

*Public Safety Academy - Boardroom*

**Task Force Members:**

Richard Evans, Senator Betsy Johnson, Representative Jeff Barker, Eriks Gabliks, Dave Novotney, ~~Danni Ledezma~~, Heidi Moawad, Geoff Spalding, Ted Kunze, Craig Roberts, Susan Graves, Peggy Holstedt, Matt Utterback, Reed Schwalbach, Mindy McCartt

**Guests:**

Mike Bloom, Mike Plichta, Forest Schoening, Cy Smith, Elisa Crebs, Jennifer Bjerke, Scott Winegar

**Meeting Notes:**

1. Welcome- Craig Roberts
  - Officially opened the Meeting
  - Introductions
  - Motion to approve last meetings minutes - motion to approved- Passed
  
2. Business Case and RFP Process- Mike Bloom and Jennifer Bjerke
  - Major Bloom discussed the Business Case (Project Proposal) DRAFT
  - Jennifer Bjerke gave a brief overview of the IT Governance structure and the stage gated IT procurement process. Jennifer will be a help and not a roadblock for this project.
  - Senator Johnson added how we need to have the support from all leadership in order to get this off the ground.
  - Major Bloom talked about the benefits of having a COT system (off the shelf system).
  - We will need a project manager and a business analyst.
  - Senator Johnson made a statement that it is not just about getting this group on the same page, but getting all the constituents on board. (County, State, City, Police, Fire, Schools, etc.)
  - Rapid Response rolled there project out over 10 years. Just to get the RFP out we are looking at a process that will take at least a year.
  - Rich Evans asked Major Bloom to come up with a step-by-step process with timelines.

- There is a timeline on the business case document. We need to identify who will be responsible for what work. Weekly meetings will be needed and will entail discussions between DAS, the project manager and a business analyst to work through the vendors, the business case, etc.
- High-level business case will be used to identify the problem and the business need.
- The real business case will include what we need, how we would like to do it, the cost analysis, risks assessed and then we will be ready for the RFP process.
- Each stage gate or phase also coincides with the release of money. Demonstrating that the process is moving forward and the risks have been minimized.
- Jennifer would be happy to come back and give a better presentation about the process.
- Eriks Gabliks asked if the US DOE should be the standard on which the software should be adopted.
- Craig Roberts reiterated that we should put together a subcommittee to start looking at this. Craig asked Major Bloom who should be part of this subcommittee.
- Major Bloom made the point that OSP cannot lift this alone. We will need outside support from Education. The Project Manager once identified will be doing the majority of the heavy lifting. This will also take much more time commitments from this group. Possibly weekly meetings.
- The need is getting a project manager and business analyst on board. How do we do it?
- Put an RFP out on the street for the 2 positions for 6 months (estimated cost \$150,000 for each position).
- OSP has an IT project manager that can help right the RFP for these positions with the help of Education.
- We would have to talk to Rob Saxton about getting assistance with an IT project manager from Education.
- The question is going to be about money.
- Jennifer Bjerke gave a safer estimate that a project manager process would take about 12 month realistically.
- Rich will get back to the group after having some offline conversations about money.

- If we get the OSP IT PM and Dept. of Education IT PM we could get a RFP for a project manager back in about 2 months.
  - Heidi has emailed staff in the Governor's office to get in contact with Dept. of Education.
  - Rich will be getting back to the group by email.
3. Readiness and Emergency Management for Schools (REMS) Technical Assistance- Susan Graves, ASAC Mike Plichta and SA Forest Schoening
- See PowerPoint and guidelines
  - The guide is a how to build a safety plan as well as what should be included in the plan.
  - ASAC Mike Plichta and SA Forest Schoening gave a presentation on Active Shooters see PowerPoint
  - Video online- -recreation of the columbine shooting
4. Clackamas Town Center/Active Shooter Training Video and Lesson Learned- Craig Roberts and Rich Evans
- One of the key elements was getting information out to the media to start calming the situation.
  - This is also a good way to tell people, parents and the community on what to do.
  - Lesson was learned about the level of mental health impact that this event had on the community. When the mall was reopened, Clackamas County SO had many mental health professionals on site strategically located around the mall to talk to staff as well as patrons of the mall.
  - Another lesson was forget your cell phones. It will be next to impossible to get out on a cell phone.
  - Stop using the shooters names. This is for during as well as after the event. Asking the media to refrain from using the shooters name will help limit the glorification of the event itself.
  - Craig Roberts suggested getting Pete Blair to speak to this group.
  - One thing that impressed Rich was that the Clackamas County SO had done actual training at the Clackamas Town Center.
  - 2 things that are hard to explain in words; having to deal with the family and then how to deal with the huge number of officers self-dispatching themselves and lining up one after another to get into the mall.

- Senator Johnson made a suggestion to the group about part of the plan this group comes up with needs to have a statement in it about limiting the ability for press helicopters to record during an actual incident.
- Representative Barker gave an example of a shooting that occurred and the relationship with some of the Portland news stations to not air real time footage.
- Dr. Novotney made a point about cell service being over loaded will the right people be able to access this database to find the information.
- During the Clackamas event, the Sheriff's office did restrict the airspace.
- During the Reynolds shooting, were there any efforts around getting the media restricted from accessing the children? The schools can keep the media off the property, but as soon as the kids cross the street, they no longer have control. This will be part of the planning. Inner perimeter, Outer perimeter as well as having a media staging area where the PIO can be located off site.

5. Roundtable discussion:

- Senator Johnson brought up two issues; the first meeting we talked about the tool, but now we are talking about the actual process. We can spend all the money in the world on the tool, but if we do not spend time on the procedure standardization, the tool will not be as useful. Best practices as well as roles, trainings and maintenance.
- Matt Utterback made a point about getting ODE at this table sooner than later to ensure that the policy and the procedures are the same from school to school, city to city and district to district between Fire, police, schools and all other partners.
- Senator Johnson would like the Governor's office to help identify someone from ODE that will be brought to this table.
- Peggy brought up John Michael keys will be here on October 27 and is willing to talk to this group. He would need an hour and a half.
- Reed would find it more helpful to have a long-term calendar.
- Senator Johnson would like to see this project not be in OSP's budget. This should be treated as a special project as well as trying to get this into the Governor's budget.
- Rich needs more information to put together a special budget request. Who, what, when, how long... but at this point it would be best guess.
- Heidi suggested a POP for at least the project management piece.

- Senator Johnson suggested that a small group discuss this project with Senator Devlin.
  - RFP is one path and the Best Practices is another path. We will try to give the local schools the control and flexibility but with the guidance of some standard terms, standard protocols and standard staging.
  - Peggy would like to have some of the Law Enforcement partners send out the information on some upcoming training dates to their list serves. (Save the dates)
  - Senator Johnson wants to make sure that the parochial schools are also represented. This platform for schools could potentially be expanded to other building such as hospitals, mental health institutions, malls, arenas, etc.
  - All as is business process will be mapped in the business case; the Business analyst as part of the RFP process will gather all this up.
  - Craig Roberts suggested maybe getting a subcommittee together to start the discussion of terms and training protocols.
  - Susan brought up a caution about standardizing the terms, language, etc. it could be a financial impact to the schools that already have protocols in place.
  - Rich asked what other districts are using. How do we find out what all the school districts are currently using? Who from education could help answer this question?
  - Reed suggested sending out a survey to all schools.
  - One subcommittee to look at what tools are out there currently.
  - One subcommittee to look at what districts are doing
  - One subcommittee to look at what are local law enforcement agencies are doing.
  - Move to get some subcommittees recognized and identified to move forward.
6. Raptor- Cy Smith, DAS and Daniel Staub OEM
- Raptor is a situational awareness tool
  - DAS collaborated with Multnomah County to build this tool.
  - This is a situational response tool somewhat like the WASPC tool.
  - This is attended to be an easy option for agencies that do not have a tool.
  - This tool should also be able to access other agencies tools. A tool to connect the other tools.
  - See PowerPoint
  - SDC costs and server space costs?

- This tool was used at the U of O during the Olympic trials.

#### 7. Associated Costs and Timeline- Craig Roberts

- Rich, Craig, Heidi will move forward on gathering more information

#### 8. Next Steps

- Rich Evans will work with Heidi Moawad getting in contact with the Department of Education to see about getting an IT project manager to assist with the project.
- Major Mike Bloom will work with the OSP IT project manager to start working on an RFP for a Project Manager and Business Analyst for this project.
- Rich Evans, Craig Roberts and Heidi will work on getting the funding question answered.
- Verizon coverage for cell phones and MDT's can be a priority (First Net) will help this situation (few years off).
- Heidi going to get a point of contact for ODE
- John Michael Keyes is scheduled for October 27, 2014
- Craig Roberts working on the subcommittees
- Craig Roberts will be sending out a draft of the newsletter



# Oregon State Police

Premier Public Safety Services for Oregon

# Project Proposal Form (PPF) for Business Value Assessment

**Project Title: House Bill 4087 Task Force on School Safety**

**Project Sponsor: Major Mike Bloom**

**OSP Division and Section: Public Safety Services Bureau**

**Project Manager: Linda Anderson**

### 1) Purpose

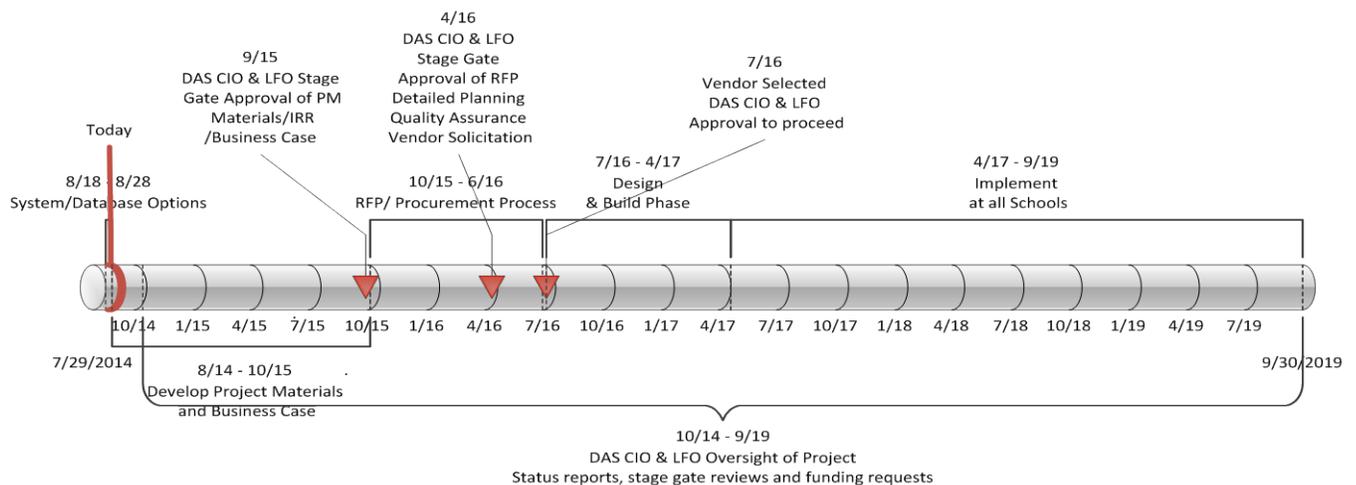
**PURPOSE:** Detail alternatives which meet the requirements stated below per House Bill 4087 the Task Force for School Safety shall:

- a) Develop a request for proposals to be published by the Department of State Police for hiring a vendor to create a database of floor plans for all schools within the state, accessible to authorized users via the Internet; and
- b) Make recommendations to the Department of State Police for the development of administrative rules governing the database, including but not limited to
  - i) Specifying the persons and agencies that may have access to the database;
  - ii) Identifying the persons or agencies that will maintain the database; and
  - iii) Regulating the manner in which database records are added or modified;
- c) Examine models of existing education and training programs for law enforcement officials, other first responders and school employees in the area of school safety and **incident** response; and
- d) Examine models for existing protocols for school safety and incident response and consider whether standardized statewide school safety and incident response protocols would be appropriate.
- e) The task force shall submit a report concerning the floor plan database in the manner provided by ORS 192.245, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to the judiciary as appropriate no later than September 1, 2014.
- f) The Department of State Police shall provide staff support to the task force.

<https://olis.leg.state.or.us/liz/2014R1/Downloads/MeasureDocument/HB4087>  
<http://www.oregonlaws.org/ors/2009/192.245>

The scope of work for a database would cover 1476 public and charter schools with a total of 567,098 students enrolled as of the 13-14 school year as reported by the Oregon Department of Education.

### 2) TIMELINE with IT Oversight :



### 3) Alternatives for Consideration

#### Virtual Command Network Reporting Real-time Emergency Information

Virtual Command Network



Illustrates the police network recognizing the Virtual Command Network emergency data received at the Dispatch Center's Emergency Response Stations. Mobile data computers are best employed by police approaching the school using the school's WIFI system on scene.

North Montgomery School District currently has 2070 students enrolled (C'ville Chamber of Commerce) The maximum cost for a 36 room school is currently projected to be \$400,000. North Montgomery has 5 schools....with a total projected cost of 2 million dollars. Total cost of \$2,000,000 divided by 2070 students presents the average cost of only \$966.19 per student.

**First Responder Communities of Practice** - Connect with your Peers. First Responder Communities of Practice provides a professional networking, collaboration, and communications forum for First Responders. <http://www.firstresponder.gov/SitePages/HomePage/FirstResponder.aspx>

**Virtual Alabama** <https://virtual.alabama.gov/>

**Introduction:** In October 2005, the Alabama Department of Homeland Security (AL DHS) initiated a project to explore new technologies in 3D visualization. At the request of the Governor, AL DHS began exploring and identifying ways to leverage existing state asset imagery and infrastructure data into a visualization tool that is affordable, scalable, maintainable, and capable of employing the power of existing and evolving internet based applications. As the Virtual Alabama program was created. Virtual Alabama uses a 3D globe interface to retrieve images from a global imagery dataset. This dataset transforms massive amounts of data into useful information for technical users. As an example, Virtual Alabama provides the common operating picture and situational awareness needed by Alabama's first responders to protect lives and safeguard citizens before, during, and after a disaster. Virtual Alabama serves a wide user base of state and local officials at various levels of technological proficiency. As a professional information tool, Virtual Alabama reduces technology gaps in economically challenged areas and levels the "playing field" throughout the state. Additionally, the program provides the ability to integrate and distribute data securely across the internet. In August 2006, Virtual Alabama reached initial operational capability (IOC). Currently, Virtual Alabama has over 36,000 users representing over 3000 agencies and the best imagery available.

from all 67 Alabama counties loaded into the program.

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**State of Oregon – RAPTOR** – Real Time Assessment and Planning Tool for Oregon – and its mobile for iPad version, iRAPTOR, enables authorized users within Oregon’s emergency management community, and in bordering states and across the nation, to view and interact with critical geospatial base maps, aerial imagery, preparedness, hazards, weather and event related data via the internet - anywhere, anytime on a 24x7 basis. <http://www.oregon.gov/DAS/CIO/Pages/RAPTOR.aspx>

[Presentation on RAPTOR](http://www.oregon.gov/DAS/CIO/docs/RAPTOR.pdf) <http://www.oregon.gov/DAS/CIO/docs/RAPTOR.pdf>

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**Rapid Responder** - Critical Incident Planning and Mapping System (CIPMS)

WASPC has completed the legislatively mandated digital mapping of all K-12 schools in Washington state. The Legislature funded \$21 million (over 11 years), using the capital budget to complete the K-12 system. (There are approximately 2,100 schools in WA, and an estimated 700 schools have actually been mapped more than once, due to new construction and remodeling.) Additionally, federal homeland security funding has been used to map the Legislative Building, SeaTac Airport, CenturyLink and Safeco Fields, hospitals, courthouses, and other public and critical infrastructure sites.

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**Computer-Based Assessment Tool (CBAT)**

<http://www.dhs.gov/computer-based-assessment-tool>

The Computer-Based Assessment Tool (CBAT) is used by the [Office of Infrastructure Protection](#) to enhance vulnerability assessments of [critical infrastructure and key resources \(CIKR\)](#) sites, and to assist local law enforcement and first responders in preparation for National Special Security Events, special events, and contingency operations.

