



OREGON
DEPARTMENT OF
EDUCATION

Emergency Plans and Drills Guidance: Incident-Specific Plans

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Guidance developed for Oregon schools under the Oregon Department of Education's School Safety and Emergency Management Program in partnership with the Oregon Department of Emergency Management, the Oregon State Fire Marshal and the Regional Disaster Preparedness Organization.





School Safety and Emergency Management



Incident-Specific Plans: What goes in the threat- and hazard-specific annexes.

The threat- and hazard-specific annexes section of an Emergency Operations Plan (EOP) will include plans for specific, high-frequency or high-risk incidents that a school or district may encounter. These incidents also require specific planning considerations. Incident-specific plans will still use the standardized processes and protocols from the functional annexes section of the EOP that are applicable across a variety of emergency situations. Please note, EOP language calls the section that contains incident-specific plans the threat- and hazard-annexes. However, for the purposes of this guidance document, these plans will be referred to as incident-specific plans because not all potential incidents a school must consider involve threats and hazards as traditionally understood.

Incident-specific plans may prescribe the functional annexes consecutively, concurrently, or even adapt their implementation. An example of an incident-specific plan is a plan for responding to an earthquake—a required plan and drill in Oregon. Such a plan would first:

- enact an earthquake-specific Shelter protocol;
- direct schools to evacuate after the ground has stopped shaking;
- detail actions for accountability of students and staff; and
- inspect the facility to determine if it is safe to reenter.

In this manner, incident-specific plans differ from functional annexes in that they will include the functional annexes while also detailing additional procedures necessary for an effective response.

In this sixth of six guidance sections, incident-specific planning is explained. Schools and districts should collaborate with their local emergency responders and managers to identify high-risk threats and hazards in their area that should be planned for. More information on community collaboration and assessing threats and hazards can be found in the [Community Collaboration guidance](#) document and [Assessments and Their Utility for Schools guidance](#) document. This guide introduces the most common threats and hazards that exist for Oregon schools as well as some additional life, health and safety

Emergency Plans and Drills Guidance: Incident-Specific Planning

considerations that should have their own incident-specific plans. This guide is a reference for both new school leaders and for those who want to improve their existing school EOP.

This guide will cover the following:

- What are the incident-specific plans and the threat- and hazard-specific annexes?
- Recommended plans for all schools.
 - Earthquake
 - Wildfire
 - Bomb Threat
 - Active Shooter
 - Cybersecurity
- Regional-specific plans.
 - Tsunami
 - Flood
 - Winter Storms
- Other life, health and safety specific plans:
 - Medical Emergencies
 - Communicable Disease Management
- Summary of incident-specific planning.

Emergency Plans and Drills Guidance: Incident-Specific Planning

What are Incident-Specific Plans and the Threat and Hazard-Specific Annexes?

An Emergency Operations Plan typically comprises three distinct sections. The basic plan section provides information on the background of the plan, how it was developed and how it should be implemented. The functional annexes include general plans for response that can be used for a multitude of incidents such as an Evacuate plan for evacuating a building when it is unsafe for any reason. More information on functional annexes and emergency drills can be found in the [Functional Annexes and Emergency Drills](#) guidance document. That document identifies the Standard Response Protocol as a model for implementing standard emergency drills that can be used to respond to any incident. Incident-specific plans will use those protocols to respond to their own unique challenges. The threat- and hazard-specific annexes section will include incident-specific plans that explain the processes and procedures that may incorporate one or more of the functional annexes in response to a specific incident type.

Where the functional annexes can be used or adapted to a multitude of threats or hazards, high-frequency or high-risk incidents should have their own plan so that students and staff understand how to navigate the unique challenges of those incidents. Roles and responsibilities should be called out for each section. Students and staff should know what their role is before, during and after an incident. In the sections that follow, incident-specific plans will be identified with recommendations for what protocols should be used in response, and what to consider before, during and after the incident.

When identifying high-risk or high-frequency incidents to plan for, schools should consult and collaborate with their local area emergency responders and managers. This is the first step in emergency planning: forming a collaborative planning team.



Taken from the [Readiness and Emergency Management for Schools \(REMS\) Guide for Developing High-Quality School Emergency Operations Plans](#) (link available in the Resources and Guides section of this document).

