possible, close doors to fire or explosion areas as soon as everyone has safely evacuated.
- Follow protocols to *account for all students, staff, and visitors*. Provide first aid as needed.
- Meet with fire officials upon their arrival and provide them with school floor plans and a master key. Notify them of the location of the fire if known and any missing people, injuries, or other problems.
- If instructed by emergency personnel and it is safe to do so, turn off power and gas to the affected area.
- Keep students and staff in designated assembly area. Do not allow anyone to enter the building.
- Follow Emergency Communications protocols and notify the District Office.
- When authorized officials determine it is safe to reenter, announce all clear.
- If the building is not safe to reenter, follow protocols for an Off-Campus Evacuation and/or Family Reunification.

Fire Evacuation Tips for Classroom Teachers

- Inform occupants and evacuate area. Take the closest and safest exit route as posted. Use secondary exit route if primary exit route is blocked or hazardous.
- Follow evacuation procedures to outside assembly area (no less than 50 feet from building).
- Implement plan for students needing special assistance evacuating.
- Take class roster and any other agreed upon paperwork necessary to account for all students.
- If alarm has not yet been activated; activate alarm by pulling a fire alarm pull station. Notify the administrator with details as soon as you are able.
- If you have time, shut windows and doors as you exit your classroom. Leave your room **unlocked** so fire personnel can enter to extinguish the fire, if necessary.
- Immediately upon arriving at assembly area; *account for all students, staff, and visitors in your care*. Report any missing people to administration. Some schools use a green/red card notification system. Green denotes all students are accounted for; red denotes a problem.
- Do not reenter building until being given the all clear by authorized officials.
- Follow district emergency plan and await further instruction from the official in charge.



School Fire Prevention and Intervention

The Oregon Office of State Fire Marshal Youth Fire Prevention and Intervention Unit has developed a continuum of care for youth who misuse fire and their families in the using community-based intervention programs.

- Approximately twenty percent of school fires are confirmed to be started by youth under the age of eighteen. A higher percentage of school fires are determined to be human-caused and suspicious.
- Nationally, nearly 50 percent of all arson fires are started by youth under the age of eighteen.
- Prompt reporting assists in identifying youth using fire in an inappropriate and unsafe way.
- Research demonstrates youth receiving immediate intervention for firesetting behavior are less likely to reoffend or escalate their risk taking behavior.
- Alternatives to expulsion exist such as in-school suspension coupled with accountability programs in the community.
- Prevention programs that teach youth about the legal, financial, and emotional costs of school fires are available.
- OSFM's Youth Fire Prevention and Intervention Unit partnered with the Salem-Keizer School District to develop a school threat assessment and protocol for firesetting behavior.



To reduce the risk of a fire at your school:

- Illuminate building exterior and entrances.
- Paint buildings a light color.
- Install burglar and fire alarm systems.
- Trim or remove shrubbery and signs that obstruct the view of the building.
- Keep combustible materials away from buildings, including garbage, recycling bins, outhouses, and pallets.
- Restrict access to the roof and upper floors.
- Replace plastic soap containers, towel dispensers, and trash cans with metal or fire resistant materials.
- Keep school grounds clear of fuel sources such as landscape trimmings, newspapers, leftover paint, old rags, and other trash.
- Make sure that storage and other infrequently visited areas/buildings are secure.
- Disciplinary handbooks should identify consequences for bringing fire tools (i.e. matches and lighters) to school.
- Install video cameras on school premises, especially in locations where youth-set fires or arson is an ongoing concern.
- During summer vacation, consider using police, private security, or volunteer patrols to discourage arson and vandalism. Such activity will discourage the impression that the school will be an easy target.
- Maintain grounds and buildings so that community pride is high and vandalism is discouraged.
- Participate in your local Youth Fire Prevention and Intervention Network. For information on the network in your area contact the Oregon Office of State Fire Marshal at: osfm.ce@state.or.us, or call 503-934-8266.

Earthquake Drill - Administration

Earthquake: A sudden and violent shaking of the ground as a result of the movement of the earth's crust or volcanic action.

Earthquakes are a serious threat in Oregon and strike without warning. Being prepared to take protective measures during the ground shaking and preparing to meet the immediate and short-term needs of students, staff, and visitors following an earthquake are essential elements of an effective earthquake plan.