***What is CBAT? CBAT is a multiplatform software tool that blends a 360-degree geospherical video with geospatial and hypermedia data of facilities, surrounding areas, travel routes, and other areas of interest to create an interactive video guide of a selected location.***



CBAT data is gathered from [Site Assistance Visits](#), [Buffer Zone Plans](#), and other site and event-specific documents such as evacuation plans, standard operating procedures, and structural schematics. These comprehensive visual guides help the Department, facility owners and operators, local law enforcement, and emergency response personnel prepare for and respond to incidents at CIKR facilities.

By integrating vulnerability assessment data with 360-degree video and geospatial and hypermedia data, CBAT allows planners and responders to visually present different types of data in order to make informed decisions quickly and with confidence. **By e-mail:** [ipassessments@dhs.gov](mailto:ipassessments@dhs.gov)

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**Science and Technology Directorate Activities and Programs**

[Support to the Homeland Security Enterprise and First Responders Group \(FRG\)](#) projects engage first responders to better understand their needs, develop innovative solutions to address their most pressing challenges, from small- to large-scale emergencies, and help practitioners identify requirements for transition to use.

- [National Urban Security Technology Laboratory](#) projects test, evaluate and analyze homeland security capabilities while serving as a technical authority to first responders, and state and local entities, in protecting our cities.
- [Office for Interoperability and Compatibility](#) projects provide local, tribal, state, and federal stakeholders the tools, technologies, methodologies, and guidance to improve communications interoperability at all levels of government.
- [Technology Clearinghouse/R-Tech](#) projects provide information, resources, and technology solutions that address needs

identified by first responders.

**Homeland Security Advanced Research Projects Agency (HSARPA)** projects facilitate research initiatives within six Science & Technology Directorate (S&T) technical divisions, with each Division focused on addressing a major threat, and enable multidisciplinary, team-based work that is essential for complex problem solving and strategic solutions.

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***“Tools and Technologies for School Emergency Response” Webinar–December 12, 2013***

Common communications challenges, tactics, and lessons learned for responding to school emergencies – local, state, and federal perspectives; How the Computer-Based Assessment Tool (CBAT) uses 360-degree geospherical video to help emergency response personnel prepare for and respond to incidents at schools; How the state of New Hampshire is preparing emergency responders with school maps that include floor plans and color-coded exit and entry points; A sample of situational awareness tools and technologies that can help schools and emergency responders prepare for emergencies.

*Presenters: Sean R. Goodwin, GIS Administrator, Division of Emergency Services, New Hampshire Department of Safety  
Jaysen Goodwin, CBAT Coordinator, Office of Infrastructure Protection, Protective Security Coordination Division, U.S.  
Department of Homeland Security*

*Mary Schoenfeldt, Public Education Coordinator, Everett (WA) Office of Emergency Management*

*Michael O'Shea, Senior Law Enforcement Program Manager*

View the [recording](#).

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**4) Consequences of No Action:**

Continue a state of reaction versus preparedness

First responders are at risk of walking into unknown situations and circumstances

Adds complexity to communications and coordination when emergencies are in progress

Risk to the health and safety of school staff and students not being aware of safety plans and procedures



# Developing High Quality School Emergency Operations Plans - Overview



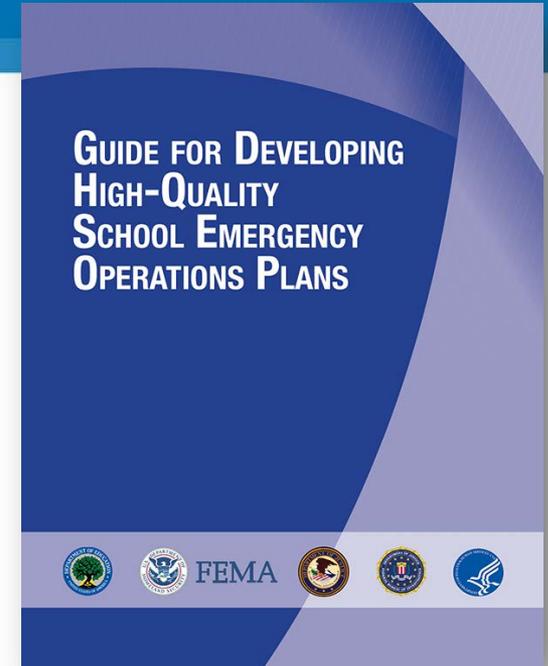
Presented by: Sue Graves  
August 2014



U.S. Department of Education  
Office of Safe and Healthy Students

# Introduction

- **Presidential Policy Directive (PPD-8)**
- **National Preparedness Directive**
- **“Now is the Time” Plan**
- **Federal Agency Partners**



FEMA



# Five Preparedness Missions



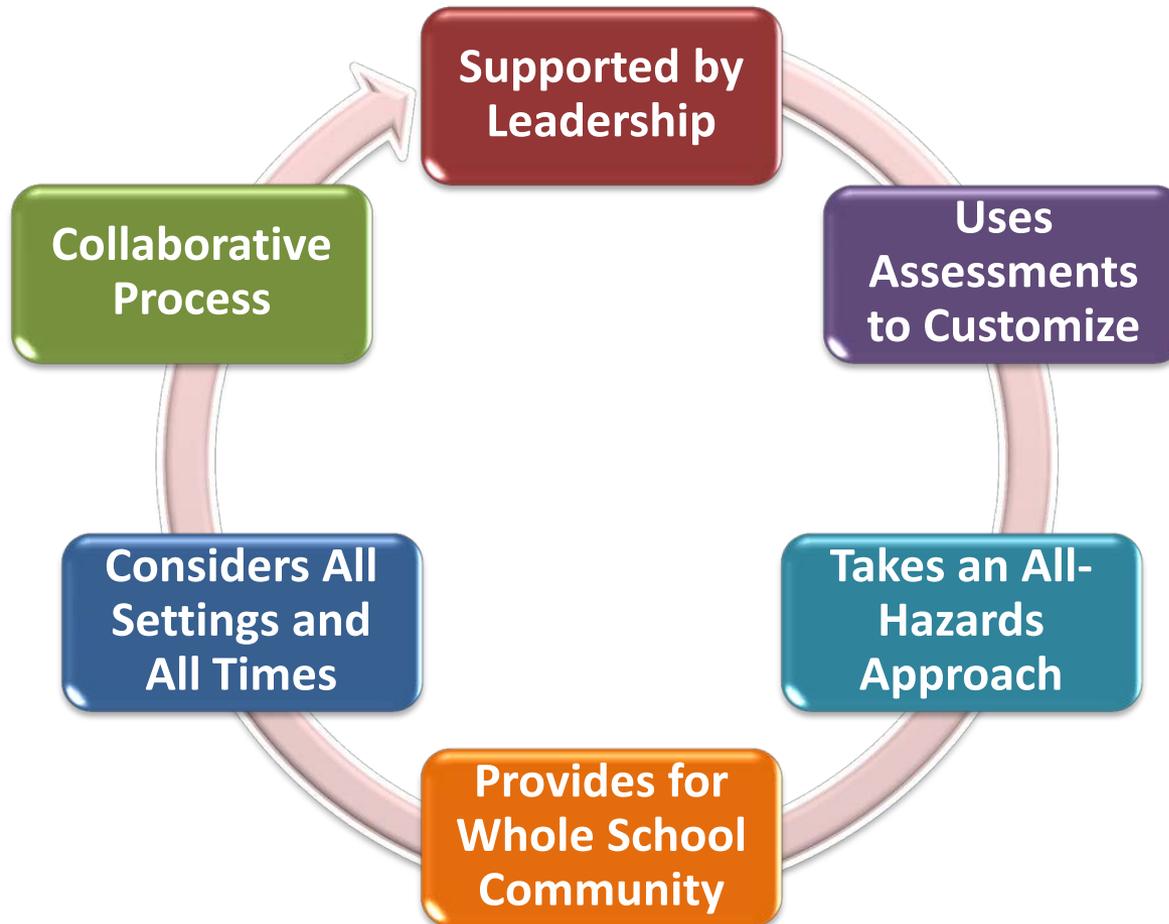
**an incident or emergency**

# Contents

1. Planning Principles
2. The Planning Process
3. Plan Content
4. A Closer Look
  - Information Sharing
  - Psychological First Aid
  - School Climate
  - Active Shooter Situations



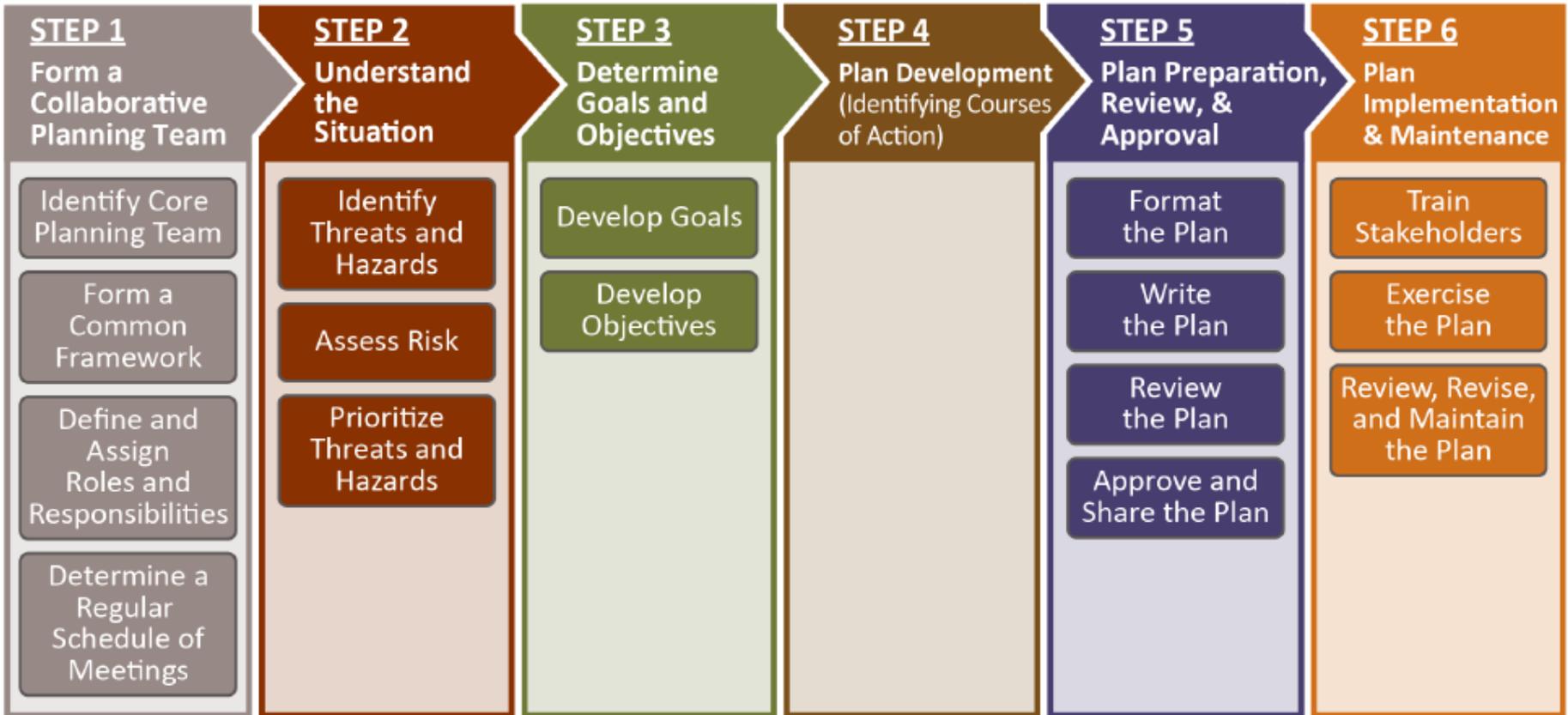
# Planning Principles



# Traditional EOP Format



# Steps in the Planning Process



**STEP 1**  
Form a Collaborative Planning Team

**STEP 2**  
Understand the Situation

**STEP 3**  
Determine Goals and Objectives

**STEP 4**  
Plan Development  
(Identifying Courses of Action)

**STEP 5**  
Plan Preparation, Review, & Approval

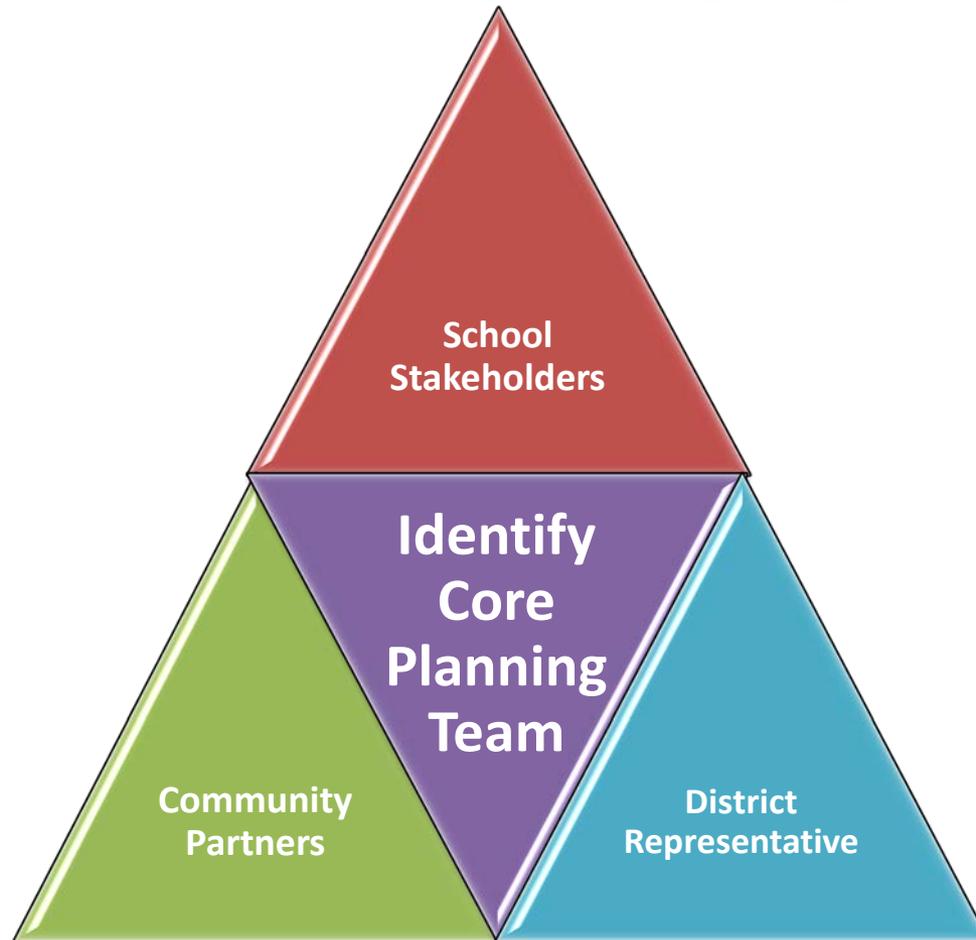
**STEP 6**  
Plan Implementation & Maintenance

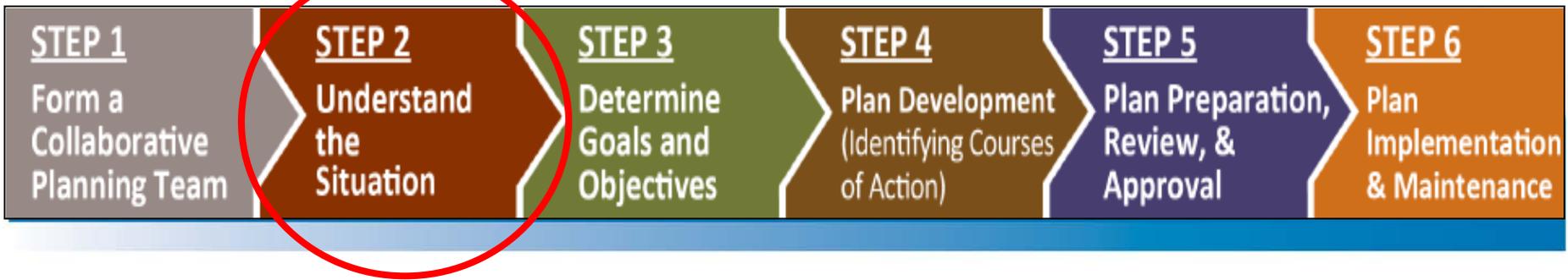
The most comprehensive and effective school EOP is developed by a

**PLANNING TEAM.**

# Step 1

- Form a Collaborative Planning Team





The planning team must  
**UNDERSTAND THE  
SITUATION.**

# Step 2

## • Understand the Situation

### Identify Threats and Hazards

The planning team first needs to understand the threats and hazards faced by the school and the surrounding community.