Local area emergency responders and managers will already be planning for community response to identified threats and hazards and will be key partners in the second step: understanding the situation. Further, local area emergency responders and managers that are included in a school or district plan will

Emergency Plans and Drills Guidance: Incident-Specific Planning

provide a greater level of support during an emergency because they will better know the unique challenges and needs of their local schools. The point here is that the first two steps of the planning process are dependent on one another. Schools will be better prepared to handle any emergency if they are able to understand the situation in collaboration with their community partners.

Recommended Incident-Specific Plans for Oregon Schools

The following are considerations for the incident-specific plans that address common threats and hazards that affect all Oregon schools. These are not region-specific threats or hazards.

Earthquake (required)

Earthquakes are an ever-present hazard in Oregon. They can occur unexpectedly and with little to no warning. Even if an early warning is received, a school will only have a minimal amount of time to respond before the shaking starts. [ShakeAlert](#) can provide early warning for significant earthquakes and can give schools crucial seconds to take protective actions. High magnitude earthquakes can cause critical damage to buildings that induces falling debris and the threat of collapse. These conditions will pose a danger to students and staff inside the building. The most important considerations for earthquakes are:

- Keeping students and staff as safe as possible from building collapse and falling debris during the shaking.
- Keeping students and staff away from dangerous or compromised structures following an earthquake—knowing the structural vulnerability of school buildings is key.

The following are additional considerations for earthquake-specific plans:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. Teachers should be assigned the management of their classes before, during and after the incident which should include maintaining accountability and reporting for further instruction. Students should be instructed to follow their teacher's instructions. **All staff should know the vulnerabilities of their school building, their evacuation routes and the exterior hazards that will inform their protective measures.**

Before: Preparation should involve training, making sure interior spaces are safe, identifying outdoor assembly areas and practicing the reunification plan. Know which students or staff members may need assistance during the response and have plans in place to ensure they can either be assisted during the response or respond effectively themselves. Identify when this incident will be drilled with an earthquake-specific Shelter protocol. Ensure students and staff know and understand what the notification for an earthquake response is and how to respond. Evacuation routes should be maintained so they are clear of obstructions. Bookcases should be secured to the walls so they do not tip over. Avoid hanging large or heavy items on the walls that could become dislodged and cause injury. School leaders should be signed up for ShakeAlert notifications to take advantage of every second possible to prepare for the coming shaking.

Emergency Plans and Drills Guidance: Incident-Specific Planning

During: “Shelter! Drop, cover and hold on!” An earthquake-specific Shelter protocol is the most common and frequently used response to an earthquake. This is because it is simple, easy to remember and to apply in even the most unfamiliar environments. The purpose of that action is to provide as much protection as possible from falling debris. If outside, or in a location that provides a safe and expedient evacuation away from danger, students and staff should move away from any building or overhead object that could fall and cause injury. Action should be taken as soon as the school is notified of a coming earthquake or as soon as school members notice the ground shaking. Once in a safe location, students and staff should not move until the ground has stopped shaking. Evacuation or movement to a safe assembly area should immediately follow.

School leaders may consider additional response procedures, such as immediate evacuation, based on the engineering or structural issues in a school. These will be covered in “School-specific considerations.”

After: While the earthquake “incident” itself may be over after the earth stops shaking, safety hazards may still exist inside the building. All occupants should immediately evacuate, particularly in instances following a high-magnitude earthquake, and in facilities with low seismic resilience. Evacuation and assembly locations should be sufficiently distant from structures that could be compromised by the earthquake. The school should conduct a seismic assessment of the building to determine if it is safe to occupy. For information on post-disaster safety evaluations, visit the [Oregon Safety Assessment Program](#) page. If the building is not safe to occupy, a reunification will be necessary.

School-specific considerations: School staff should know their school’s structural vulnerabilities and their exterior hazards. Just like with a fire evacuation map that shows evacuation routes for each interior space, schools should have earthquake-specific plans for their school’s occupied spaces. Remember, an earthquake-specific plan should first consider keeping students and staff safe from collapsing buildings and falling debris. Interior sheltering locations should be identified in all classrooms and common areas. These locations should consider wall hangings and other potential falling debris. For example, in a gymnasium, the locations along a structural wall that do not have hanging scoreboards or basketball hoops should be identified as a safe place to drop, cover and hold on.