Earthquake Tips for Administrators

- When the ground shakes, follow, Drop, Cover, and Hold On procedures.
- In a drill, use the public address or intercom system to announce:
“THIS IS A DRILL, THE EARTH IS SHAKING.”
(repeat the announcement)
“DROP, COVER, AND HOLD ON.”
- If an evacuation with the fire alarm is to be used following the Drop, Cover, and Hold On drill, contact the alarm company and 9-1-1 dispatch in advance.
- Once the shaking stops, initiate evacuation procedures.
- If the school is in a Tsunami Hazard Zone, immediately evacuate to high ground after the shaking stops. Don't wait. Tsunami waves could arrive within 15 minutes.
- Implement protocol to *account for all students, staff, and visitors.*
- Implement Disaster Medical protocols to meet immediate medical needs.
- Implement Search and Rescue protocols, if needed.
- Implement Family Reunification protocols. Prepare students, staff, and visitors for delayed reunification. Damage to roads and bridges may hinder the reunification process.
- Implement Emergency Communications protocols. Communicate your school status to the district office if/when able. Consider alternative methods of communications, such as, ham radios, bus radios, school two-way radios, if the normal methods are not available.
- Implement Overnight Sheltering protocols for delayed reunification situations, if necessary.
- Coordinate with first responders as they become available.
- Following a drill: evaluate each aspect of the drill including Drop, Cover, and Hold On evacuation procedures.



Earthquake Drill - Classroom Teachers

Earthquake Tips for Classroom Teachers

- All students, staff, and visitors should immediately Drop, Cover, and Hold On.
- **DROP** down onto your hands and knees. This position protects you from falling down still allowing you to move easily if necessary.
- Take **COVER** under a sturdy desk/table. Cover your head and neck with your arms and hands. If there is no desk/table available, get down low near an interior wall, again covering your head and neck with your arms and hands.
- **HOLD ON** to the desk/table (or to your head and neck) until the ground stops shaking. Keep the desk/table over you and be prepared to move with it as the shaking shifts it around. Turn away from windows, light fixtures, and other suspended objects.
- Implement individual earthquake response plans for those with access and functional needs as best as possible in the setting and situation you are in.
- Provide encouragement and verbal instructions to students. Remind them to take protective measures while you work to keep them calm.
- If the fire alarm sounds while the ground is still shaking, wait until the shaking stops before exiting.
- Instruct students to stay where they are until you assess the situation when the shaking stops. There may other potential safety hazards to deal with such as broken glass, falling objects, debris, blocked or jammed exit doors. There may be injuries to or students who are trapped and in need of immediate attention.
- Safely work to evacuate students. Instruct students to watch for hazards, be prepared to take alternative routes, and to help one another safely exit the building.
- Teachers should pair up. If there are no serious injuries or trapped individuals, the teachers should evacuate, one at the front of the line, one at the rear.
- If a student or teacher is incapacitated, the paired teacher should evacuate both classes. If someone is trapped or injured and cannot be moved, one teacher should remain with the student(s), while the paired teacher evacuates both classes to the assembly area, reporting to authorities where the remaining students/teachers are and if they are trapped or injured.
- Drop, Cover, and Hold On if an aftershock occurs while exiting the building. Proceed only when the shaking stops.
- Upon reaching the designated safety assembly area, *account for all students, staff, and visitors* in your care and report medical needs.
- Continue to provide supervision and reassurance to students. Prepare them for the next step in the process (i.e. sheltering, family reunification, etc.).
- When outside, be prepared for aftershocks. Drop, Cover, and Hold On if the ground shakes. Try to move away from buildings, utility poles, trees, and other hazards into a clear, open space.



Photo courtesy of Oregon Emergency Management

Earthquake Drill Checklist



SITE OBSERVER CHECKLIST

Drop, Cover, and Hold On:

- The teacher led Drop, Cover, and Hold On by example.
- The students knew the proper procedure.
- The students: Dropped under cover Covered their head and neck Held On
- The teacher gave instructions and reassurances.
- The teacher checked self and evaluated situation.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before initiating an evacuation.
- The teacher checked with the paired teacher.

Aftershock (two minutes after first shock):

- The teacher led Drop, Cover, and Hold On by example.
- The students knew the proper procedure (see above section).
- The teacher gave instructions and reassurances.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before initiating an evacuation.
- The teacher checked with the paired teacher.
- Special situations: If there were special situations, either planned or unplanned, how were they handled?