# Step 2

## • Understand the Situation

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & Human-caused Threats
<ul style="list-style-type: none"><li>• Earthquakes</li><li>• Tornadoes</li><li>• Lightning</li><li>• Severe wind</li><li>• Hurricanes</li><li>• Floods</li><li>• Wildfires</li><li>• Extreme temperatures</li><li>• Landslides or mudslides</li><li>• Tsunamis</li><li>• Volcanic eruptions</li><li>• Winter precipitation</li><li>• Dust Storm</li><li>• Snow Storm</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Hazardous materials in the community: industrial plants, major highways or railroads</li><li>• Radiological releases from nuclear power stations</li><li>• Hazardous materials in the school, such as gas leaks or laboratory spills</li><li>• Infrastructure failure: dam, power, water systems</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Infectious diseases</li><li>• Contaminated food outbreaks</li><li>• Water contamination</li><li>• Toxic materials in schools such as mold, asbestos, mercury or in school laboratories</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Fire</li><li>• Medical Emergency</li><li>• Active Shooters</li><li>• Threat of Violence</li><li>• Fights</li><li>• Gang violence</li><li>• Bomb threat or device found</li><li>• Child Abuse</li><li>• Cyber attacks</li><li>• Dangerous animals</li><li>• Suicide</li><li>• Missing student or kidnapping</li><li>• School Bus Emergencies</li><li>• Student Demonstration or Riot</li><li>• Other</li></ul>

# Step 2

## • Understand the Situation

### Conduct Assessments

- Evaluate Risks
- Identify Resources & Issues
- Customize the Plan
- Inform Updates & Revisions



# Step 2

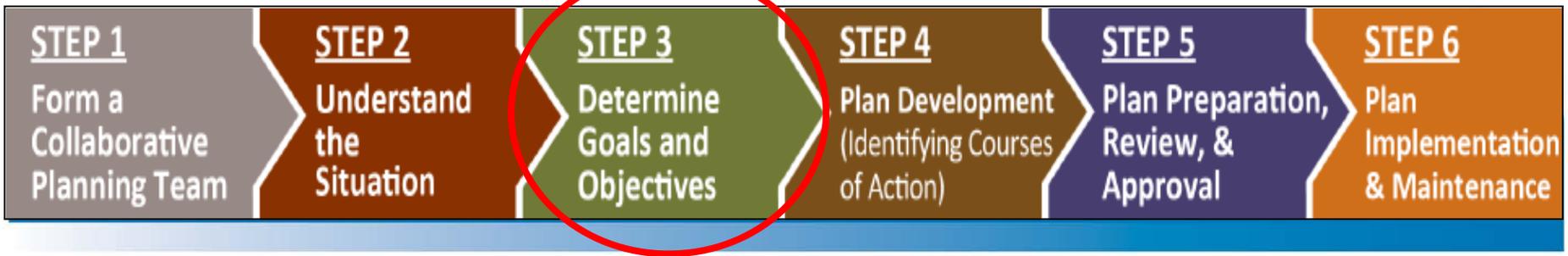
## • Understand the Situation

Type	Description	Purpose & Results
<b>Site Assessment</b>	Examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds	<ul style="list-style-type: none"><li>• Understand Impacts of threats &amp; hazards</li><li>• Risk &amp; Vulnerabilities</li><li>• Accessibility</li></ul>
<b>Culture &amp; Climate Assessment</b>	Evaluates student and staff connectedness to the school and problem behaviors.	Knowledge of perceptions safety. Knowledge of problem behaviors to address
<b>Behavioral Threat Assessment</b>	Analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat.	<ul style="list-style-type: none"><li>• Identified Before Threat Carried Out</li><li>• Referred for Services</li></ul>
<b>Capacity Assessment</b>	Examines the capabilities, services and resources of students, staff and community partners.	<ul style="list-style-type: none"><li>• Knowledge &amp; Planning</li><li>• Assign Roles &amp; Responsibilities</li></ul>

# Step 2

## • Understand the Situation

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
<b>Fire</b>	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Hazmat spill outside the school</b>	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



The planning team develops

# GOALS AND OBJECTIVES

For each threat/hazard.

# Step 3

- **Determine Goals and Objectives**

**Goals** are broad, general statements that indicate the desired outcome in response to a threat or hazard.

(1) ***Before***

(2) ***During***

(3) ***After*** the threat or hazard

**Objectives** are specific, ***measurable actions*** that are necessary to achieve the goals.



# Step 3

- Determine Goals and Objectives

## Hazardous Materials Spill In the Community

### GOALS

BEFORE	Have the capacity to seal the school
DURING	Protect students & staff from exposure to the contaminant
AFTER	Restore a safe and healthy learning environment

# Hazardous Materials Spill In the Community

**GOAL (before):  
HAVE THE CAPACITY TO SEAL THE SCHOOL**

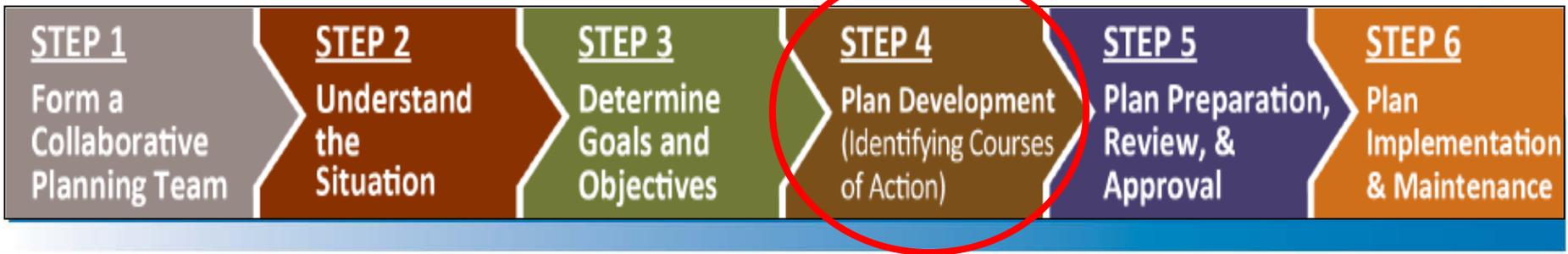
## OBJECTIVES:

- Supplies (identify, procure & store supplies)
- HVAC (shut-off locations, instructions, & labeling)
- Identify areas to Shelter-in-Place
- Training (train staff, drill students)

# Hazardous Materials Spill In the Community

## GOALS & OBJECTIVES (sample)

BEFORE	<p><b>Have the capacity to seal the school</b></p> <ul style="list-style-type: none"><li>• Supplies (Identify, procure, and store supplies)</li><li>• HVAC (shut-off locations, instructions, labeling)</li><li>• SIP Areas (identify areas to shelter in place)</li><li>• Training (train staff, drill students)</li></ul>
DURING	<p><b>Protect students &amp; staff from exposure to the contaminant</b></p> <ul style="list-style-type: none"><li>• Communication (notify all students and staff, including those outside)</li><li>• Seal Rooms (within 3 minutes of notification)</li><li>• HVAC (turn off HVAC within 3 minutes of notification)</li><li>• Medical Support (provide immediate medical support)</li></ul>
AFTER	<p><b>Restore a safe and healthy learning environment</b></p> <ul style="list-style-type: none"><li>• Clean Up (prepare physical environment for re-occupancy)</li><li>• Debrief (adjust plans, re-train)</li><li>• Communication (parents, community, students/staff, media)</li></ul>



The planning team identifies  
**COURSES OF ACTION**  
for each objective.

# Step 4

- **Plan Development**
- Identifying Courses of Action

***Possible courses of action typically are developed using a four-step process.***

1. Describe possible scenarios.
2. Determine the amount of time available to respond.
3. Identify decision points.
4. Develop *Courses of Action*.



# One Possible Scenario

## Setting

- It is 10:05 Wednesday morning and school is in session. The temperature is 40 degrees Fahrenheit outside, the sky is overcast, and there is a light breeze from the west.

## Incident

- A tanker truck carrying hazardous materials crashes into another vehicle on a road a few blocks from the school. The truck is leaking a yellowish gas that is hovering close to the ground.

## + 2 minutes

- A motorist comes upon the crash and calls 9-1-1. First responders are immediately dispatched to respond to the incident.

# Scenario (Cont.)

+ 8 minutes

- **Media has begun reporting on the tanker truck crash. Family members begin to call the school office to check on the status of their children. This is the first the school has heard of the incident.**

+ 10 minutes

- **The principal calls police dispatch to get first-hand information. Dispatch verifies the crash and that they're still gathering information, but they don't tell the school how to respond.**

+ 12 minutes

- **The principal assembles the school incident response team to assess the situation and determine an initial course of action: evacuate, shelter-in-place, or continue school as normal and wait for further instructions from 9-1-1. DECISION POINT!**

# Scenario (Cont.)

+ 13 minutes

- The school principal uses the intercom system to instruct staff to immediately implement a “Shelter-in-Place” procedure and seal their rooms.

+ 15 minutes

- The custodian who knows how to turn off the HVAC system is out sick for the day. Thankfully, two other staff members were cross-trained to turn off the HVAC system and immediately begin that process.

+ 18 minutes

- As classroom windows are being sealed, a teacher notices students outside on a field with their teacher who is seemingly unaware of the incident. From a distance, it looks like some students might be coughing. The teacher immediately calls the office.

# Scenario (Cont.)

+ 20 minutes

- In the office, phones are ringing non-stop, office staff are sealing their windows and doors, and plans are being made to deliver inhalers and other needed medications to students.

+ 20 minutes

- The principal needs to decide what to do about the classes meeting outside.

+ 20 minutes

- Have they been contaminated? Do they need medical attention?
- Are other classes meeting outside?
- How will outside classes be given instructions?
- Should they be returned to the building?
- Should they do a walking “off-campus” evacuation?
- Will you call 9-1-1 for assistance/advice?

# Step 4

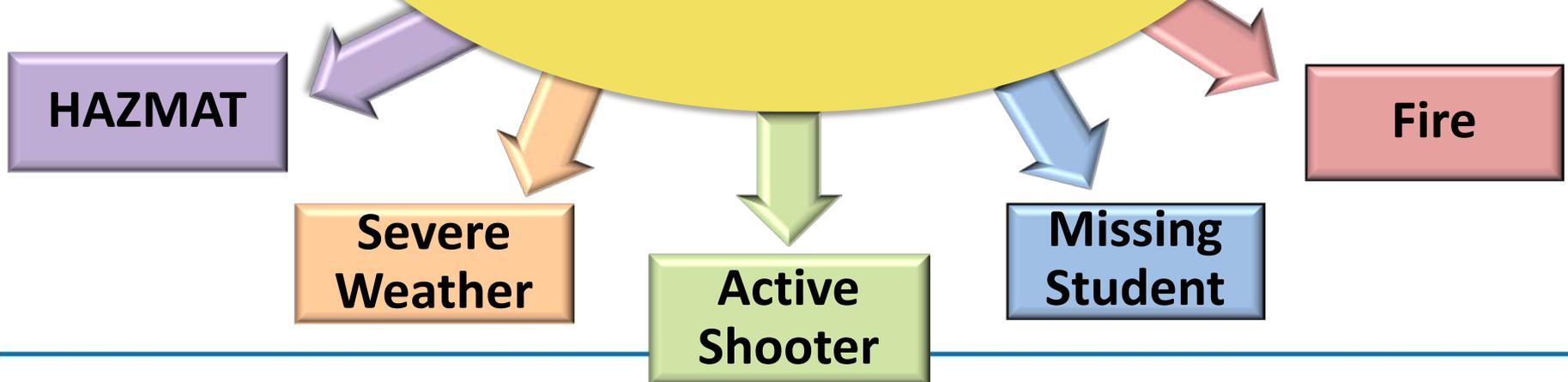
- **Plan Development**
  - Identifying Courses of Action

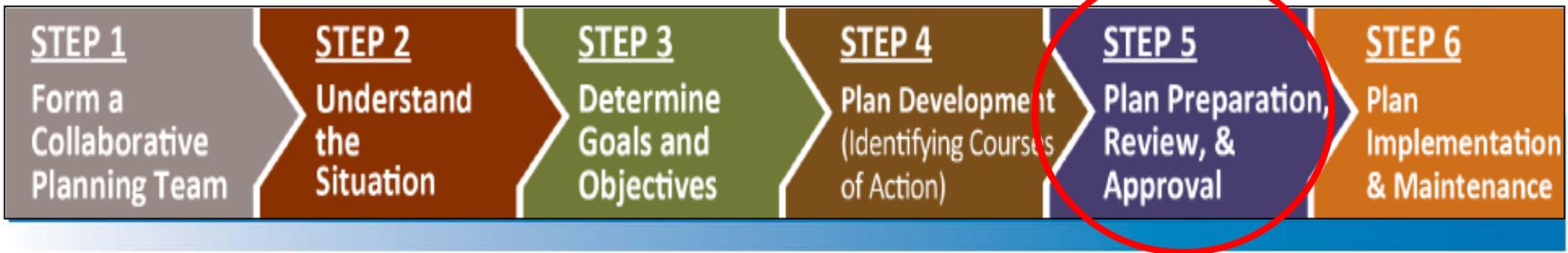
**The planning team should use the following questions to develop their preferred *Courses of Action*:**

- What is the action?
- Who is responsible for the action?
- When does this action take place?
- How long does this action take?
- What has to happen before and after this action?
- What resources are needed to perform the action?
- How will this action affect specific populations?

# Common Critical Functions

- \* Communications & Warning
- \* Student Accountability
- \* Evacuation
- \* Lockdown
- \* Reunification





The planning team  
**PREPARES A DRAFT**  
of the school EOP.

# Step 5

- Plan Preparation, Review, and Approval

**SCHOOL  
EMERGENCY  
OPERATIONS  
PLAN**

**BASIC PLAN**

**FUNCTIONAL  
ANNEXES**

**THREAT AND  
HAZARD-  
SPECIFIC  
ANNEXES**

# *Overview of the APPROACH TO OPERATIONS*

## **Basic Plan**

**Introductory Material**

**Purpose and Situation Overview**

**Concept of Operations**

**Organization and Assignment of Responsibilities**

**Direction, Control, and Coordination**

**Information Collection, Analysis, and Dissemination**

**Training and Exercises**

**Administration, Finance, and Logistics**

**Plan Development and Maintenance**

**Authorities and References**

# Threat- and Hazard-Specific Annexes

**Natural Hazards**

**Technological Hazards**

**Biological Hazards**

**Adversarial, Incidental, and Human-Caused Threats**

# Threat- and Hazard-Specific Annexes

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & Human-caused Threats
<ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Tornadoes</li> <li>• Lightning</li> <li>• Severe wind</li> <li>• Hurricanes</li> <li>• Floods</li> <li>• Wildfires</li> <li>• Extreme temperatures</li> <li>• Landslides or mudslides</li> <li>• Tsunamis</li> <li>• Volcanic eruptions</li> <li>• Winter precipitation</li> <li>• Dust Storm</li> <li>• Snow Storm</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Hazardous materials in the community: industrial plants, major highways or railroads</li> <li>• Radiological releases from nuclear power stations</li> <li>• Hazardous materials in the school, such as gas leaks or laboratory spills</li> <li>• Infrastructure failure: dam, power, water systems</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Infectious diseases</li> <li>• Contaminated food outbreaks</li> <li>• Water contamination</li> <li>• Toxic materials in schools such as mold, asbestos, mercury or in school laboratories</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Medical Emergency</li> <li>• Active shooters</li> <li>• Threat of Violence</li> <li>• Fights</li> <li>• Gang violence</li> <li>• Bomb threat or device found</li> <li>• Child Abuse</li> <li>• Cyber attacks</li> <li>• Dangerous animals</li> <li>• Suicide</li> <li>• Missing student or Kidnapping</li> <li>• School Bus Emergencies</li> <li>• Student Demonstration or Riot</li> <li>• Other</li> </ul>

# *Common Critical Functions for Threats/Hazards*

## **Functional Annexes**

**Communications and Warning**

**Evacuation**

**Lockdown**

**Shelter-in-Place**

**Accounting for All Persons**

**Family Reunification**

**Security**

**Continuity of Operations**

**Recovery**

**Health: Public, Medical, and Mental**

# Communications and Warning Annex

Includes communication and coordination before, during, and after emergencies.