In vulnerable structures with clear evacuation routes to safe areas, consider evacuation as an initial response if occupants are capable of a swift and safe evacuation. Response procedures and plans for all spaces should consider:

- Potential early warning time such as ShakeAlert.
- Location within the building, including interior sheltering locations that minimize injury from falling debris (drop, cover and hold on).
- Structural vulnerability to seismic activity and location inside that could inform response:
 - Unreinforced masonry (high risk)
 - Stick built (low risk)
 - Seismically reinforced (low risk)
- Distance and safety of evacuation from interior location including complexity of and hazards on evacuation routes.
- Individuals, classes and groups with access and functional needs.

Emergency Plans and Drills Guidance: Incident-Specific Planning

Wildfire

There is no community in Oregon that is safe from the possibility and potential destruction of wildfires. Schools are not required to have plans specific to wildfires in Oregon, but the increasing frequency and the severity of wildfires means the risk is too high to leave to chance. Wildfires can and will affect an entire community if they get out of control. For this reason, schools should have a plan to mitigate the spread of wildfires on their grounds and know how and where to evacuate with short notice. The most important considerations for wildfires are:

- Maintaining awareness of local wildfire conditions and what the evacuation notice levels are.
- Mitigation measures such as keeping the building and grounds clear of ignitable materials.
- Pre-identified evacuation routes away from the school and to a congregate sheltering area or reunification site.

The following are additional considerations for wildfire-specific plans:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. All students and staff should be trained on the evacuation levels and know how to find out about local wildfires. School and district leaders should communicate the wildfire plan with parents and guardians before it is ever needed. Transportation staff should be prepared to respond immediately if an unexpected evacuation notice is issued for the area. Schools should be prepared to evacuate as soon as a [Level 2 evacuation notification](#) ("Be Set") is issued due to the complexity of evacuating and moving large groups of people. Schools in session waiting for a Level 3 (Go Now!) level notification may be waiting until it is too late.

Before: School and district leaders should be in contact with their local emergency responders and managers so that they can help identify when it would be appropriate to cancel classes before a school is immediately threatened, or when to evacuate. School leaders should consider both the immediate threat of fire and the potential smoke impacts from a distant fire when planning for when to cancel classes or immediately evacuate. Fire mitigation on school grounds should be prioritized before it is ever necessary. Keep brush and foliage trimmed back and away from structures. Keep roofs and gutters clear of leaves and other debris. School and district leaders should pre-identify multiple evacuation routes away from school grounds in case a wildfire threatens or blocks any local roads or highways. A transportation plan should include considerations for complete and immediate evacuation from a wildfire threatened area. A drill for this plan would be an Evacuation to the appropriate transportation staging area for ground evacuation from the affected area.

During: If school is in session when a Level 2 evacuation notice is made, the busses should be dispatched and an evacuation should be directed to the transportation staging area. Follow local notifications and pre-existing relocation and reunification plans to determine the safest evacuation route away from the impacted area. A reunification site outside of the impacted area should be selected and parents and guardians should be notified of the relocation. Teachers and school leaders should be conducting accountability throughout.

Emergency Plans and Drills Guidance: Incident-Specific Planning

After: Districts should enact their reunification and communication plans. Ensure district staff are following the direction of firefighters in the area.

School-specific considerations: Schools and districts should know their area and their emergency contacts. Evacuation routes and reunification sites should avoid fire-prone areas where possible. Local area responders should be included in plans that are exercised well ahead of an incident so that all parties know the challenges, capabilities and limitations of the others.

Bomb Threat

Bomb threats typically come by telephone or email. Emailed bomb threats are becoming more common and are typically sent to public and other community institutions to scare or cause a panic. In most cases, the terror is the danger. Even a hoax can disrupt a school and community when a building is evacuated and students are sent home.

Schools and districts are cautioned to consider the source, language and tone of bomb threats, and to share communications with law enforcement as soon as they are received. Two top considerations for bomb threats are:

- Identifying the level of risk associated with the threat.
- Contacting law enforcement for assistance.

The following are considerations for bomb threat-specific plans:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. Front office staff should be familiar with bomb threat procedures and have quick access to the [Cybersecurity and Infrastructure Security Agency \(CISA\) bomb threat checklist](#). All students and staff should be trained and encouraged to report suspicious behavior or packages.