Comments: _____

Evacuation and Student Accounting:

- Evacuation was orderly.
- If there were no serious injuries, the teacher evacuated with the paired teacher, one at the front of the line, one at the rear. If a teacher was incapacitated, paired teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the paired teacher evacuated both classes to the assembly area.
- At the assembly area, the students sat down while the teacher took roll.
- A Student Accounting Form was sent to the Command Post.
- Special situations: If there were special situations, either planned or unplanned, how were they handled?

Comments: _____

Earthquake Drill

Medical Team:

Number of people assigned _____.

- The first aid area was set up out of sight of the student assembly area.
- The first aid barrel was located at the first aid area.
- Cots and stretchers were assembled.
- Victims were received and treated.
- A log was kept of all treatments.

Comments:

Reunification Area:

Number of people assigned _____. Numbers who were volunteers _____.

Number of parent requests processed _____.

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.
- Runners were available to handle requests.
- Student Release Forms were available for use.

Reunion Area:

Number of people assigned _____. Numbers who were volunteers _____.

Number of parent requests processed _____.

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.

Comments:

Additional Notes:

Lockdown Drill

Lockdown: this term is used in a situation to quickly secure school students, staff, and visitors in the rooms away from immediate danger.



Students should be trained to:

- Move away from sight
- Be silent and maintain silence
- Silence all cell phones

Staff/Teachers should be trained to:

- Lock ALL classroom doors.
- Lights out
- Move away from sight
- Maintain silence
- Silence all cell phones
- Not to open the door
- Take roll for student accounting

All schools and educational institutions must have a minimum of two lockdown drills each year. All schools should keep a log of the date and time these drills have been conducted at their school office. Districts must establish a district protocol of each procedure. It is suggested that districts work with local law enforcement agencies when implementing these drills.

Lockdown is called when there is a threat or hazard inside the school building. The threat may result from an active shooter on premises, an intruder, or other disturbance.

For an armed intruder in the building, on campus, or any similar threatening situation, staff members with direct sight of the intruder or threat should call 9-1-1. They should provide 9-1-1 with as much detail as possible about what is happening, including suspect description, direction of travel, or other information. The caller should continue to **stay on the line with police dispatch. Do not hang up as it may be impossible to reestablish contact** with police dispatch.

Examples of lockdown conditions:

- Dangerous animal in the school building
- Intruder
- Angry or violent parent or student
- Active shooter

When initiating a lockdown, the following announcement will be given over the public address system or intercom:

**“LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.”**
(repeat the announcement)

Lockdown Drill

Actions

Lockdown protocol demands:

- Locking of individual classroom doors or other access points.
- Moving occupants out of sight of corridors and windows.
- Having occupants maintain silence.



There is no call to action to lock the building's outside access points. Protocol advises to leave the perimeter or outside as it is; sending staff to lock outside doors exposes them to unnecessary risk, while inhibiting any first responders' entry into the building.

Teacher and student training reinforces the practice of **not** opening the classroom door once in lockdown. No indication of room occupancy should be revealed until first responders open the door.

Contingencies

Students and staff outside of classrooms during a lockdown may be faced with the need to get out of sight without benefit of an open or empty classroom. Students and staff, in this situation, must be trained to hide, or even evacuate themselves away from the building or threat.

If during a lockdown an additional hazard happens inside the school, such as a fire, flood, or hazardous material/chemical release, then decisions based on the current situation will need to be made and communicated. Evacuation to a different or unusual location may be required.

Cellular telephones should be turned off or silenced to prevent a threat of detecting where students, staff, and visitors may be in the building. During an evacuation by law enforcement, backpacks and other belongings may be left behind.

Clearing Procedure

Clearing a **Lockdown** is typically done by face-to-face contact with school administrators, school resources officers, emergency managers, or other law enforcement officers.

Please consult with your district on this procedure.

If the lockdown is a result of an emergency, law enforcement will make the necessary notifications.

Lockout Drill

Lockout: this term is used in a **potentially dangerous** situation outside of the school. Students and staff are to remain inside while the school's exterior doors are locked.

LOCKOUT CONDITION

Schools should know and follow their district policy for this drill.