## Key Considerations:

### Internal

- Staff and Students
- Language Barriers
- Accommodations



### External

- First Responders
- Families
- Media



### Technology

- Equipment
- Training
- Challenges



# Three General Response Annexes

**Evacuation**

**Lockdown**

**Shelter-in-Place**

**All  
Settings  
All  
Times**

# Evacuation Annex

***Courses of Action*** to safely evacuate school buildings and grounds.

## Examples of Evacuations:

1. Room Evacuation
2. Building Evacuation
3. Campus Evacuation

## Key Considerations:

- ✓ Various Locations
- ✓ Secondary Routes
- ✓ Self-Evacuation
- ✓ Disabilities



# Lockdown Annex

***Courses of Action*** to secure school buildings, facilities, and grounds during incidents that pose an immediate threat of violence.

1. Partial Lockdown
2. Full Lockdown

## Key Considerations:

- Exterior Doors
- Building Characteristics
- Threats Inside the Building
- Threats Outside the Building
- Students/Staff Meeting Outside



# Shelter-in-Place Annex

***Courses of Action*** when students and staff must remain indoors because it is safer than outside (e.g., Hazardous Materials Shelter; Weather-Related Shelter).

## Key Considerations:

- Supplies
- Accommodations
- Designated Safe Rooms
- Plan for Moving Students



# Accounting for All Persons Annex

***Courses of Action*** for accounting for whereabouts and well-being of students, staff, and visitors.

## Key Considerations:

- Verification of Attendance
- Missing People
- Reporting
- Release



# Family Reunification Annex

*Courses of Action* for reuniting students with their families or guardians.

## Key Considerations:

- ☑ Communications
- ☑ Logistics
- ☑ Student Security and Release
- ☑ Missing, Injured, or...



# Continuity of Operations (COOP) Annex

Describes how a school will help ensure essential functions continue during an emergency and its aftermath.

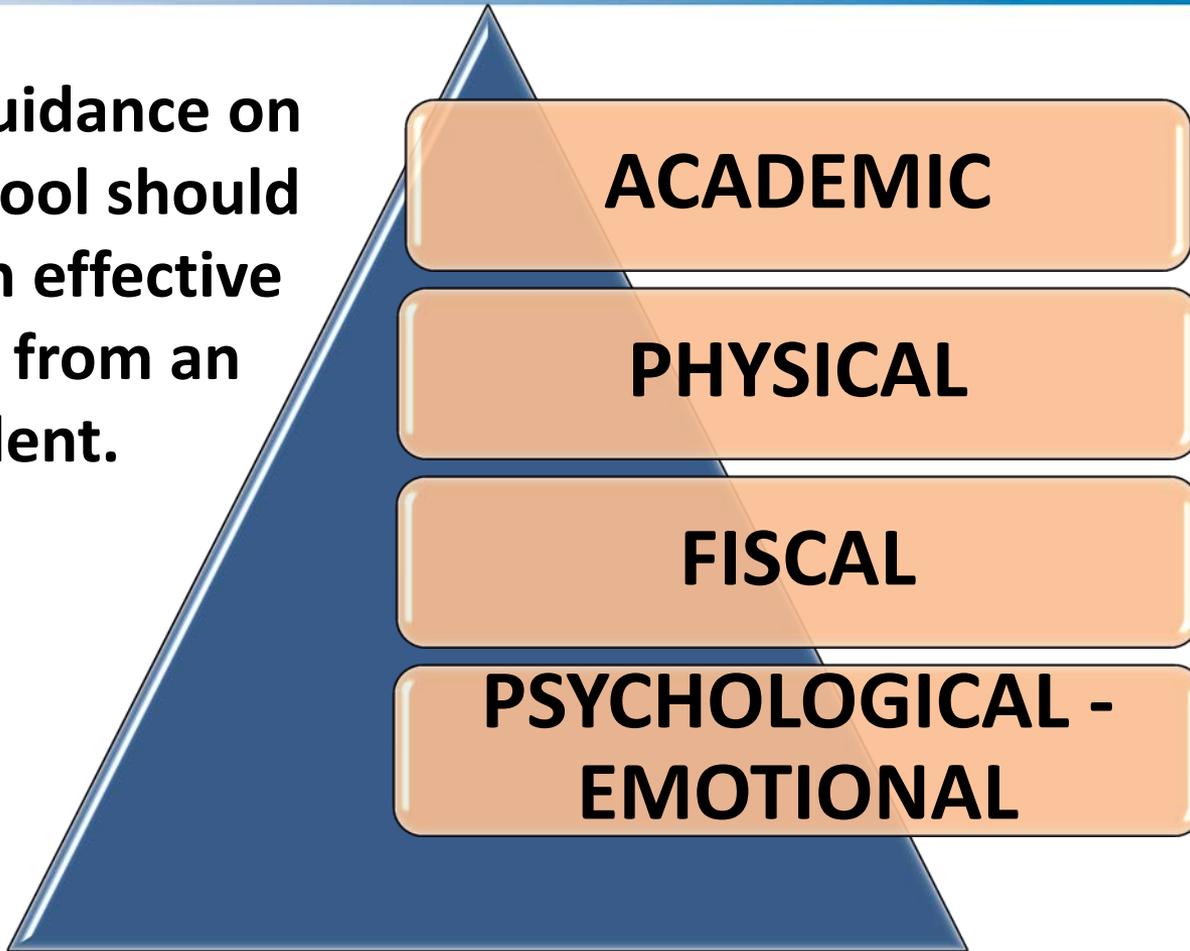


## Key Considerations:

- Essential Functions
- Essential Personnel
- Activation
- Prolonged Closure

# Recovery Annex

**Provides guidance on steps a school should take for an effective recovery from an incident.**



# Security Annex

***Courses of Action*** schools should implement routinely to secure school from criminal threats both inside and outside the school.

## Key Considerations:

- ☑ Collaboration with Law Enforcement
- ☑ Access Control
- ☑ Visitor Management
- ☑ Arrival and Dismissal
- ☑ Prohibited Items
- ☑ CPTED



# Public Health, Medical, and Mental Health Annex

***Courses of Action* schools should implement to address emergency medical, public health, and mental health counseling issues.**

## Public Health

- Outbreaks
- Information Sharing

## Medical

- Staff Roles and Training
- Resource Management

## Mental Health

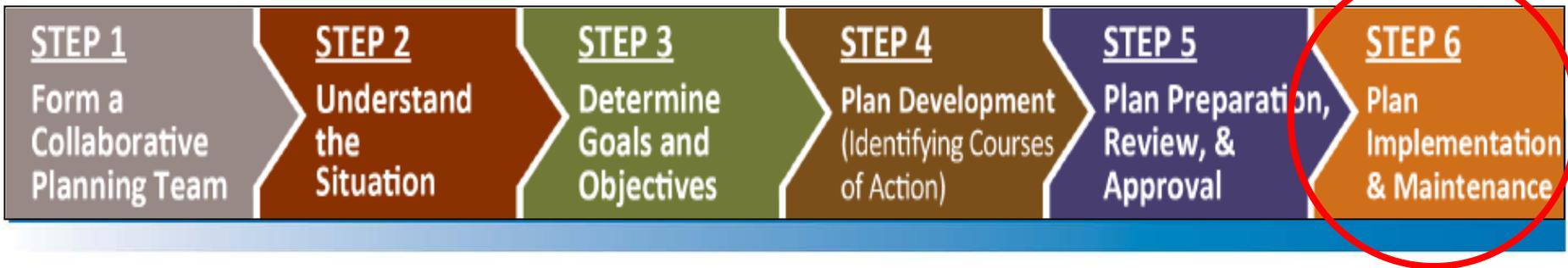
- Counselors
- Threat Assessment Team

# Step 5

## • Plan Preparation, Review, and Approval

- Logical Structure
- Plain Language
- Actionable
- Accessible Tools & Documents
- Compliant
- Approve, Share & Secure the Plan

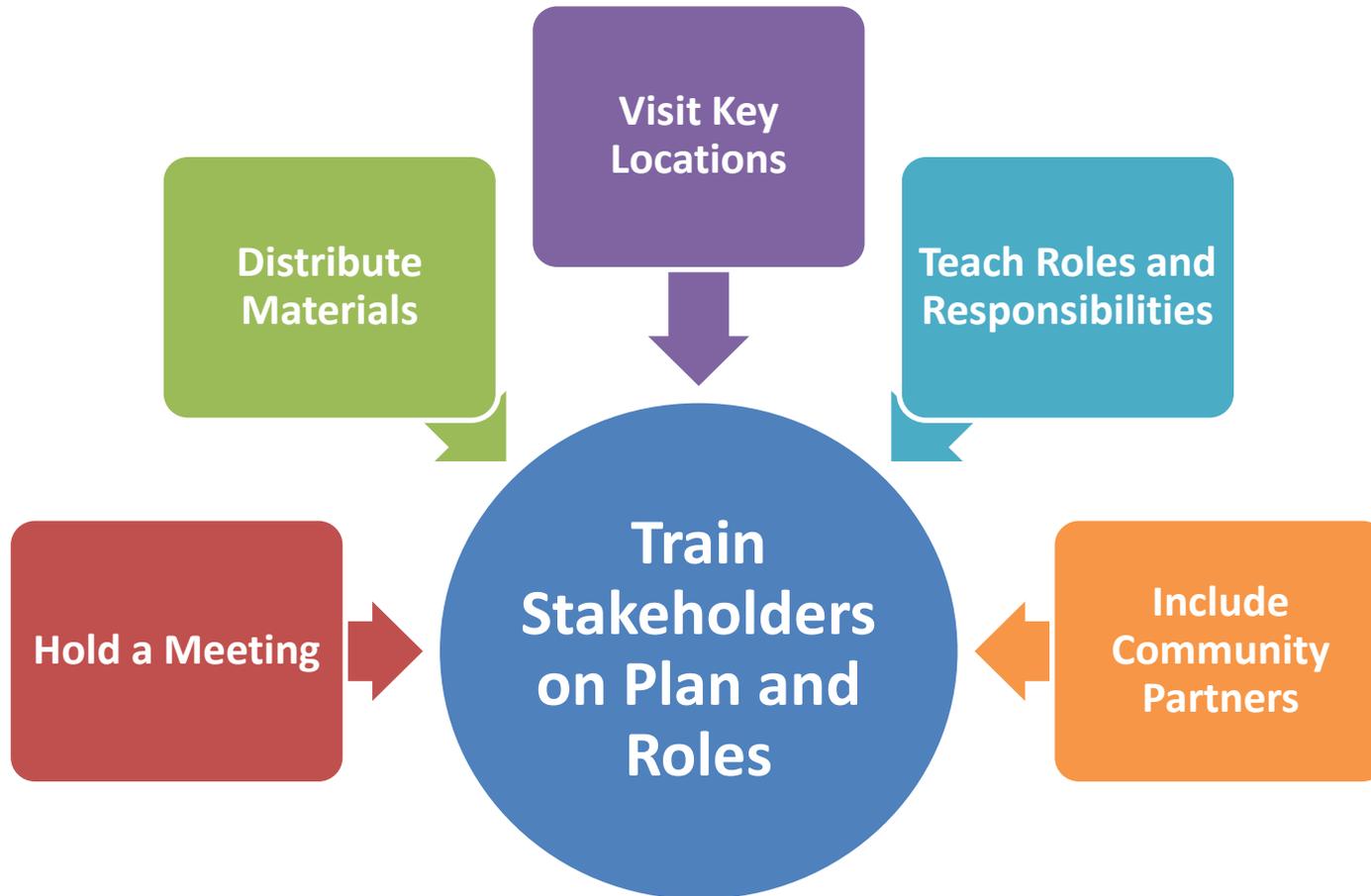




The planning team implements a  
**TRAINING, EXERCISE,  
AND MAINTENANCE**  
plan.

# Step 6

## • Plan Implementation and Maintenance



# Step 6

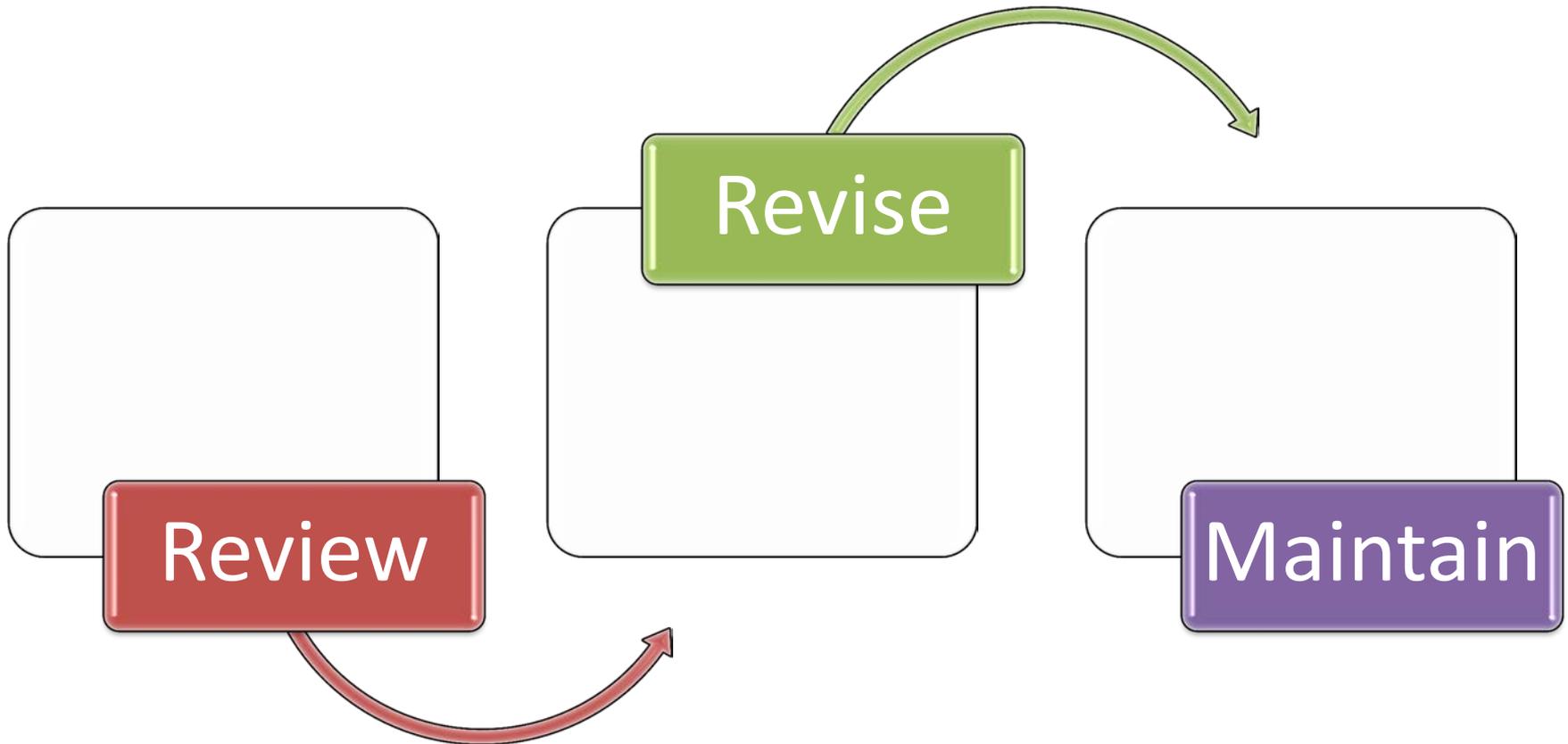
## • Plan Implementation and Maintenance