Before: Ensure school leaders, and their backups, have the appropriate contact information for law enforcement. Keep hallways and common areas clear and as clutter free as possible. Suspicious packages and objects out of place are harder to detect in messy areas.

During: Assess the source and content of the threat first. Most bomb threats will be hoaxes—particularly when sent via email. Know and understand the risk levels of bomb threats (taken from the [CISA Bomb Threat Guide](#)). Evacuation may be a knee-jerk reaction to an emailed bomb threat—particularly low-risk threats that lack realism or specificity. A good course of action would be to place the school in a Hold following a **low-risk threat** so that staff can conduct a walkthrough of the facility and identify anything out of place. If something suspicious is found, clear the area, evacuate the school and contact law enforcement immediately.

After: If a bomb threat has reached a high-risk level or is found to be legitimate, and after the area has been evacuated, the school must determine the best method for reunification. A bomb squad may request that the school grounds be completely evacuated if the threat is legitimate. Districts should enact their relocation and reunification plans while following through with their communications plan.

Emergency Plans and Drills Guidance: Incident-Specific Planning

School-specific considerations: School staff should know their buildings and grounds. Know what “normal” looks like and when something looks out of place. Keep mechanical and other maintenance rooms locked to prevent intrusion.

Active Shooter

The very reason for the development of the Lockdown protocol is the threat of active violence. Once an active shooter is inside a school facility, a locked door is their greatest obstacle—the inspiration for the Lockdown protocol. Schools and districts should consider preventive measures well ahead of ever encountering an active shooter threat. Behavior Safety Assessment Teams should be active and used to intervene in threatening behaviors before they escalate. Establishing a school safety culture that reinforces the importance of locked doors, challenging unidentified individuals, and looks out for struggling students will also help prevent and discourage escalating and violent behaviors. The two biggest considerations for active shooter planning are:

- Intervening in problematic behaviors before they become violent; have a BSAT and use them.
- Denying an active threat access to innocent victims by keeping them out of sight behind a locked door or getting them far away from the threat.

The following are considerations for active shooter-specific plans:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. ODE’s School Safety and Prevention System has established methods for implementing Behavior Safety Assessment Teams in school districts. School leaders should ensure these teams are active and that schools are following the BSA process for identifying and assessing behaviors. Find the forms and how to implement these teams at [the BSA site](#). Facilities and IT managers should ensure that existing security measures are both available and in use. A school’s awareness and safety posture is lowered with cameras that no one watches and locking doors that no one locks. All students and staff should know the Lockdown protocol.

Before: Remain diligent with your district’s BSAT. Most school shooters come from the school they end up targeting. Identifying and intervening in those behaviors ahead of time will prevent later potential violence. Routinely inspect exterior doors and access points. Make sure they remain locked and that students and staff are not propping them open for convenience. Front office staff should have access to live camera feeds where available to maintain awareness of activities and monitor suspicious activities or known threats. Practice the Lockdown protocol.

During: The initial school response should follow the Lockdown protocol: locks, lights, out of sight. All students and staff should move quickly to get behind a locked door and out of sight of any gunman who could be roaming the halls. School staff should immediately notify law enforcement of the incident. The usefulness of a locked door is diminished if law enforcement is not on the way. Students and staff should await law enforcement instructions during the response. No person should leave a secure space until cleared and instructed by law enforcement. Evacuation of the school following a Lockdown should be conducted at the direction of law enforcement.

Emergency Plans and Drills Guidance: Incident-Specific Planning

After: Depending on the scale of the event, it may be necessary to relocate students and staff to a remote reunification site. An event that results in injury or death will likely necessitate an off-site reunification. Districts should follow their reunification and communications plans following this event.

School-specific considerations: Common areas should have identified safe hiding spots with locking doors for students and staff. Some areas may not easily facilitate large groups of students behind locking doors or can keep them out of sight. In such cases, the school should make sure students and staff know where to safely and quickly evacuate away from the threat. Have plans in place to account for individuals who self-evacuate to an alternate safe space.