A lockout is called when a threat or hazard occurs outside of the school building. Whether the source of the threat is a result of violence or criminal activity in the immediate neighborhood, a dangerous animal on the playground, or police activity nearby resulting in a possible threat to students and staff, and/or school property. Lockout uses the security of the physical building/facility to act as protection.

When initiating a lockout, the following announcement will be given over the public address system or intercom:

**“LOCKOUT! SECURE THE PERIMETER,
LOCKOUT! SECURE THE PERIMETER.”**
(repeat the announcement)



Staff/Teachers should be trained to:

- Lock exterior doors
- Close blinds on exterior windows
- Continue with business as usual inside the building
- Maintain a heightened awareness of the situation



Lockout Drill

Actions

The lockout protocol demands bringing students into the main building and locking all outside access points. Classroom activities should continue uninterrupted whenever possible. Activities (recess) or classes (gym, science) being held outside should return immediately to the building. Where practical, classes should then continue in the building.

There may be occasions where students and staff expect to leave the building, such as at

the end of the school day, lunch time, and dentist/doctor appointments. Depending on the circumstances, there may be times when no one can leave the building because of the risk. It should be emphasized to students during the training period that they, as well as their parents, may be inconvenienced as a result of the situation. Students and parents should understand their cooperation with authorities during this time is important in order to ensure their safety.

Contingencies

There may be physical attributes to the school campus that require special handling of a lockout. For example, a school campus where there are a number of classrooms in modular buildings, student safety may be best served by evacuating to the main building instead of going to lockout in the modular building; however this should be addressed within your school district.

If during a lockout an additional hazard happens inside the school, such as a fire, flood, hazardous material/chemical release, then decisions based on the current situation will need to be made and communicated.

Evacuation to a different or unusual location may be required.

Clearing Procedure

Authorities on the scene will make the determination when it is safe to return to the school's regular schedule and routine. The communication of the all clear signal may be provided by the school administrator by means of the public address or intercom system.

Examples of an all clear signal include:

- "The lockout drill has concluded, resume your normal business."
- "We are no longer in lockout; please go back to your regular activities."

Schools should know and follow their district policy for the all clear signal.



**DO THE DRILL — BE PREPARED
PRACTICE MAKES PERFECT!**

Shelter-in-Place Drill - Administration

Shelter-in-Place: Students and staff are asked to take immediate shelter where they are and isolate the inside environment from the outside environment.

Shelter-in-Place is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. **This document is provided as a guide to schools and should be integrated into the overall local response plan and exercised with local response agencies.**

Preparedness

- Provide training to staff and students on Shelter-in-Place procedures.
- Conduct Shelter-in-Place drills annually.
- Inventory classroom emergency equipment, including pre-cut plastic and tape to seal rooms.
- Assess classrooms/offices to determine which spaces are appropriate for sheltering use.
- Prepare written/pictorial instructions for shutting down heating, ventilating, and air conditioning (HVAC) systems.

Response

- Main office receives instructions to Shelter-in-Place. The instructions may come from the local administrator, the district office, a first responder (such as fire), or other civil authority.
 - Administrator closes the school, activates emergency plan, and assumes Incident Command role.
 - Communicate Shelter-in-Place status (notify persons located in remote buildings and outside areas).
 - Check halls and non-classroom areas for students, move to nearest shelter room.
 - Turn off HVAC systems, seal make-up air systems.
 - Monitor radio and main phone line (allay parent concerns).
 - Assess needs and provide care.
 - Contact each room to determine needs for first aid or other care.
 - Wait for instructions or information.
 - If instructed by officials, direct teachers to seal rooms with plastic and tape.
 - Communicate updates to staff and students as information is received.
 - Give all clear signal when safety of the environment is communicated.
 - Direct staff and students to exit the building.
 - Once building is clear, direct maintenance staff to restart HVAC systems.
- “SHELTER-IN-PLACE. THIS IS NOT A DRILL.”**
(repeat the announcement)
- “STAFF AND STUDENTS PLEASE MOVE TO YOUR SHELTER AREAS.”**
- Assign responsibilities to others (administrator should stay in the command center).
 - Notify district office (usually assigned to administrative support staff).
 - Lock all outside doors (usually assigned to maintenance).