- Tabletop Exercises
- Drills
- Functional Exercises
- Full-Scale Exercises



# Step 6

- Plan Implementation and Maintenance



# A Closer Look

1. Information Sharing

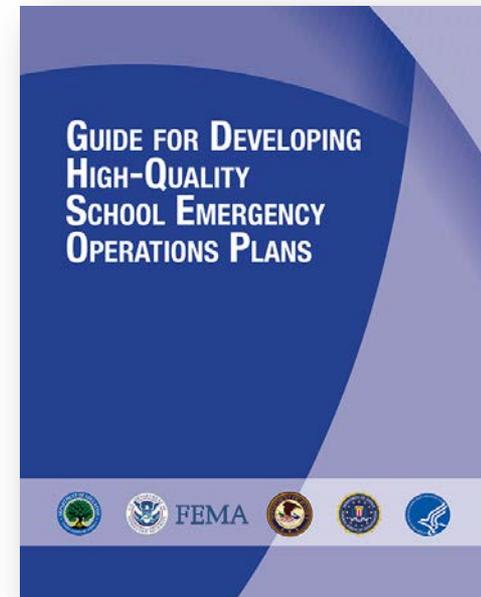
2. Psychological First Aid for Schools

3. School Climate and Emergencies

4. *Active Shooter* Situations

# Guide for Developing High-Quality School Emergency Operations Plans

- 1. Planning Principles**
- 2. The Planning Process**
- 3. Plan Content**
- 4. A Closer Look**
  - Information Sharing
  - Psychological First Aid
  - School Climate
  - Active Shooter Situations



# Resources

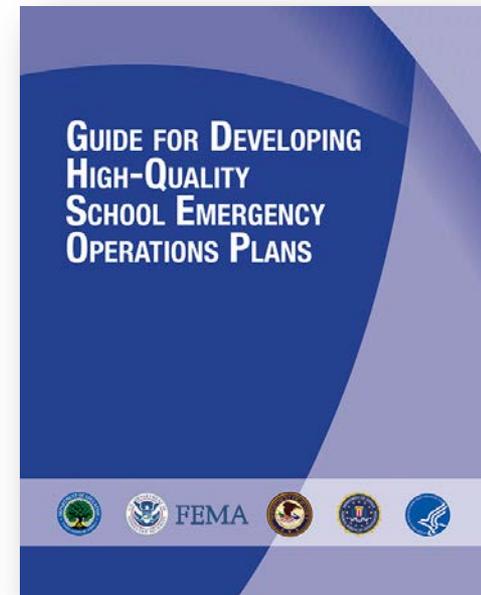
## REMS TA Center

*Readiness & Emergency Management for Schools*

<http://rem.ed.gov>

Phone: (855) 781-7367

Email: [info@remstacenter.org](mailto:info@remstacenter.org)



# Active Shooter Situations

## Three Basic Options

### RUN

- Consider your location
- Run to a safe place

### HIDE

- Lockdown
- Barricade

### FIGHT

- Disrupt or incapacitate the shooter
- Use things in your environment

# Active Shooter Situations

“To be clear, confronting an *active shooter* should never be a requirement in any school employee’s job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her.”

(page 66)

# Active Shooter Situations

“Further, the possibility of an *active shooter* situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.”

(page 66)



# Federal Bureau of Investigation



# ACTIVE SHOOTER



Awareness and Preparation



# Federal Bureau of Investigation



- 🏛️ Definition of Active Shooter
- 🏛️ Historical Overview of Incidents
- 🏛️ Profile / Characteristics of Active Shooters
- 🏛️ FBI Involvement
- 🏛️ Personal Preparation



# Federal Bureau of Investigation



## DEFINITIONS

### Department of Homeland Security (DHS):

*An individual **actively engaged** in killing or attempting to kill people in a confined and populated area.*

### National Tactical Officers Association (NTOA):

*One or more subjects who participate in a random or systematic shooting spree, demonstrating their **intent to continuously harm others**. The overriding **objective appears to be that of mass murder** rather than other criminal acts (bank robbery, kidnapping, etc). **\*\*Includes any assault with a deadly weapon causing a mass homicide.\*\****



# Federal Bureau of Investigation



## HISTORICAL OVERVIEW

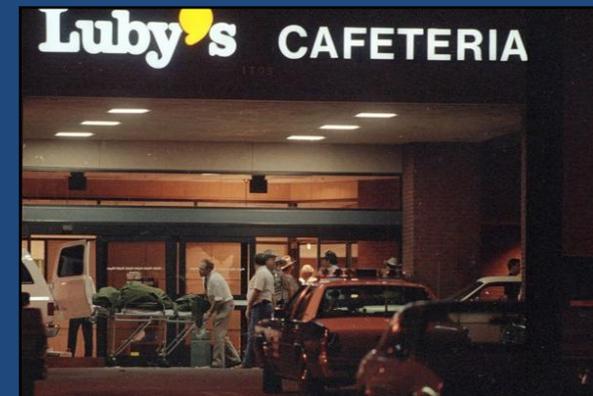


08/01/1966 – CHARLES J WHITMAN killed 16 and wounded at least 30 from the University of Texas tower, Austin, TX. Subsequently discovered that WHITMAN also killed his wife and mother earlier in the day. Killed by responding police officers. Used multiple weapons, primarily Sears Model 60 12 gauge shotgun, Universal M-1 Carbine.

09/25/1982 – GEORGE E BANKS killed 13 and wounded 1 in Wilkes Barre, PA. Victims included 5 of his own children, current girlfriend, former girlfriends, and their families. Used Colt AR-15.

07/18/1984 – JAMES O HUBERTY killed 21 and wounded 19 at McDonalds Restaurant, San Ysidro, CA. Killed by police snipers. Used multiple weapons, primarily long-barreled Uzi.

10/16/1991 – GEORGE P HENNARD killed 23 and wounded 27 in Luby's Cafeteria, Killeen, TX. Exchanged fire with responding police officers before hiding in restroom and fatally shooting self. Used Glock-17, Ruger P89.





# Federal Bureau of Investigation



## HISTORICAL OVERVIEW



05/01/1999 – ERIC HARRIS and DYLAN KLEBOLD killed 12 and wounded 24 at Columbine High School, Littleton, CO. Committed suicide in the school library prior to police entering the school. Used multiple weapons, primarily TEC-9 and Hi-Point 995 Carbine. Also armed with approximately 99 IED's.



# Federal Bureau of Investigation



## HISTORICAL OVERVIEW

04/16/2007 – SEUNG HUI CHO killed 32 and wounded 17 at Virginia Polytechnic Institute and State University, Blacksburg, VA. Committed suicide as responding police officers breached into building. Used Glock-19.

04/03/2009 – JIVERLY A WONG killed 13 and wounded 4 at the American Civic Association, Binghamton, NY. Barricaded rear door of facility with vehicle prior to assault. Killed self upon hearing sirens of responding police officers. Used Beretta Px4 and Beretta 92FS.

11/05/2009 – Major NIDAL M HASAN killed 13 and wounded 32 at Fort Hood, Killeen, TX. Exchanged gunfire and was wounded by responding police officers. Used FN Five-Seven.

07/20/2012 – JAMES E HOLMES killed 12 and wounded 58 in movie theater, Aurora, CO. Utilized gas/smoke canisters during assault, residence booby-trapped with several (approximately 30) IED'S. Taken into custody by responding police officers. Multiple weapons used, primarily Smith & Wesson M&P 15, Glock-22.

12/14/2012 – ADAM LANZA killed 26 and wounded 2 at Sandy Hook Elementary School, Newtown, CT. Subsequently discovered that LANZA killed his mother prior to assault. Fatally shot self upon being spotted by responding police officers.

09/16/2013 – AARON ALEXIS killed 12 and wounded 3 at the Navy Yard, Washington DC. Killed by responding police officers. Remington 870 and stolen Beretta 9mm handgun.





# Federal Bureau of Investigation



## OREGON

11/12/1984 – MICHAEL E FEHER, University of Oregon.

05/20/1998 –KIP KINKEL, Thurston High School.

12/11/2012 – JACOB T ROBERTS, Clackamas Town Center.

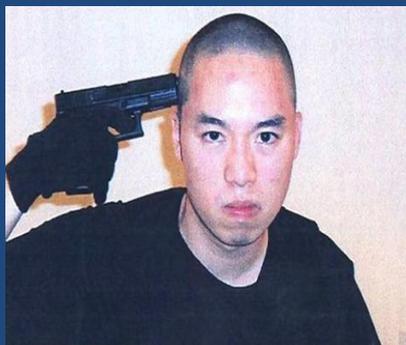
06/10/2014 – JARED M PADGETT, Troutdale High School.



# Federal Bureau of Investigation



## PROFILE / CHARACTERISTICS



SEUNG HUI CHO (32)



JENNIFER SAN MARCO (7)



PATRICK H SHERRILL (14)



JIVERLY A WONG (13)



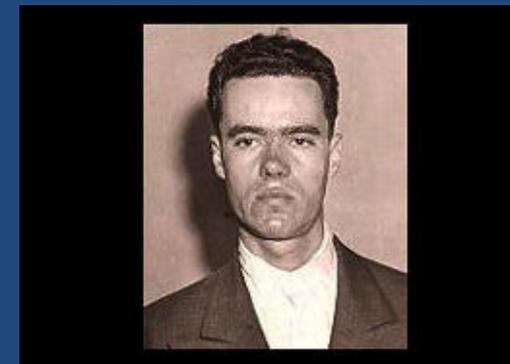
JAMES E POUGH (10)



BRUCE J PARDO (9)



MARY A HOLDER (5)



HOWARD B UNRUH (13)

**WHO IS THE ACTIVE SHOOTER?**



# Federal Bureau of Investigation



## PRE-ATTACK INDICATORS

Many offenders who engage in targeted violence **may display certain behaviors** during pre-attack planning. These behaviors may be **observable to persons familiar with the offender**:

- Development of personal grievance(s)
- Contextually inappropriate and recent acquisition of multiple weapons
- Contextually inappropriate and recent escalation in target practice and weapons training
- Contextually inappropriate and recent interest in explosives and IEDs
- Contextually inappropriate and intense interest or fascination with previous active shootings or mass attacks



# Federal Bureau of Investigation



## PRE-ATTACK INDICATORS

- Many offenders experienced a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, breakup, divorce, loss of a job.
- Many active shooters were described as “social isolates,” harbored feelings of hate or anger, and/or had some reported contact with mental health professionals.
- Few had previous arrests for violent crimes.

In approximately 80% of events, at least one person had information that the attacker was thinking about or planning the event.

**IF YOU SEE/HEAR SOMETHING...SAY SOMETHING!!!**



# Federal Bureau of Investigation



## PRE-ATTACK INDICATORS

While motivations for active shooter incidents are difficult to fully determine, some common “triggers” may include:

- Loss of significant relationships
- Feelings of humiliation/rejection
- Changes in financial status
- Major adverse changes to life circumstances
- Loss of job
- Changes in living arrangements



# Federal Bureau of Investigation



## STATISTICS

\*J Pete Blair, PhD, Texas State University, Director of Research for ALERRT, et al – “Active Shooter Events From 2000 to 2012” and “US Active Shooter Attacks From 2000 to 2010: Training and Equipment Implications.”

- Total of 110 and 84 active shooter events respectively.
- Businesses (40%), schools (29%), outdoors (19%), other (12%).
- Median response time by PD was 3 minutes.
- Median number of people shot per event was 5.
- Body armor worn 4%, multiple weapons 41%, IED's 2%.
- Multiple weapons - hand gun (59%), rifle (26%), shotgun (8%), unknown (7%).
- Connection to event location 55%, no connection 45%.
- 49% of events ended before LE arrived on scene
- Ongoing events – 60% LE force, 40% shooter ended event.

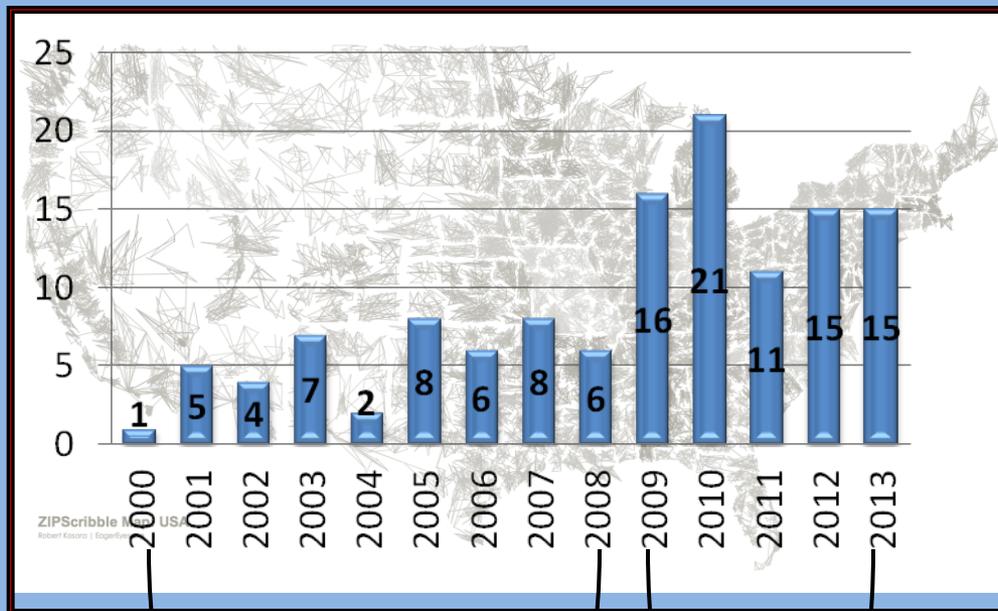


# Federal Bureau of Investigation



## STATISTICS

### 125 Active Shooter Incidents 2000-2013 (United States) \*



#### 2000-2008

- 324 people shot with 155 killed
- avg. shot 36/yr
- avg. killed 17/yr

#### 2009-2013

- 548 people shot with 248 killed
- avg. shot 110/yr
- avg. killed 50/yr

An increase from 36/yr to 110/yr marks a 206% increase in the average number shot per year.

An increase from 17/yr to 50/yr marks nearly a 194% increase in the average number killed per year.

**avg 5.22/yr** (1 every other month)      **avg 15.6/yr** (> 1/month)

\* No crime statistics are collected for active shooter events: Research by J. Pete Blair, Ph.D Texas State University (2013)



# Federal Bureau of Investigation



## FBI INVOLVEMENT

### Title 28 United States Code:

Section 530C(b)(1)(M) states “At the request of an appropriate law enforcement official of a State or political subdivision, the Attorney General may assist in the investigation of violent acts and shootings occurring in a place of public use and in the investigation of mass killings and attempted mass killings. Any assistance provided under this subparagraph shall be presumed to be within the scope of Federal office or employment...”

\*As amended by Public Law 112-265 on 01/14/2013.



# Federal Bureau of Investigation



## FBI INVOLVEMENT



### Capacity:

- 36K employees (13,785 Special Agents)
- 56 Field Offices, 380 Resident Agencies

### Capability:

- Critical Incident Response Group (NCAVC, BAU, ViCAP, HRT/SWAT, SABT, etc)
- Laboratory Division (biometrics, forensics, chemistry, cryptanalysis, etc)
- Legat / Interpol (200 countries, 190 countries respectively)

### Training/Liaison:

- Active Shooter conferences / table top exercises
- ALERRT training (approximately 60K officers in 38 states so far, standard curriculum for US DOJ, MS, OK, NC, IA, AL, LA, SC, NYC, Miami, Atlanta, Dallas, Houston...)