Cybersecurity

Cyber threats are an ever-present reality in the twenty-first century. Most experts will suggest that it is not **IF**, but **when** a system is compromised. A cyber incident could involve stolen data and a complete encryption of district systems rendering them unusable. A cyber incident that locks out a school's systems can cause a serious disruption to school operations. Everything from attendance tracking, lesson planning and general communication could be compromised and unavailable. The top considerations for cybersecurity planning are:

- Robust and routine cybersecurity training for all students and staff; most intrusions come from individual users who unknowingly click on links that permit intrusion.
- Calling for help: districts should immediately contact law enforcement and their insurance provider for assistance.

The following are additional considerations for cybersecurity-specific planning:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. School leaders should ensure their staff are trained in cybersecurity best practices. All technology users should be aware of cybersecurity best practices. IT managers should ensure school systems are kept up to date and also know who to contact for assistance during a cyber incident.

Before: Keep school systems up to date and routinely conduct cybersecurity awareness training. Have print outs of attendance rosters and other necessary records. Teachers should have the ability to conduct their lessons off of pen and paper in the instance that school systems are completely compromised.

During: Assess the level of intrusion and block access to affected systems. IT managers should notify district staff of the intrusion and district staff should follow their communications plan. School staff should be notified of the level of intrusion and what they can and cannot access. In many cases, it may be necessary to cease all use of school systems while the cyber incident is being dealt with. Contact law enforcement as soon as possible.

After: A cyber incident that locks out school systems may take a significant amount of time to recover from. Both during and after a cyber incident, maintain communications with school staff and families on they can and cannot do when interacting with school systems. Also include information on how the

Emergency Plans and Drills Guidance: Incident-Specific Planning

incident will affect school operations moving forward—particularly if additional cybersecurity measures are implemented to prevent future attacks.

School-specific considerations: Know your local and state resources available for cybersecurity.

Region-Specific Plans for Oregon Schools

Regional-specific plans are necessary for schools and districts that have identified unique threats or hazards within their region. An example of a region-specific plan, and one that is required for Oregon schools in tsunami inundation zones is the tsunami plan. Others could include flooding, severe winter weather, high winds or dust storms. This guide will not cover all possible regional specific incidents that a school may need to plan for. Schools should know and understand the unique threats and hazards that exist in their area and plan for those that are high risk—if an incident is likely to occur with impactful consequences, then they should be planned for.

Tsunami (required for schools in a tsunami hazard zone)

A tsunami can cause sudden and devastating flooding along coastal areas. Low lying areas can be particularly hazardous during a tsunami. Schools in these areas can be particularly vulnerable if transportation is not readily available to move all students and staff to safe areas.

The following are additional considerations for tsunami-specific planning:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. School leaders in tsunami inundation zones should ensure they maintain awareness of their local conditions and receive alerts for tsunamis. Transportation managers will need to be aware of evacuation routes and designated areas for shelter outside of the inundation zone. Students and staff should all know their evacuation routes and assembly areas for transportation out of an inundation zone or for shelter.

Before: Coordinate initial response, evacuation routes and transportation with local area first responders and emergency managers. A tsunami will affect the entire community as well as the school, so advanced planning is necessary so that students and staff can evacuate safely along with the broader community.

During: Plan on immediately enacting an Evacuation protocol to the designated transportation pick-up area. Busses should be rolling simultaneously to the pick-up area.

After: Districts should enact their reunification and communication plans. Ensure school and district staff are following the direction of emergency responders in the area.

School-specific considerations: The safety of students and staff could be dependent on the speed of evacuation to a safe location. Consider evacuation routes from the building to the transportation pick-up area. Make sure they are clear to reduce impediments to evacuation.

Emergency Plans and Drills Guidance: Incident-Specific Planning

Floods

Heavy and persistent rains can cause flooding slowly over a period of days, or suddenly. Schools in low lying areas can be particularly vulnerable to flooding. Floods can cause damage to facilities, equipment and grounds, and can threaten lives if proper precautions are not taken. Flooding and heavy rains can also cause landslides that may effect transportation routes and structural safety. Schools and districts should know their flood risk and where affected, should plan for mitigating, responding to and recovering from flooding.

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should also be identified. School leaders should sign up for weather alerts and know the impacts of flood watches and warnings in their area. Students and staff should all know the Evacuation protocol along with their evacuation routes and assembly areas for transportation out of a flood effected area.