Recovery

- Resume normal operations as soon as possible.
- Assess the need for aftercare, counseling, or Critical Incident Stress Debriefing.
- Communicate status.
 - Notify district office of any problems.
 - Email staff an overview of the situation to minimize misinformation.
- Prepare a brief letter to parents explaining the situation.
- Debrief and evaluate with key staff, including first responders.
- Document and report – prepare a report documenting the event, response, and result of the Shelter-in-Place directive. Revise response procedures as necessary.

Shelter-in-Place Drill - Classroom/Office

Preparedness

- Explain to students the reasons for Shelter-in-Place. Answer questions and reassure students.
- Review Shelter-in-Place procedures annually with your students; post sheltering guidelines.
- Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies.
- Assess your classrooms and offices to determine which spaces are appropriate for sheltering use.

Response

- Respond to Shelter-in-Place Alert.
 - **“Shelter-in-Place. This is not a drill.”**
 - Move to your assigned shelter location with your students.
 - Gather any students in the hallway into your shelter room.
 - Lock all classroom exterior doors. Lock all exterior doors near your classroom when safe to do so.
 - Close windows. Seal windows with tape and plastic if directed to do so.
 - Turn off any classroom HVAC systems; cover air vents with plastic.
 - Instruct students to stay calm. Share developmentally appropriate information.
 - Do not use the telephone system to request information (follow protocols for email).
- Assess situation.
 - Inventory any injuries or other problems (panic, medical emergencies).
 - Communicate problems to main office.
 - Take a complete written roll of all students in your classroom.
- Care for the students in your supervision.
 - Provide first aid if needed. Calm and reassure upset students.
 - Use supplies in your emergency kit as needed or necessary.
 - Allow students, when appropriate, to use cell phones to contact parents (will reduce anxiety).
 - Use caution if allowing students to watch television newscasts.
 - Try to keep students occupied to reduce anxiety.
- Wait for instructions.
 - Seal doors and windows with plastic and tape if instructed to do so.
 - Monitor email (if available) for updates from administration.
- Wait for all clear signal or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

Recovery

- Assess the need for aftercare or counseling for students in your care.
- Contact front office with names and telephone numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an email from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning and response cycle.
- Restock emergency supplies as needed.

Shelter-in-Place Drill - Maintenance

Preparedness

- Explain the reasons for Shelter-in-Place.
- Review Shelter-in-Place procedures annually with all maintenance staff.
- Inventory emergency equipment, including plastic and tape to seal rooms, doors, and HVAC systems; prepare pre-cut plastic sheets or prepare other means to seal HVAC systems.
- Assess the ability to shut off and seal HVAC systems and other exposures to the outside environment.
- Advise administration of needed equipment, supplies, or maintenance.
- Assist in the assessment to determine which spaces are appropriate for sheltering use.

Response

- Respond to Shelter-in-Place alert.
 - **“Shelter-in-Place. This is not a drill.”**
 - Close and lock all outside doors and windows.
 - Shut down all HVAC systems and seal air intakes and exhausts.
 - Turn off any classroom heating or ventilation; cover air vents with plastic.
 - Seal all exterior building openings which allow air intrusion.
 - Assist teachers and administrators with sealing remainder of building.
- Assess situation.
 - Inventory any major air intrusions and report to Incident Command.
 - Communicate other problems to Incident Command.
 - Document your actions, including times HVAC was shut down.
- Care for the staff or students in your supervision.
 - Provide first aid if needed. Calm and reassure upset staff or students.
 - Use supplies in your emergency kit as needed or necessary.
 - Allow staff and students to use cell phones when appropriate, to contact parents (will reduce anxiety).
- Reassess situation and wait for instructions.
 - Reassess building sealing efforts and report problems to Incident Command.
 - Reseal doors and windows with plastic and tape if instructed to do so.
 - Monitor radio or email for communications.
- Wait for all clear signal or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

Recovery

- Assess the need for aftercare or counseling for staff or students in your care.
- Contact front office with names and telephone numbers of staff or students who may need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an email from administrators).
- Document, report, and provide feedback to administration to improve planning and response.
- Participate in debriefing sessions.
- Restock emergency supplies as needed.

Glossary of Terms

Earthquake

A sudden and violent shaking the ground as a result of the movement of the earth's crust or volcanic action.

Evacuate

Those inside the building are asked to move from a place of danger to a safe place. Students and staff are asked to leave the school immediately.