# Federal Bureau of Investigation



## PERSONAL PREPARATION

\*\*\*Consistent with your entities policy/procedure, individuals must use his/her own discretion during an **active shooter event** as to whether he/she chooses to run to safety, remain in place (hide), or fight. What follows is an emerging consensus on how to react to such an event. These suggestions are provided strictly as guidance.\*\*\*



# Federal Bureau of Investigation



## PERSONAL PREPARATION

Run!  
Hide!  
Fight!

Avoid!  
Deny!  
Defend!

Get Out!  
Hide Out!  
Take Out!

**RUN HIDE FIGHT VIDEO**

\*Video provided courtesy of the Department of Homeland Security and the City of Houston Mayor's Office of Public Safety & Homeland Security



# **RAPTOR**

**(Real-Time Assessment and Planning  
Tool for Oregon)**

Oregon Military Department  
Office Of Emergency Management



# Agenda

RAPTOR Overview  
Capabilities

Recent Events (limited deployment)

Steps Forward

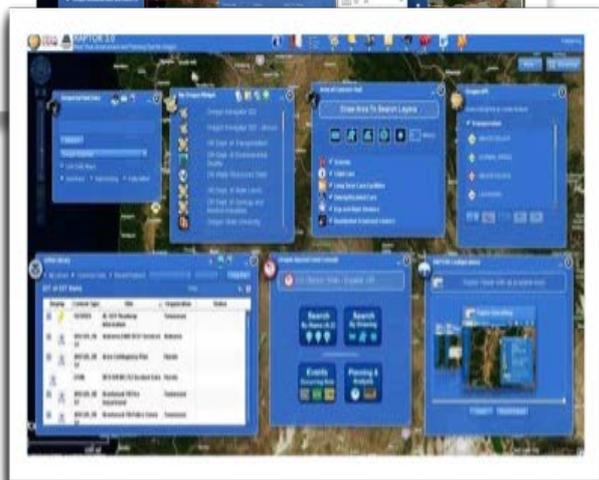
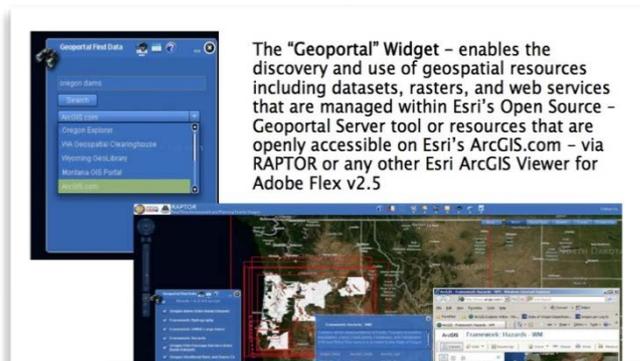
Live Demonstration



The State of Oregon Initiated the RAPTOR Project in 2010 to "operationalize" the GIS-enabled Common Operating Picture (COP) capabilities deployed as part of the 2009-2010 U.S. Department of Homeland Security Virtual USA Pilot program.

RAPTOR enables authorized users real-time information in combination with 'traditional' GIS layers to create a comprehensive picture.

**RAPTOR Mission Statement - Implementation of a sustainable, effective statewide situational awareness tool to support emergency planning, response and mitigation.**



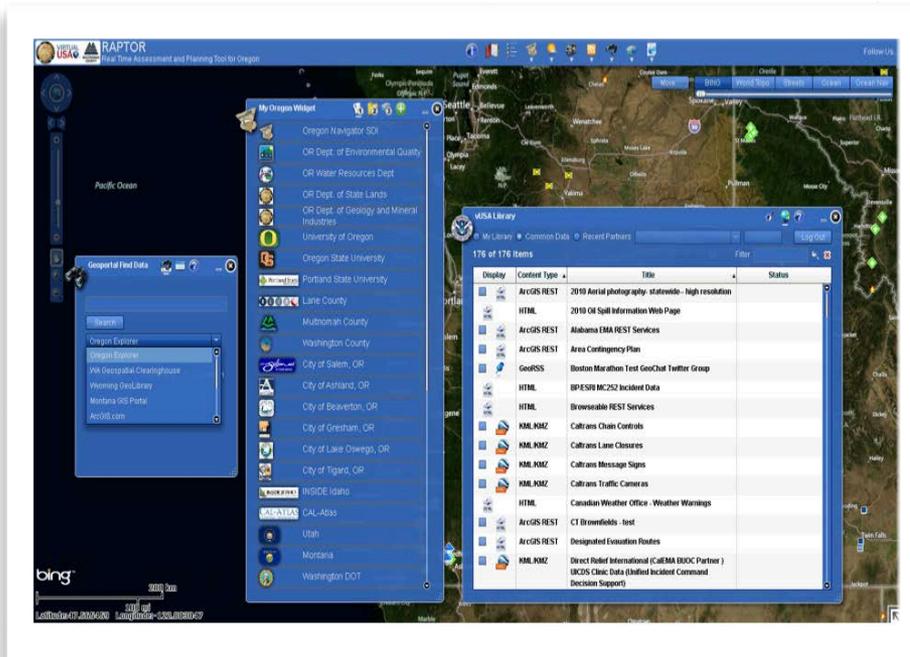
## System requirements

- No software or hardware purchases necessary
- Accessible from any computer with internet access

Event configurable and customizable

Secure and public access

**RAPTOR Mission Statement - Implementation of a sustainable, effective statewide situational awareness tool to support emergency planning, response and mitigation.**



## Supports the Emergency Operations Plan

- Shares information, both before and after an incident
- Develop, implement, and operate information-sharing and communication processes with stakeholders
- Enhances overall readiness

**RAPTOR Mission Statement - Implementation of a sustainable, effective statewide situational awareness tool to support emergency planning, response and mitigation.**



## Access To Data

Local  
State  
Tribal  
Federal

## Data Services

Live feeds  
Weather  
Stream flows (Gauge Stations)  
Shelters  
IPAWS

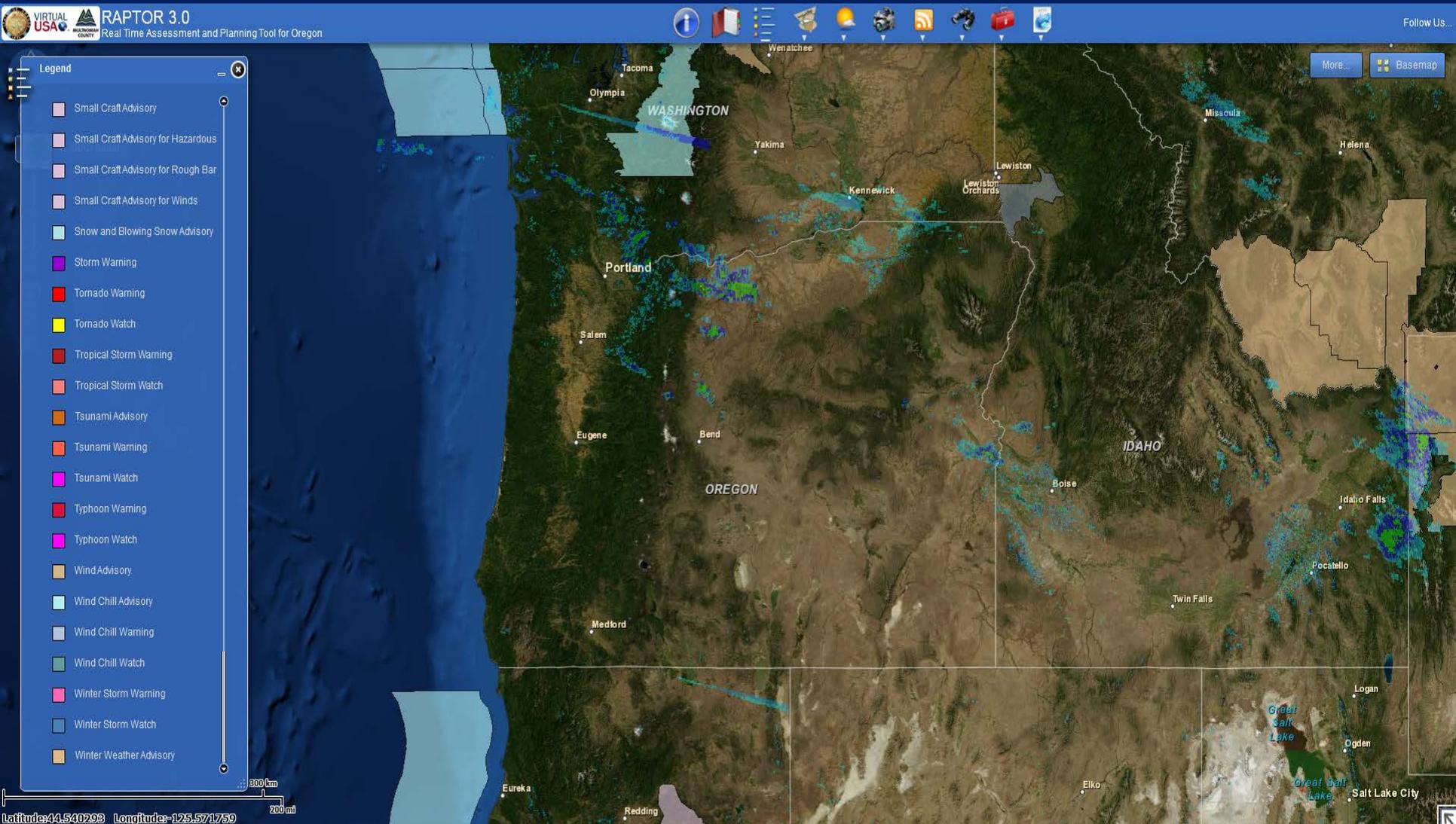
## Available Tools

RAPTOR Event Switcher  
Area of Concern  
Measurement





# Data Services Weather







# Data Services Shelter Information

VIRTUAL USA RAPTOR 3.0 Real Time Assessment and Planning Tool for Oregon

Legend  
Open Shelters  
FEMANSS - Open Shelters

**FEMA NSS - Open Shelters**

ORG\_NAME: Null  
ZIP: 98520  
objectid: 2  
HOURS\_CLOSE: Null  
CITY: ABERDEEN  
SHELTER\_ID: 352907  
MATCH\_TYPE: Null  
TOTAL\_POPULATION: 4  
HOURS\_OPEN: Null  
SHELTER\_STATUS: OPEN  
SHELTER\_NAME: Aberdeen Manor Apartment  
POST\_IMPACT\_CAPACITY: 30  
ORG\_ID: Null  
ADDRESS: 505 North F Street  
STATE: WA  
SHAPE: Point  
EVACUATION\_CAPACITY: 60

Latitude: 45.980944 Longitude: -129.090110



# Data Services

## ODOT Tripcheck Cameras

The image is a screenshot of the RAPTOR 3.0 web application. At the top left, there are logos for 'VIRTUAL USA' and 'MADONIA COUNTY'. The main header reads 'RAPTOR 3.0 Real Time Assessment and Planning Tool for Oregon'. A blue navigation bar contains various icons for information, home, and other functions. The main area is a satellite map of Oregon. A blue information window is open over the 'Cape Cove' location, displaying a live camera feed titled 'US90 at Cape Cove'. The feed shows a multi-lane highway with traffic. Below the feed, it says 'ODOT' and 'Chelan, OR TripCheck.com Miles: 170.5C'. A 'Zoom to' button is at the bottom of the window. On the left side of the map, there is a vertical toolbar and a button labeled 'Oregon Traff...'. At the bottom left, a scale bar shows 50 km and 50 miles, with coordinates 'Latitude: 44.079066 Longitude: -124.131109'. The top right corner has a 'Follow Us...' link and a 'Basemap' button.



# RAPTOR Event Switcher





# Area Of Concern Tool

The screenshot shows the 'Area Of Concern Tool' interface. At the top, there is a blue header bar with the 'VIRTUAL USA' logo, 'RAPTOR 3.0 Real Time Assessment and Planning Tool for Oregon', and several navigation icons. The main map area displays an aerial view of Hermiston, Oregon, with various facility layers overlaid. A blue sidebar on the left contains a list of facility types with checkboxes and icons. The map includes labels for 'Pony Slough', 'Coos Bay', 'North Bend', 'Upper Empire Lake', 'Middle Empire Lake', 'Southwestern Oregon Community Col', 'Ocean View Memorial Gardens', 'Bay Area Hospital', 'Mingus Park', and 'Upper Pony Creek Reservoir'. A scale bar at the bottom left indicates 0.1 km, and the coordinates are Latitude: 43.576391 and Longitude: -124.298645.



# Area Of Concern Tool

**Area of Concern Tool**

Features selected: 194

Radius: 1.3 mi Area: 5.38 sq mi

- Schools (6)
- Long Term Care Facilities (7)
- Day and Night Shelters (0)
- Residential Treatment Centers (0)
- Multnomah County Facilities (0)
- Taxlots (0)
- City Hall (0)
- Hospitals (1)
- Medical Points of Distribution (0)
- Hazardous Substances OSFM (180)
- Trimet Stops (0)

**JEFFERSON COUNTY MIDDLE**

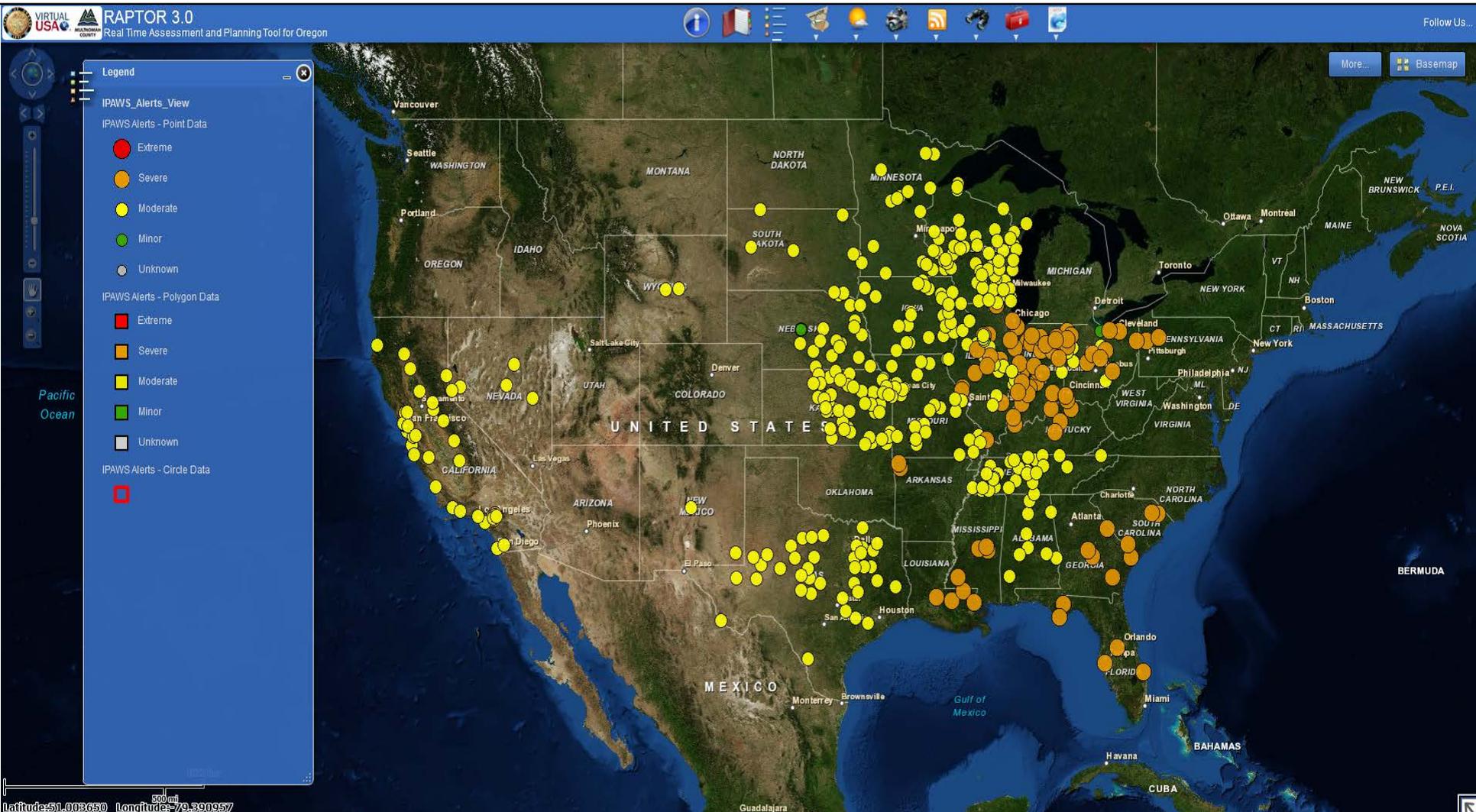
Street\_Str: 1180 SE Kemper Way  
Street\_Cit: Madras  
Street\_Zip: 97741  
Voice\_Phon: 541-475-7253