Before: Visit the Federal Emergency Management Agency's (FEMA) [flood map service center](#) to know the types of flood risk in the school area. Similar to other natural disaster incidents that require immediate evacuation to safe areas, have transportation plans in place that can accommodate an immediate evacuation from flooding school grounds. Coordinate transportation response plans with local area emergency responders.

During: Depending on the severity of the flooding, it may be necessary to evacuate a school to a safe location. Flooding that does not directly impact the school campus but does have detrimental effects for transportation or other community infrastructure could still require a controlled release during regular school hours.

After: Districts should enact their reunification and communication plans as needed. Ensure school and district staff are following the direction of emergency responders in the area.

School-specific considerations: School leaders and emergency planners should know their area and how flooding could impact both their school grounds and their broader community. Schools in an identified floodplain are at obvious risk, but bus routes that cross landslide prone areas or other flood prone areas could also impact school operations.

Winter Storms

Winter storms can affect every school in Oregon to some degree of severity. They could include everything from freezing rain to high winds and heavy snowfall. In all cases, transportation can be severely degraded or completely stopped. Structures could be damaged by heavy snowfall or high winds. Students and staff could be vulnerable to frostbite and hypothermia.

The following are additional considerations for winter storm-specific planning:

Roles and responsibilities: For each section below, identify what the primary groups and responsible parties are doing. If agreements are in place with external community partners, include their roles or responsibilities as well. If there is a specific task for the facilities manager or the front office staff, be sure to identify those. Whoever is responsible for the overall execution of a particular section should

Emergency Plans and Drills Guidance: Incident-Specific Planning

also be identified. School leaders should be in contact with their local emergency responders and managers for updates on winter weather conditions.

Before: Have communications plans in place before needed. Keep trees trimmed back from buildings to avoid damage.

During: Maintain awareness of weather conditions. Conduct a winter weather-specific Shelter protocol as needed during a winter storm event.

After: Be ready to assess damage to facilities and grounds following a winter storm. Maintain awareness of winter weather and stay in contact with local emergency responders for future instances.

School-specific considerations: School leaders should know their area and the routine effects that winter weather has on their community. Plans should address the major hazards brought on by winter weather.

Other Life, Health and Safety-Specific Plans

Medical Emergencies (required)

Medical emergencies can happen when we least expect. From a sprained ankle or skinned knee to a heart attack or heat stroke—knowing what to do ahead of time can prevent serious injury and even save a life.

Oregon schools are [required to have a plan to respond to medical emergencies](#) and ensure that enough staff are trained in first aid, Cardiopulmonary Resuscitation (CPR), and the use of an Automated External Defibrillator (AED). Schools must have at least one staff member with a first aid/CPR/AED card for every 60 students. The school Emergency Operations Plan should include a plan for responding to medical emergencies and a list of staff trained in first aid. School-specific plans should also include access routes for first responders to the school and inside its halls.

When a medical emergency does occur, school staff will need to assess the situation and set the conditions for an effective response that prevents further injury or potential loss of life:

- Clear the area and make it safe for the injured person and the person responding with first aid. This step includes providing first aid.
- Call 911 and notify the front office of the incident. Initiate a Hold drill.
- Clear the approach routes for emergency medical services so they can effectively access and evacuate the injured person.
- Initiate the necessary communication with the family.

Additional steps may be needed depending on the situation. The very **first priority is to provide life-saving care**. That could mean clearing an airway, stopping the bleeding or providing CPR with an AED. In those cases, a person may need to immediately go get the necessary life-saving equipment while the area is cleared for safety.

Additional considerations when responding to a medical emergency:

Emergency Plans and Drills Guidance: Incident-Specific Planning

- Identify students and staff with medical needs ahead of time so that responsible staff can locate and deliver life-saving medications as needed.
- Just like you do with fire drills and their plans, keep hallways and other access points free of obstruction in case first responders need to access and evacuate an injured person.
- Routinely check first aid kits and AEDs. Make sure their locations are marked on evacuation maps and that staff is aware of their location.
- When conducting Hold drills, practice responding to a medical emergency so that staff and students are prepared.