Lockdown

This term is used in a situation to quickly secure school students, staff, and visitors in rooms away from immediate danger.

Lockout

This term is used in a potentially dangerous situation outside of the school. Students and staff are to remain inside while the school's exterior doors are locked.

Reunification

A formalized controlled release process in which schools reunite students with their parents or guardians following an event or incident occurring at the school. For safety reasons the reunification may take place at a location other than the school the student attends.

Shelter-in-Place

Students and staff are asked to take immediate shelter where they are and isolate the inside environment from the outside environment

CHAPTER 421

AN ACT

HB 2661

Relating to student safety; amending ORS 192.660 and 336.071; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 336.071 is amended to read:

336.071. (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]* **tsunami hazard zone**; and

(c) Safety threats.

(2)(a) Drills and instruction on fire emergencies shall include 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:

(A) Procedures related to lockdown, lockout, shelter in place and evacuation; and

(B) Other appropriate actions to take when there is a threat to safety, such as lockdown procedures if those procedures are appropriate to the safety threat.

(3)(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]* **tsunami hazard 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 *[eight]* **12** public or private school; or

(b) Educational institution having an average daily attendance of 50 or more students.

SECTION 2. ORS 192.660 is amended to read:

192.660. (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session:

(a) To consider the employment of a public officer, employee, staff member or individual agent.

(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.

(c) To consider matters pertaining to the function of the medical staff of a public hospital licensed pursuant to ORS 441.015 to 441.063 including, but not limited to, all clinical committees, executive, credentials, utilization review, peer review committees and all other matters relating to medical competency in the hospital.

(d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

(e) To conduct deliberations with persons designated by the governing body to negotiate real property transactions.

(f) To consider information or records that are exempt by law from public inspection.

(g) To consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations.

(h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

(j) To carry on negotiations under ORS chapter 293 with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments.

(k) To consider matters relating to school safety or a plan that responds to safety threats made toward a school.

[(k)] **(L)** If the governing body is a health professional regulatory board, to consider information

obtained as part of an investigation of licensee or applicant conduct.

[(L)] (m) If the governing body is the State Landscape Architect Board, or an advisory committee to the board, to consider information obtained as part of an investigation of registrant or applicant conduct.

[(m)] (n) To discuss information about review or approval of programs relating to the security of any of the following:

(A) A nuclear-powered thermal power plant or nuclear installation.

(B) Transportation of radioactive material derived from or destined for a nuclear-fueled thermal power plant or nuclear installation.

(C) Generation, storage or conveyance of:

(i) Electricity;

(ii) Gas in liquefied or gaseous form;

(iii) Hazardous substances as defined in ORS 453.005 (7)(a), (b) and (d);

(iv) Petroleum products;

(v) Sewage; or

(vi) Water.

(D) Telecommunication systems, including cellular, wireless or radio systems.

(E) Data transmissions by whatever means provided.

(3) Labor negotiations shall be conducted in open meetings unless negotiators for both sides request that negotiations be conducted in executive session. Labor negotiations conducted in executive session are not subject to the notification requirements of ORS 192.640.

(4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2) but the governing body may require that specified information be undisclosed.

(5) When a governing body convenes an executive session under subsection (2)(h) of this section relating to conferring with counsel on current litigation or litigation likely to be filed, the governing body shall bar any member of the news media from attending the executive session if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

(6) No executive session may be held for the purpose of taking any final action or making any final decision.

(7) The exception granted by subsection (2)(a) of this section does not apply to:

(a) The filling of a vacancy in an elective office.

(b) The filling of a vacancy on any public committee, commission or other advisory group.

(c) The consideration of general employment policies.

(d) The employment of the chief executive officer, other public officers, employees and staff members of a public body unless:

(A) The public body has advertised the vacancy;

(B) The public body has adopted regular hiring procedures;

(C) In the case of an officer, the public has had the opportunity to comment on the employment of the officer; and

(D) In the case of a chief executive officer, the governing body has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

(9) Notwithstanding subsections (2) and (6) of this section and ORS 192.650:

(a) ORS 676.175 governs the public disclosure of minutes, transcripts or recordings relating to the substance and disposition of licensee or applicant conduct investigated by a health professional regulatory board.