Zoom to

Latitude: 44.638899 Longitude: -121.151693

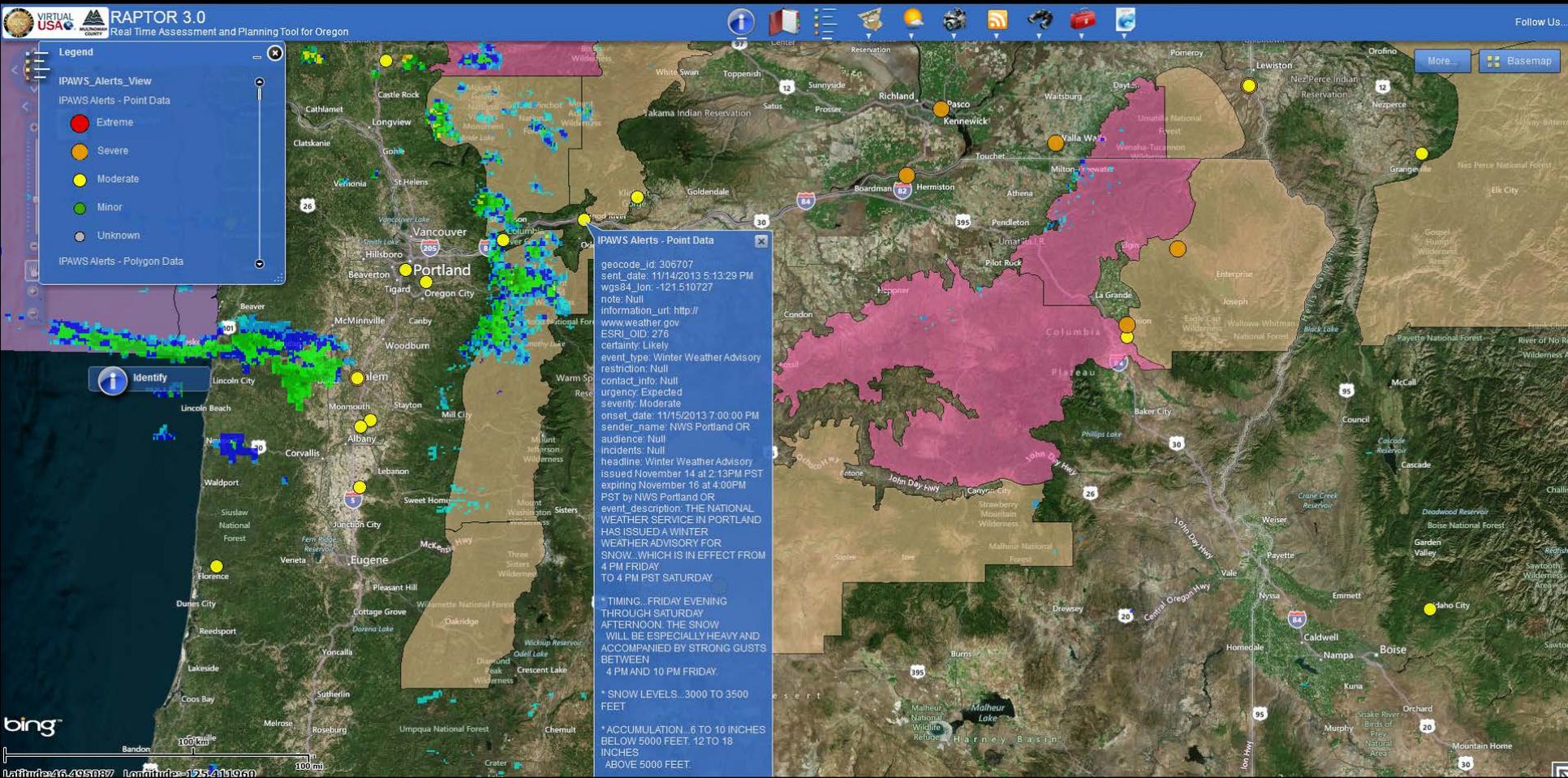


# Emergency Alert System (EAS) - Integrated Public Alert Warning System (IPAWS)





# EAS - IPAWS





# Hazardous Materials

**RAPTOR 3.0**  
Real Time Assessment and Planning Tool for Oregon

**Hazardous Substances**  
Features selected: 593

**NORTH BROADWAY SHELL**  
Address: 525 N BROADWAY  
City: COOS BAY  
County: COOS  
Phone Number: (541) 756-3426  
Business Type: GAS STATION & CARDLOCK  
Chemical Type: GASOLINE UNLEADED  
Hazard Class: FLAMMABLE AND COMBUSTIBLE LIQUID  
Hazard Text Info: ACUTE HEALTH HAZARD  
Pure or Mix Chemicals: MIX  
Physical State: LIQUID  
Hazardous: PETROLEUM DISTILLATES  
Emergency Contact: CHRIS DAVIS  
Emergency Phone: (541) 756-3426  
Responding Fire Department: COOS BAY F&R

**NORTH BROADWAY SHELL**  
Address: 525 N BROADWAY  
City: COOS BAY  
County: COOS  
Phone Number: (541) 756-3426  
Business Type: GAS STATION & CARDLOCK  
Chemical Type: GASOLINE UNLEADED PREMIUM  
Hazard Class: FLAMMABLE AND COMBUSTIBLE LIQUID  
Hazard Text Info: ACUTE HEALTH HAZARD  
Pure or Mix Chemicals: MIX  
Physical State: LIQUID  
Hazardous: PETROLEUM DISTILLATES  
Emergency Contact: CHRIS DAVIS  
Emergency Phone: (541) 756-3426  
Responding Fire Department: COOS BAY F&R

**NORTH BROADWAY SHELL**  
Address: 525 N BROADWAY  
City: COOS BAY  
County: COOS  
Phone Number: (541) 756-3426  
Business Type: GAS STATION & CARDLOCK  
Chemical Type: DIESEL FUEL 2 LOW SULFUR  
Hazard Class: FLAMMABLE AND COMBUSTIBLE LIQUID  
Hazard Text Info: ACUTE HEALTH HAZARD  
Pure or Mix Chemicals: MIX  
Physical State: LIQUID  
Hazardous: PETROLEUM DISTILLATE  
Emergency Contact: CHRIS DAVIS  
Emergency Phone: (541) 756-3426  
Responding Fire Department: COOS BAY F&R

**TYREE OIL INC**  
Address: 341 NEWMARK ST  
City: NORTH BEND  
County: COOS  
Phone Number: (541) 756-9776  
Business Type: WHSE & OFFICE FOR PETROLEUM BULK TERMINAL

**COOS BAY CITY OF**  
Address: 999 LAKESHORE DR  
City: COOS BAY  
County: COOS  
Phone Number: (541) 267-3966  
Business Type: MUNICIPALITY  
Chemical Type: DIESEL FUEL 2  
Hazard Class: FLAMMABLE AND COMBUSTIBLE LIQUID  
Hazard Text Info: CHRONIC HEALTH HAZARD  
Pure or Mix Chemicals: MIX  
Physical State: LIQUID  
Hazardous: DIESEL FUEL 2  
Emergency Contact: MIKE MCDANIEL  
Emergency Phone: (541) 267-3966  
Responding Fire Department: COOS BAY F&R