Communicable Disease Management (required)

A simple cough from one person with flu-like symptoms can end up cascading into a flurry of infections that affect a whole school community. Common contagions can quickly consume hours of instructional time if they are not handled effectively and appropriately. And that's the least of a school's worries. Because if an outbreak is poorly managed from the get-go, students, families and whole communities could be negatively affected. This is why schools must consider communicable disease management. Oregon schools are required to have and annually update plans to manage communicable diseases ([OAR 581-011-2220](#)).

Schools should consider all community members when developing and implementing their communicable disease management plan. Like all other incident-specific plans, collaboration is necessary to ensure the plan is responsive, comprehensive and capable of safeguarding all school community members. Include the school nurse, community-based health providers, [Local Public Health Authorities \(LPHA\)](#) and other organizations that can provide assistance and pertinent information on preventing and managing communicable diseases.

All school-level communicable disease management plans should include protocols for:

- Notifying the Local Public Health Authority (LPHA).
- Managing sick children in the school.
- Implementing mitigation measures as needed or when recommended by the Oregon health authority or LPHA.
- Considerations for those students who could potentially be more vulnerable to communicable disease.
- Mental health supports for those dealing with the effects of communicable disease.
- Ensuring the continuity of education for students that may be affected by the communicable disease.

Schools must also have a communications plan that shares information with all schools, families and other community partners on actions taken and responsible points of contact.

Additional considerations when planning for communicable diseases:

- Do not assume that every medically fragile or vulnerable student or staff member has been identified. Expect that any person in the building could be seriously affected by infection.
- Regularly revisit the communicable disease plan.

Emergency Plans and Drills Guidance: Incident-Specific Planning

Summary of Incident-Specific Planning

Incident-specific plans are the plans that address high risk or high frequency events that are expected in a given school's environment. Incident-specific plans will typically be found in an Emergency Operations Plan's (EOP) threat- and hazard-specific annexes section. Incident-specific plans should rely heavily on the basic plans and protocols found in the functional annexes section of the EOP. For example, the Lockdown protocol being used as the primary response to an active shooter-specific plan. Oregon law requires plans and drills on fire evacuation, lockdown procedures, lockout procedures (secure), sheltering in place, earthquakes and tsunamis (only in tsunami hazard zones). Medical emergencies are also called out in Oregon statute. Earthquake and tsunami plans would be the most pertinent incident-specific plans required of Oregon schools. However, a well-prepared school and district should consider all high-risk incidents in their region and have plans for at least the following incidents:

- Earthquake (required)
- Wildfire.
- Bomb threats.
- Active shooter.
- Cybersecurity.
- Tsunami, for schools in tsunami inundation zones (required).
- Floods, for schools in flood plains.
- Winter storms.
- Medical emergencies (required).
- Communicable Disease Management (required)

Links to additional information on incident-specific plans can be found in the Resources and Guides section at the end of this document.

Emergency Plans and Drills Guidance: Incident-Specific Planning

Resources and Guides

Organizational Resources

- Oregon Department of Education's School Safety and Emergency Management Program (SSEM):
 - <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/School-Safety-and-Emergency-Management.aspx>
 - One-page training and drill guide: <https://www.oregon.gov/ode/schools-and-districts/grants/Documents/Office%20of%20School%20Facilities/SSEM/Training/Recommended%20Emergency%20Drill%20Calendar.pdf>
- Readiness and Emergency Management for Schools (REMS) Guide for Developing High-Quality School Emergency Operations Plans—including the six-step planning process (downloadable document):
 - School-level: https://rem.s.ed.gov/docs/School_Guide_508C.pdf
 - District-level: https://rem.s.ed.gov/docs/District_Guide_508C.pdf

Oregon Statutes, Rules and Fire Code References

- ORS 336.071 Emergency Procedures; preparing for and recovering from emergency events:
 - https://www.oregonlegislature.gov/bills_laws/ors/ors336.html
- OAR 581-022-2225 Emergency Plans and Safety Programs:
 - <https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271>
- OAR 581-022-2220 Health Services rules including those on communicable disease planning, first aid trained staff, AEDs and planning for medical emergencies:
 - https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OA=RD=Ciepb96M2EWEifYgP6QW5MJf799y0MHL2sF9zlsF8lXNNfbW-cl-2028380838?ruleVrsnRsn=302768
- Oregon Fire Code, Section 403 Emergency Preparedness Requirements and Section 405 Emergency Evacuation Drills:
 - <https://codes.iccsafe.org/content/ORFC2022P1/chapter-4-emergency-planning-and-preparedness>
- OAR 837-140-0001 Oregon Safety Assessment Program for post-disaster safety evaluation of buildings:
 - <https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=7384>
- ORS 339.324 Requiring districts to have a plan to notify school community of unscheduled responses to safety threats:
 - https://www.oregonlegislature.gov/bills_laws/ors/ors339.html