(b) ORS 671.338 governs the public disclosure of minutes, transcripts or recordings relating to the substance and disposition of registrant or applicant conduct investigated by the State Landscape Architect Board or an advisory committee to the board.

SECTION 3. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect July 1, 2015.

Approved by the Governor June 16, 2015

Filed in the office of Secretary of State June 22, 2015

Effective date July 1, 2015

Emergency Management Institute – FEMA

www.training.fema.gov/emi.aspx

Energetic Materials Research and Testing

www.emrtc.nmt.edu

Guide for Developing High Quality School Emergency Operations Plans

rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

I Love U Guys Foundation

www.iloveguys.org/

Oregon Department of Education

www.ode.state.or.us/home/

Oregon Office of State Fire Marshal - Do the Drill

www.oregon.gov/OSP/SFM

Readiness and Emergency Management for schools

www.rems.ed.gov/OverviewEmergencyOperationsPlans.aspx

Rural Consortium Training Center

www.ruraltraining.org

Collaboration

The Office of State Fire Marshal would like to thank the following partner agencies and associations for contributing to the School Resource Guide for Safety Planning. It is our hope this guide will assist school administrators in developing more detailed safety plans unique to their school community.

For training or more information for your school staff, please contact the following agencies:

	American Red Cross Cascades Region	American Red Cross	www.redcross.org
		Beaverton Police Department	www.BeavertonPolice.org
		Beaverton School District	www.beaverton.k12.or.us
		Local Emergency Planning Committees	www.oregon.gov/OSP/SFM
		Oregon Department of Education	www.ode.state.or.us
		Oregon Emergency Management	www.oregon.gov/omd/oem
		Oregon Fire Marshals Association	www.ofma.net
		Oregon Office of State Fire Marshal	www.oregon.gov/OSP/SFM
		Property and Casualty Coverage for Education	pace.osba.org
		School Resource Officers Association	www.osroa.net
		Special Districts Association of Oregon	www.sdao.com



FIRE/EMERGENCY EVACUATION DRILL RECORD

Monthly emergency evacuation drills are required under ORS 479.041(1).
 The first drill of each school year shall be conducted within 10 days of the beginning of classes (Oregon Fire Code 408.3.1).

School Name: _____ Address: _____
 Principal/Administrator: _____ School Year: _____

- Instructions:
1. Conduct a drill once a month in accordance with your established emergency plan and Oregon Fire Code Section 405.2 and Chapter 421 amending ORS 336.071 (HB2661).
 2. Complete this record after each drill.
 3. This record may be completed and downloaded online at www.oregon.gov/osp/sfm/.
 4. Attach list of staff on duty and participating each time a drill is conducted.

Total Staff _____
 Total Students _____

Month	Date	Time Start/End	* Duration (in minutes)	Notification Method (alarm/other)	Weather Conditions	* Special Conditions /Problems Encountered (e.g., primary exit doors blocked, students missing, problems encountered, special assistance required by occupants)	* Staff Training (Yes/No)	* Student Instruction (Yes/No)	Type of Drill (e.g. Fire, Earthquake, Lockdown)
SEP		/							
OCT		/							
NOV		/							
DEC		/							
JAN		/							
FEB		/							
MAR		/							
APR		/							
MAY		/							
JUN		/							
JUL		/							
AUG		/							

- * Duration is calculated from the moment the alarm is activated until the last person reaches safe evacuation area not less than 50 feet from the building.
- * Drills should occur during an assembly, gym, class, recess, and with a staged variant such as a blocked exit way at least once per year.
- * At least 30 minutes each school month shall be used to required to instruct and drill students on emergency procedures on fires; earthquakes; tsunamis (in schools in a tsunami hazard zone); safety threats (including lockdown, lockout, shelter-in-place and evacuation).
- * All employees shall be trained in fire prevention, evacuation, emergency lockdown, and fire safety (2014 Oregon Fire Code, Section 406.1 - 406.3.4).





Oregon State Police

OFFICE OF STATE FIRE MARSHAL

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 [fb.com/OregonStateFireMarshal](https://www.facebook.com/OregonStateFireMarshal)

 twitter.com/OSFM



What should your
SCHOOL
do in the event of:

- Fire
- Earthquake
- Hazardous Material Release
- Threatening Situation

This book contains guidelines on how to prepare for these emergencies.