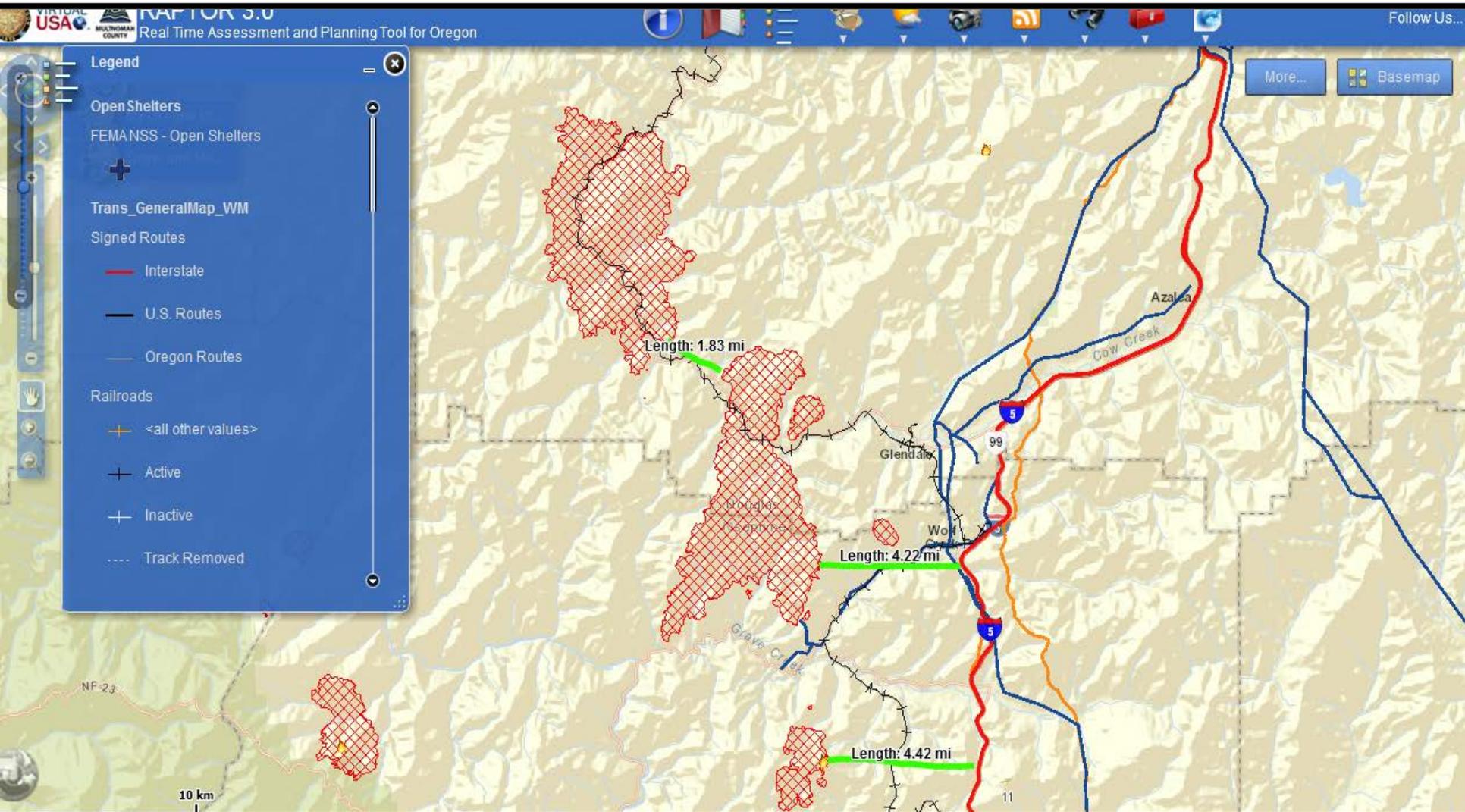
Zoom to

Latitude: 42.0705 Longitude: -124.21885

Capabilities - Measurement

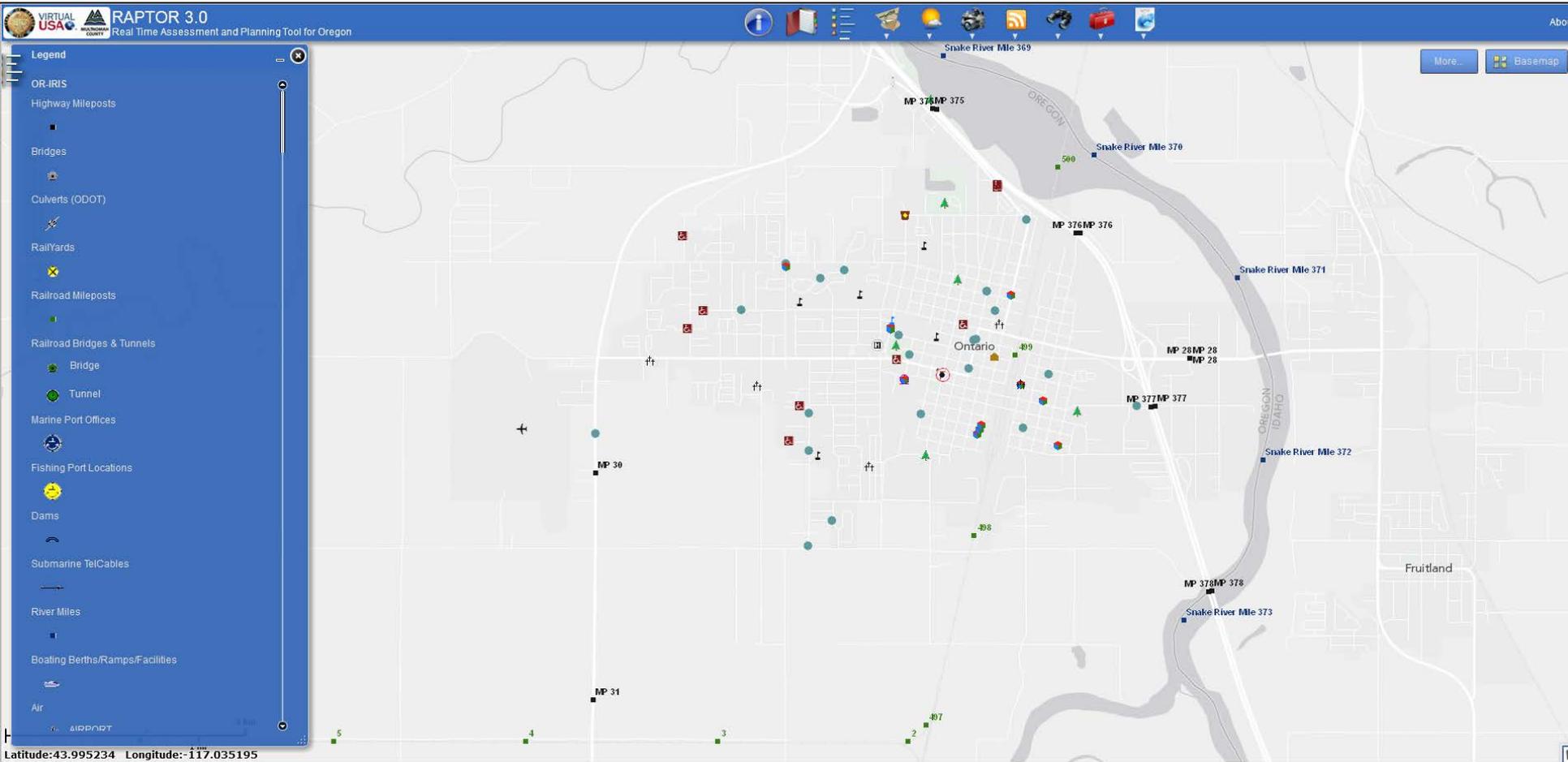


# Measurement





# Oregon DEQ - Incident Response Information System (IRIS)





# Recent Events

Fire Season 2014

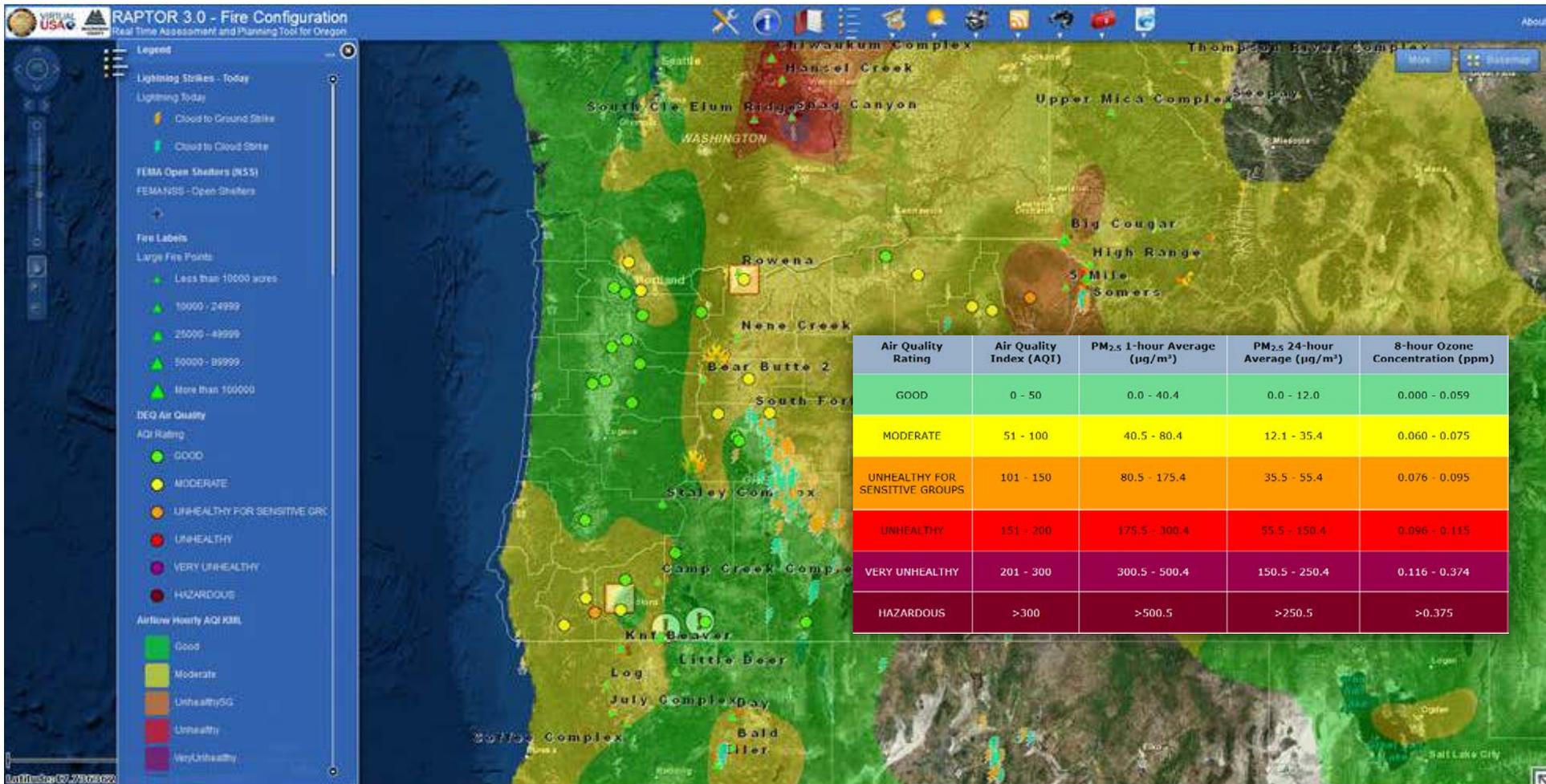
- July 2014 Wildfires
  - High Level Situational Awareness
  - Fire Perimeters
  - Air Quality / Wind Direction
  - Vulnerable Populations
  - Critical Infrastructure & Key Resources
    - Power Infrastructure

**RAPTOR Mission Statement - Implementation of a sustainable, effective statewide situational awareness tool to support emergency planning, response and mitigation.**



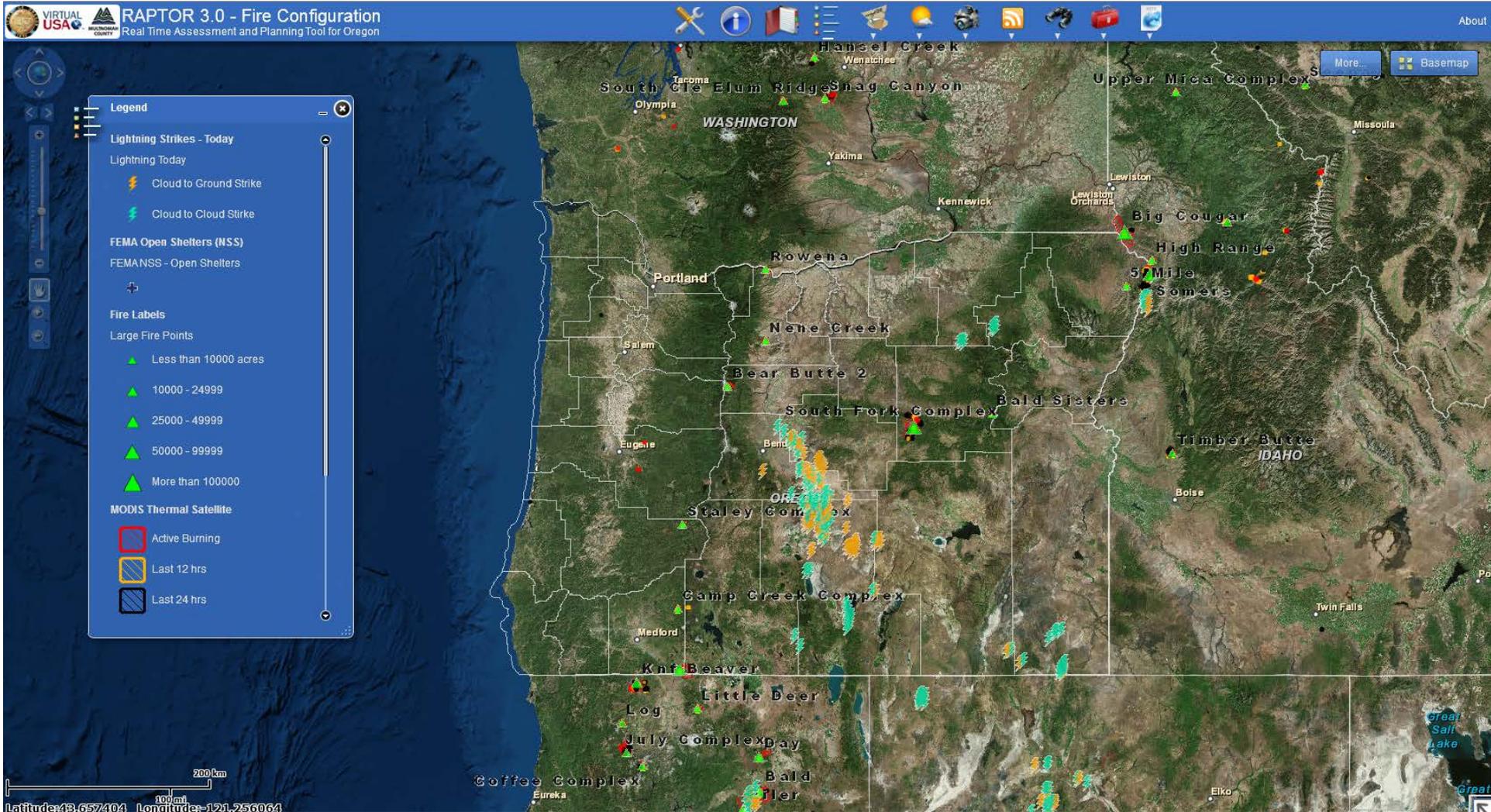
# Fire Season 2014

## Air Quality / Wind Direction



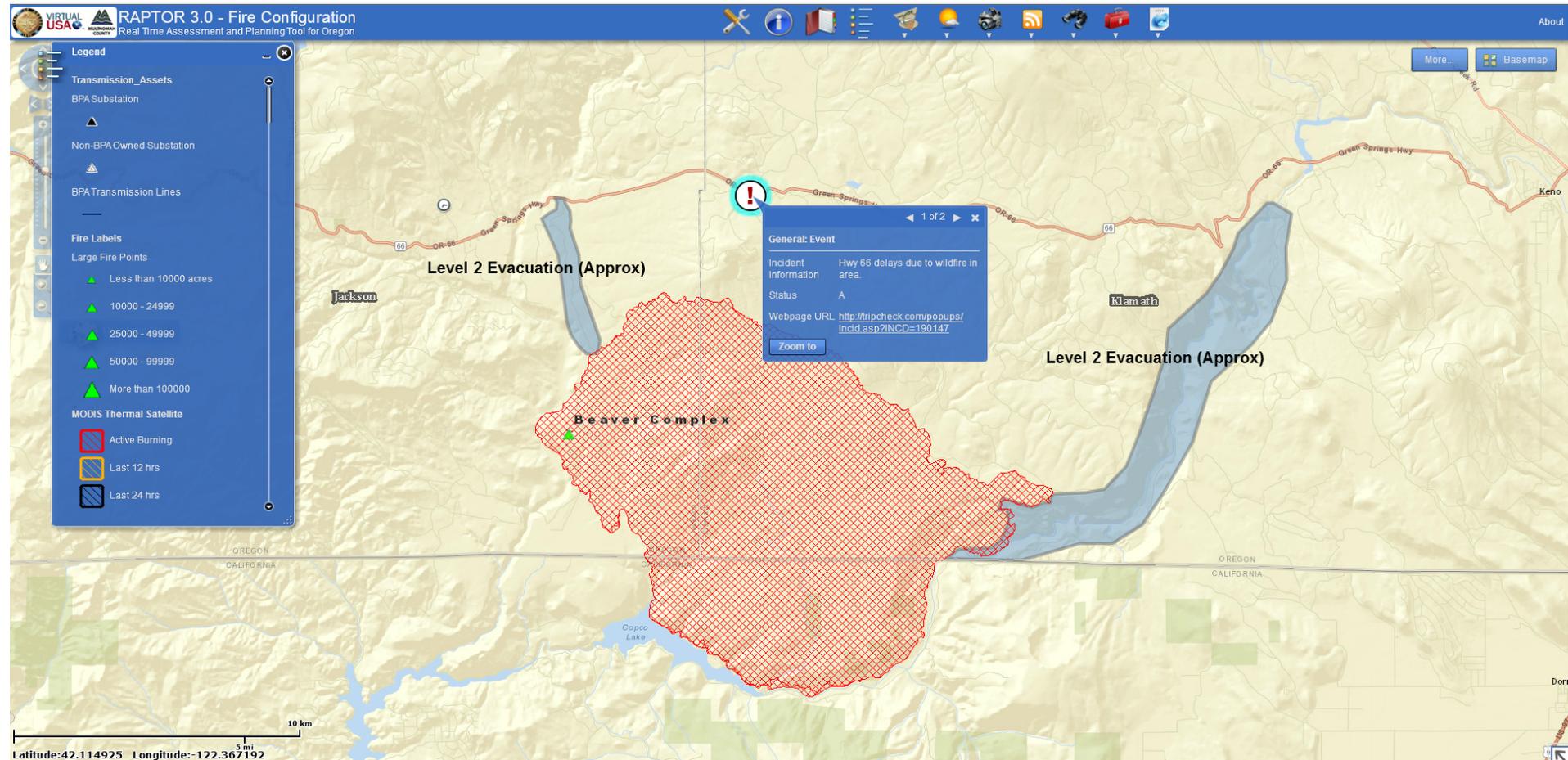


# Fire Season 2014 Lightning Strikes



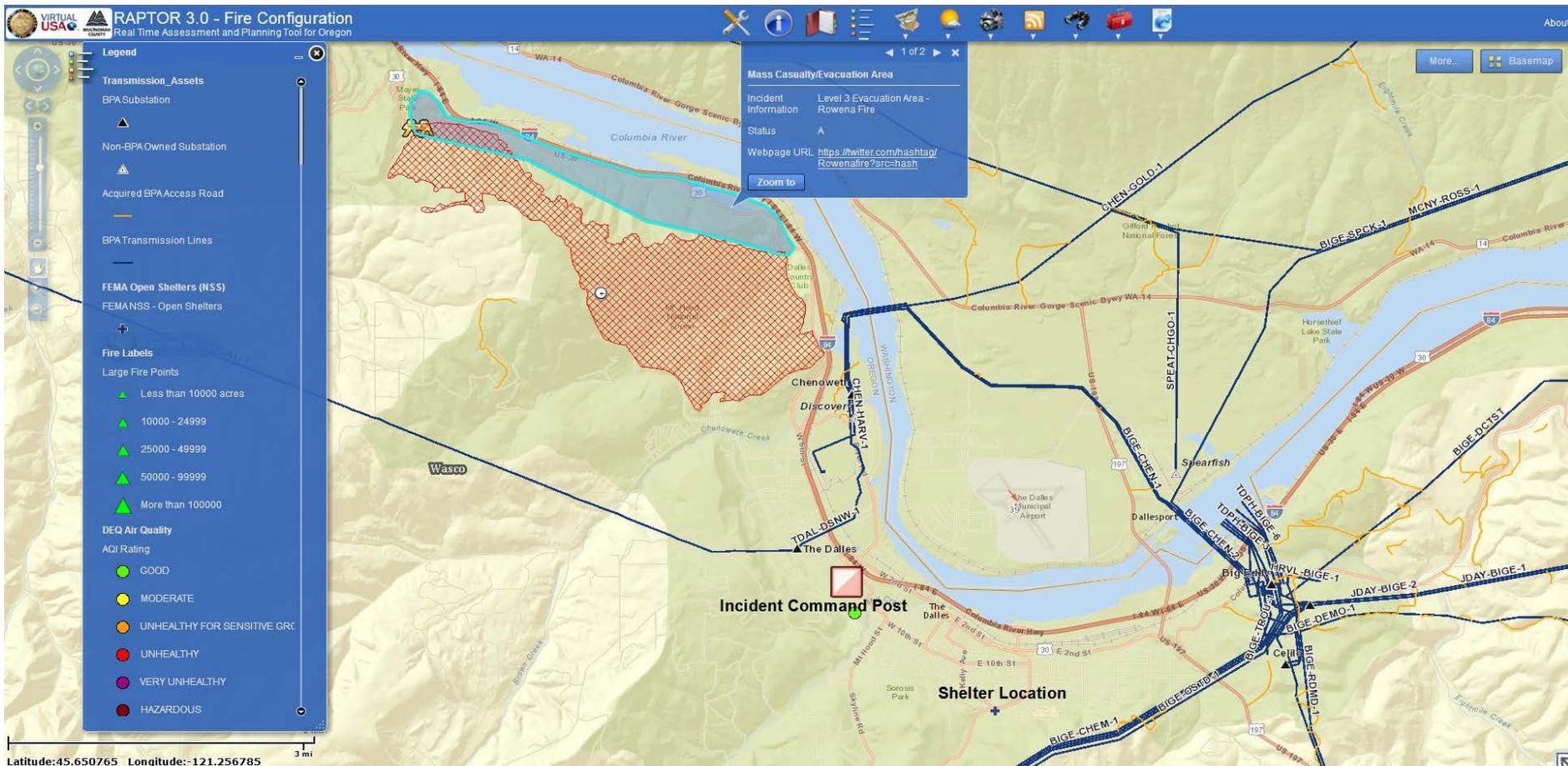


# Fire Season 2014 Evacuations/Tripcheck Alerts





# Fire Season 2014 Critical Infrastructure/Key Resources





# LIVE DEMONSTRATION



# Contact Information

GIS System Coordinator

Daniel Stoelb

(503) 378-2911 ext. 22234

[Daniel.stoelb@state.or.us](mailto:Daniel.stoelb@state.or.us)

RAPTOR Site

Public: [www.oregon.gov/DAS/CIO/Pages/RAPTOR.aspx](http://www.oregon.gov/DAS/CIO/Pages/RAPTOR.aspx)

Secure: contact me for details