General Incident-Specific Planning and Threat- and Hazard-Specific Annexes

- I Love U Guys Foundation Standard Response Protocol:
 - <https://iloveuguy.org/The-Standard-Response-Protocol.html>
- I Love U Guys Foundation Standard Reunification Method:
 - <https://iloveuguy.org/The-Standard-Reunification-Method.html>

Emergency Plans and Drills Guidance: Incident-Specific Planning

- REMS Threat- and Hazard-Specific Annexes Resource Page:
 - <https://rems.ed.gov/K12ThreatAndHSAnnex.aspx>

Incident-Specific Planning Resources

- Tsunami Clearing House from the Oregon Department of Geology and Mineral Industries (DOGAMI):
 - <https://www.oregon.gov/dogami/tsuclearinghouse/Pages/default.aspx>
- ShakeAlert in Oregon: Information on the ShakeAlert system:
 - <https://www.oregon.gov/oem/hazardsprep/Pages/orshakealert.aspx>
- The Great Oregon ShakeOut:
 - <https://www.shakeout.org/oregon/>
- PBS video: Here's Exactly What to Do When the Next Megaquake Hits:
 - https://www.pbs.org/video/heres-exactly-what-to-do-when-the-next-megaquake-hits-haryvb/?mc_cid=894007ab9c&mc_eid=95b47f05ff
- Oregon State Fire Marshal page for the Oregon Safety Assessment Program (post-disaster building safety evaluations):
 - <https://www.oregon.gov/osfm/fire-service-partners/pages/orsap.aspx>
- Wildfire Evacuations Info, Oregon Department of Emergency Management:
 - <https://wildfire.oregon.gov/Pages/evacuations.aspx>
- Bomb Threat Guide, Cybersecurity and Infrastructure Security Agency:
 - https://www.cisa.gov/sites/default/files/2023-08/Bomb%20Threat%20Guide_v1.0.pdf
- Bomb Threat Checklist, Cybersecurity and Infrastructure Security Agency:
 - <https://www.cisa.gov/sites/default/files/2023-04/2.5%20Bomb%20Threat%20Procedure%20Checklist%20Digital%20Final%20v2.0.pdf>
- Bombing Prevention Assistance for K-12 Schools, Cybersecurity and Infrastructure Security Agency:
 - https://www.cisa.gov/sites/default/files/2023-12/Bombing%20Prevention%20Assistance%20for%20K-12_v1.0.pdf
- Oregon Department of Emergency Management Tsunami Hazard Zone Drill Guidebook:
 - https://www.oregon.gov/oem/Documents/Tsunami_Evacuation_Drill_Guidebook.pdf
- Oregon Department of Education Communicable Disease Guidance for Schools:
 - <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf>

Other Resources

- A U.S. Secret Service Analysis of Targeted School Violence:
 - https://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdf
 - <https://www.schoolsafety.gov/foundational-elements-school-safety>
- Policy Brief: Lockdown Drills; A Widely Used Yet Often Misunderstood Practice:
 - <https://rockinst.org/wp-content/uploads/2022/08/Lockdown-Drills.pdf>

Emergency Plans and Drills Guidance: Incident-Specific Planning

- Oregon State University Professor, Chris Goldfinger, explanation of effective earthquake response considerations:
 - <https://temblor.net/earthquake-insights/opinion-when-the-next-cascadia-megaquake-strikes-heres-what-ill-do-13866/>

State Contacts

- Oregon Department of Emergency Management Local and Tribal Emergency Managers List:
 - https://www.oregon.gov/oem/Documents/locals_list.pdf
- Oregon State Fire Marshal's Directory of Deputy State Fire Marshals:
 - <https://www.oregon.gov/osfm/fire-service-partners/pages/deputy-state-fire-marshals.aspx>
- Oregon Health Authority, Local Public Health Authority Directory:
 - <https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx>