BEAVERTON SCHOOL DISTRICT

Public Safety Department

Fall 2026 Public Safety Report

Summary

The Public Safety Department provides districtwide leadership, coordination, and operational support for emergency management, behavioral threat assessment, problematic sexual behavior prevention, and student safety initiatives. The department partners closely with school leaders, district staff, and community agencies to ensure safe, supportive, and well-prepared learning environments.

Grounded in nationally recognized best practices and aligned with state guidance, the department supports schools across prevention, preparedness, response, and recovery, including emergency planning, multidisciplinary threat assessment, problematic sexual behavior prevention, staff training, and safety technologies that enhance situational awareness and communication.

The 2025–26 school year brought measurable growth across each of these areas, and work continues at pace into 2026–27.

Mission and Vision

Mission

To support safe, prepared, and welcoming schools through proactive prevention, emergency preparedness, coordinated response, and collaborative partnerships.

Vision

Every student and staff member in the Beaverton School District learns and works in a school that is safe, prepared, and welcoming, supported by a department that prevents harm before it occurs and responds with care when it does.

Core Values

- **Service:** We provide responsive, professional support to every school and student.

- **Preparedness:** We plan, train, and practice so schools are ready when it matters most.
- **Prevention:** We intervene early to reduce risk before it escalates.
- **Compassion:** We approach safety with care and respect for the whole person.
- **Partnership:** We strengthen our work through relationships with schools, agencies, and the community.

Strategic Goals

- Strengthen campus safety and emergency-response readiness.
- Enhance districtwide communication and emergency-alert capabilities.
- Expand staff and student emergency-preparedness training.
- Strengthen partnerships with law enforcement, fire and emergency medical services, emergency-management agencies, and community organizations.
- Improve multi-agency coordination and incident management through after-action learning.

Key Areas of Responsibility

Emergency Management and Preparedness

- Development and maintenance of district and school Emergency Operations Plans
- Coordination with the City of Beaverton, Washington County Emergency Management, and first responders
- Training, drills, and exercises to ensure readiness across all schools
- Activation and coordination of district-level response systems during critical incidents

Behavioral Threat Assessment and Problematic Sexual Behavior Prevention

- Multidisciplinary threat assessment, problematic sexual behavior prevention, and case management
- Coordination of responses to concerning student behaviors, including threats, problematic sexual behavior, and, on occasion, co-occurring suicide risk
- Staff training to support early identification, intervention, and documentation
- Alignment with Oregon's school safety and prevention frameworks, including the statewide multidisciplinary student safety assessment system (Oregon Revised Statute 339.341)

Campus Supervisor Program (Secondary Schools)

- Centralized oversight of Campus Supervisors at all middle and high schools
- Consistent role expectations, supervision practices, and operational standards across campuses
- Ongoing training, coaching, and professional development
- Support for incident response, documentation, and coordination with building administration
- Alignment with district safety protocols, Behavioral Threat Assessment and Management, and emergency response

Safety and Security Technology Systems

- Oversight of districtwide security infrastructure: access control, intrusion alarm, and video safety systems
- Contracted security and alarm monitoring
- Implementation and maintenance of visitor and volunteer management platforms
- Continuous improvement of systems for safety, efficiency, and reliability

Safety Operations Center and Dispatch

- Centralized dispatch operations providing real-time coordination and communication during routine operations and emergencies
- Management of alarm system testing in coordination with drills, ensuring security systems are placed in and out of test mode accurately and on schedule
- Radio traffic management across district schools and departments during daily operations, drills, and incidents
- Badge photo processing and identification credential management for employees, contractors, and volunteers
- Background checks for employees, contractors, and volunteers, including coordination with applicable screening systems
- Fingerprinting services in support of employee and contractor credentialing requirements
- Real-time monitoring of security systems and coordination with responding parties when alarms or incidents are activated

How Public Safety Supports the Beaverton School District

The Public Safety Department is a districtwide team that connects daily operational services with prevention, preparedness, response, and recovery. The department supports schools before, during, and after safety concerns by managing essential screening and credentialing processes, coordinating emergency systems, assessing concerning behavior, strengthening physical security, training staff, and maintaining partnerships with public agencies. Much of this work occurs behind the scenes every day, so school staff can remain focused on teaching, learning, and student belonging.

Daily Operational Work

- Processing background checks for employees, contractors, and volunteers and coordinating applicable screening requirements.
- Providing fingerprinting services and managing badge photographs, identification credentials, access requests, and related records.
- Supporting Raptor visitor and volunteer management, kiosk operations, sign-in processes, and school troubleshooting.
- Coordinating alarm testing, radio traffic, door and access-control issues, camera-video requests, and routine safety service calls.
- Receiving and triaging urgent concerns and connecting schools with district resources or response partners.

Prevention, Preparedness, and Coordinated Response

Prevention includes Behavioral Threat Assessment and Management, digital threat assessment, Problematic Sexual Behavior Prevention, early intervention, visitor screening, campus supervision, and individualized planning.

Preparedness includes Emergency Operations Plans, drills, exercises, reunification, administrator scenarios, communications practice, and accountability.

Response and recovery include dispatch, emergency alerts, incident coordination, transportation, reunification, agency coordination, and after-action improvement.

The **Security Trio** aligns Public Safety, Security Technology, and Facilities work involving access control, alarms, radios, public address system integration, video intercoms, and camera safety systems.

Campus Supervisors provide relationship-based supervision, de-escalation, documentation, and support for secondary-school administrators.

Agency partnerships include law enforcement, fire and emergency medical services, Washington County Emergency Management, juvenile services, probation, behavioral health, Tualatin Hills Park & Recreation District, the American Red Cross, and regional districts.

Camera Safety Systems

Beaverton School District camera systems support situational awareness, active-incident response, and review of specific reported concerns. They are not used as a continuous individual-surveillance program. Appropriate use depends on legitimate safety purposes, role-based access, secure administration, trained users, and alignment with policy and law.

Behavioral Threat Assessment: Level 1 and Level 2

Level 1 assessment is generally school-based and includes screening, information gathering, consultation, immediate supports, and safety measures. Level 2 provides enhanced investigatory support, including on-site assessment, collateral information, digital threat assessment, multidisciplinary consultation, and more intensive safety planning. Both levels focus on early identification, coordinated intervention, and active management rather than prediction or automatic discipline.

Problematic Sexual Behavior Prevention: Level 1 and Level 2

Level 1 provides an early, school-based response to problematic sexual behavior through information gathering, consultation, supervision planning, and identification of student safety and support needs. Level 2 provides a more comprehensive response when the circumstances indicate a need for enhanced assessment, multidisciplinary consultation, or coordinated safety planning. The process is designed to respond to concerning behavior without labeling students, while promoting safety, developmentally appropriate accountability, intervention, and coordinated support for all students involved.

Youth Services Officer Partnership

Beaverton School District Youth Services Officers are more than law enforcement professionals assigned to schools. They are trained partners in education, safety, prevention, and student support who work alongside school administrators and staff every day to help create safe, welcoming, and supportive learning environments.

Building relationships is central to the role

A key part of every Youth Services Officer's job is building trusted relationships with students and staff, so that students, families, and educators see them as a familiar, approachable resource long before a crisis occurs.

Officers participate in district leadership and partnership trainings alongside school administrators and staff, which deepens their understanding of student needs, educational practices, school culture, and district priorities. This shared learning strengthens relationships, improves communication, and helps officers serve as trusted resources for students, families, and staff. Youth Services Officers are not simply assigned to schools; they are trained to be part of the school community.

School-Specific Training

In addition to their law enforcement experience, Youth Services Officers receive extensive school-specific training, including:

- Autism awareness
- Threat assessment and management, including training through the Association of Threat Assessment Professionals
- Oregon Crisis Intervention Team training
- Oregon School Resource Officer and National Association of School Resource Officers programs
- The Standard Response Protocol
- Applied Suicide Intervention Skills Training
- Emergency and event management
- Gang resistance education and substance abuse prevention
- Ethics and bias awareness
- National Center for Missing & Exploited Children programs

A Defined Role Within a Multidisciplinary Approach

Youth Services Officers are one resource within the district's broader, multidisciplinary approach to student and school safety. They provide specialized consultation and investigative support when a situation involves an immediate safety concern or information that may require law enforcement expertise, such as weapons, serious threats, or significant student-on-student violence. Their involvement does not replace the school's responsibility to understand the needs of the student, nor does it automatically result in disciplinary or criminal consequences.

The partnership is grounded in a trauma-informed approach that recognizes student behavior can be influenced by stress, trauma, developmental factors, disability, relationships, and other circumstances. Public Safety works with school administrators, Student Services, behavioral threat assessment teams, families, and community partners so that each situation is evaluated individually. School discipline, supportive intervention, Behavioral Threat Assessment and Management, mental and behavioral health supports, and law enforcement investigation serve different purposes, and Public Safety coordinates them so that law enforcement involvement is purposeful and limited to situations where that expertise or authority is needed.

By combining specialized training, ongoing professional development, and strong relationships with educators and students, Youth Services Officers are well positioned to support prevention, intervention, emergency preparedness, and positive student outcomes throughout the district.

Department Accomplishments

The Public Safety Department made significant progress in 2025–26 across emergency preparedness, behavioral threat assessment, communications technology, and interagency partnerships.

Emergency Preparedness

Emergency Operations Plans were reviewed and updated to align with current best practices and district needs. Middle schools conducted reunification exercises, including scenarios involving the return of Outdoor School students, using Raptor reunification tools and after-school program protocols to strengthen site-level readiness.

Behavioral Threat Assessment

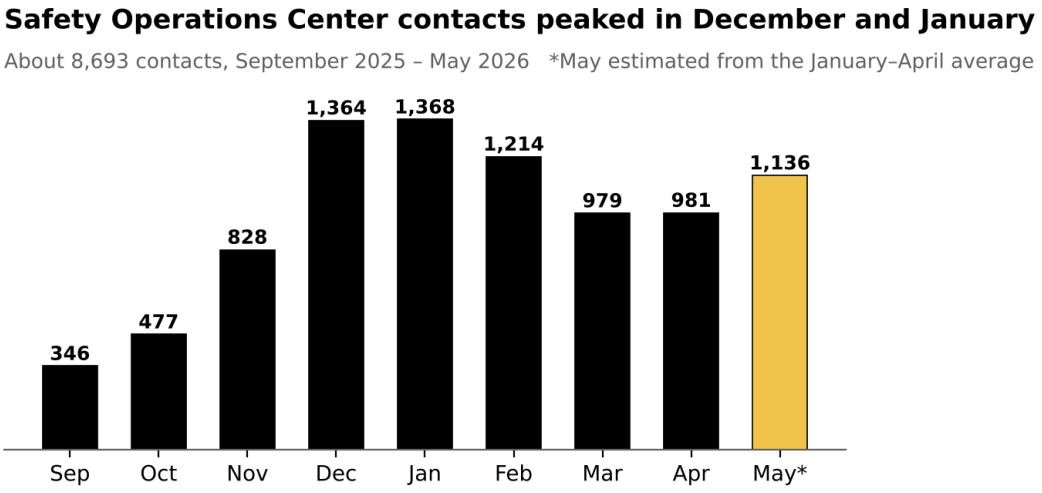
The department strengthened its threat assessment model through implementation of a Level 2 investigatory team that conducts on-site assessments prior to the multidisciplinary community partner meeting. This ensures comprehensive information gathering, timely intervention, and coordinated decision-making.

In response to the growing prevalence of digital behaviors and online indicators of concern, the department expanded its approach to include digital behavioral threat assessment: systematic review of open-source social media and digital communications to identify patterns of risk, escalation, and potential leakage of intent. Key benefits include:

- Faster identification and implementation of safety planning needs
- Integration of behavioral and digital indicators into comprehensive risk assessments
- On-site response typically within two days of a reported concern

Safety Operations Center

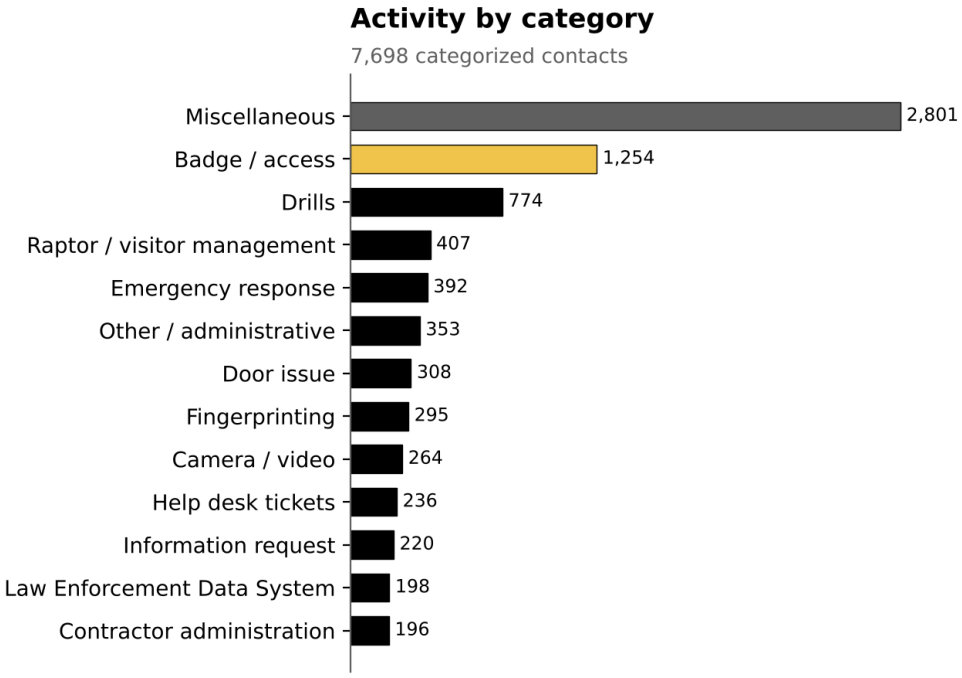
The Public Safety office served as the district's centralized dispatch hub throughout 2025–26, managing daily safety operations and emergency coordination across all sites. The Safety Operations Center handled an estimated 8,693 contacts between September 2025 and May 2026, spanning badge access, visitor management, drills, alarms, fingerprinting, background checks for employees, contractors, and volunteers, and emergency coordination. May figures are estimated based on the average of the prior four months, as full documentation was not completed that month.



Contact volume grew significantly through the fall as the school year ramped up, peaking in December and January before returning to typical spring levels. The relative dip in September reflects a partial month of data as the log system came online.

What the Safety Operations Center Handles

The chart below shows how 7,698 categorized Safety Operations Center contacts break down by type of work.



Safety Technology and Visitor Management

The district is in its third year of Raptor visitor and volunteer management implementation, with kiosks operating across all schools. All visitors are screened against the sex offender registry at sign-in. The district uses the Raptor volunteer module to process volunteer applications across all schools.

Volunteer Applications and Background Checks

Public Safety processes volunteer applications through the Raptor volunteer module and completes background checks for employees, contractors, and volunteers, helping ensure that every adult working in district schools has been appropriately screened.

> **23,267** **active volunteers in the district's system**

Volunteer Applications	Submitted	Approved	Screened Out
2025–26 school year (July 1, 2025 – June 30, 2026)	8,607	8,585	23
2026–27 to date (July 1 – October 30, 2026)	7,951	7,939	12

In addition to volunteer applications, Public Safety completes background checks for employees and contractors. Public Safety conducted 2,047 contractor background checks during the 2025–26 school year and 534 so far in 2026–27. Since July 1, 2025, 30 contractor applicants have been screened out.

Contractor Background Checks	Conducted
2025–26 school year (July 1, 2025 – June 30, 2026)	2,047
2026–27 to date (July 1 – October 30, 2026)	534

Public Safety also provides fingerprinting services for employees and for contractors, whose fingerprints are processed off-site.

Fingerprinting	Contractors (Off-Site)	Employees	Total
2025–26 school year	2,108	139	2,247
2026–27 to date	692	30	722

Applicants who are screened out are not approved to work, provide contracted services, or volunteer in district schools. This screening, together with Raptor visitor management at every school entrance, provides a consistent and documented approach to keeping campuses safe.

Visitor Screening

All campus visitors are screened through Raptor upon entry. The system captures destination, sign-in time, and sign-out time, and cross-checks each visitor against the national sex offender registry in real time. Signing in at the kiosk also allows the school to account for every visitor on campus during a crisis. This process supports a consistent, documented approach to campus access management across all district sites.

Additional technology improvements supported during 2025–26 included:

- Integration of wall-mounted activation buttons and public address systems to enable rapid secure and lockdown initiation
- Expanded camera coverage to support situational awareness
- Deployment of upgraded radio systems to strengthen communication reliability

Partnerships and Interagency Coordination

The department strengthened coordination with local and regional partners through regular participation in weekly meetings with juvenile services, law enforcement, probation, and Washington County Behavioral Health. The department also built collaborative relationships with:

- Tualatin Hills Park & Recreation District
- Beaverton Emergency Management
- Washington County Emergency Management
- The American Red Cross
- School districts of similar size

Safety Communications and Emergency Alerts

Aligned with Oregon Alyssa's Law (House Bill 3083, 2025) and Oregon Revised Statute 336.071

The Public Safety Department serves as the districtwide hub for emergency communication, providing real-time situational awareness and ensuring rapid connection between schools, district leadership, and emergency responders. Oregon's Alyssa's Law, House Bill 3083, was signed in May 2025 and amends Oregon Revised Statute 336.071. It requires school governing bodies to consider installing a panic alarm system that is wireless or wearable, connects to

multiple emergency services technologies, and integrates with local public safety answering points for 911 calls. It also reaffirms that every school must provide drills and instruction on emergency response procedures. The Beaverton School District has moved beyond consideration to implementation, putting in place the layered alert system described below.

Integrated Communication Systems

Emergency communication operates through a layered system:

- Raptor Alert platform for emergency notifications and incident coordination
- Wall-mounted activation buttons, phone public address systems, and Raptor Alerts enabling rapid initiation of secure and lockdown protocols
- Centralized Public Safety dispatch providing real-time monitoring, coordination, and communication oversight

Together, these systems put the intent of Alyssa's Law into practice: staff can initiate an alert and reach emergency responders quickly, even under high-stress conditions.

Dispatch and Notification Coordination

The Public Safety office functions as the district's centralized dispatch center, enabling:

- Immediate incident triage and alert activation
- Real-time communication among schools, district leadership, and first responders
- Direct coordination with law enforcement, fire, and emergency medical services
- Centralized oversight of incident escalation and resource deployment

This dispatch model reflects Alyssa's Law expectations for real-time coordination with multiple emergency services and connection to public safety answering points (911).

System Improvements

Key improvements this year advanced the district's alignment with Alyssa's Law communication expectations:

- Expanded use of Raptor Alerts as the primary emergency notification system
- Integration of wall buttons, public address systems, and Raptor Alerts for rapid, consistent activation
- Updated radio systems and camera coverage to support situational awareness
- Closer alignment between Public Safety dispatch operations and school-based communication practices

Training and Drill Integration

Communication systems are reinforced through regular practice consistent with Alyssa's Law and the drill requirements of Oregon Revised Statute 336.071:

- Emergency drills across all protocols (evacuate, lockdown, secure, shelter, hold)
- Integration of Raptor Alerts and radio protocols into drill scenarios
- Ongoing staff training on alert activation, communication expectations, and incident coordination

Emergency Management and Incident Response

The Public Safety Department provided coordinated emergency management support to schools through preparedness planning, real-time incident response, and continuous improvement informed by after-action reviews.

Preparedness Framework

The district maintained a comprehensive emergency management framework that includes updated Emergency Operations Plans, regular drill implementation, and safety technologies to support school-based response. Schools conducted drills across all standard protocols (evacuate, hold, secure, lockdown, and shelter) with centralized tracking of completion, timing, and follow-up to ensure compliance and readiness across sites.

Real-Time Incident Response

During emergencies, the Public Safety Department provided on-site and remote coordination to support school administrators and district leadership, including:

- Activating emergency protocols (secure, evacuation, lockdown)
- Assisting with student supervision, accountability, and controlled release decisions
- Providing real-time communication between school teams, district leadership, and responding agencies
- Collaborating with transportation, coordinating reunification planning, and facility response

Multi-Agency Coordination

Emergency responses consistently involved collaboration with:

- Law enforcement for investigation and response to safety threats
- Fire and emergency medical services for facility and life-safety incidents
- Beaverton School District Transportation for student movement during active events

Ongoing coordination with juvenile services, probation, behavioral health, and emergency management agencies strengthened alignment and ensured a coordinated approach to complex incidents.

Actual Emergency Activations

In addition to planned drills, the department coordinated 171 actual emergency activations during the 2025–26 school year across 47 schools. These activations reflect real-time threats, environmental hazards, and safety situations requiring immediate protocol response, distinct from scheduled drill activity.

Continuous Improvement Through After-Action Review

The department conducted after-action reviews following significant incidents to evaluate response effectiveness and identify improvements. Key themes and resulting actions:

- **Communication protocols:** Standardized use of Raptor, radios, and public address systems; clarified roles for information sharing during incidents
- **Role clarity:** Reinforced staff assignments using the Standard Response Protocol and Standard Reunification Method
- **Training and drill design:** Incorporated communication tools and decision-making practice into exercises
- **Technology and infrastructure:** Identified and addressed gaps in device access, connectivity, and system usability
- **Student management:** Refined protocols for student movement, reunification, and specialized supports at secondary schools

Training, Drills, and Exercises

The Public Safety Department supported districtwide emergency preparedness through a structured drill program aligned to the I Love U Guys Foundation's Standard Response Protocol. Oregon Revised Statute 336.071 requires schools to provide at least 30 minutes of instruction on emergency procedures each school month, at least two earthquake drills each year, and at least two safety threat drills each year, in addition to fire drills; Oregon Administrative Rules 581-022-2225 and 581-024-0275 require fire, earthquake, and safety threat drills consistent with that statute. Drill implementation complies with these Oregon Department of Education requirements, and the Beaverton School District conducts two additional safety drills each year beyond them. Drills were centrally tracked to guide continuous improvement and follow-up support.

Drills Completed

From fall 2025 through October 29, 2026, Beaverton School District schools completed 1,259 safety drills across all protocols and sites. Public Safety uses centralized tracking in Raptor Technologies to document completed drills, monitor districtwide implementation, identify missing records, and provide follow-up support to schools. The Hold drill count includes situational and optional training activities completed during this period.

Drill Type	Number Completed
Evacuate	695
Hold	204
Shelter	157
Lockdown	154
Secure	49
Total Completed	**1,259**

Applied Learning Through Real Incidents

Training was reinforced through planned drills, reunification practice, and real-time incident response. Some middle schools practiced reunification using the Raptor Technologies accountability and reunification system when students returned from Outdoor School, allowing teams to rehearse student accountability, transportation coordination, family communication, and controlled release. Some elementary schools practiced reunification with after-school activities, helping schools account for students participating in extended-day programming and coordinate release procedures outside the regular school-day structure. Schools also practiced all standard response protocols with centralized completion tracking.

Actual incidents and after-action processes served as applied exercises, requiring:

- Real-time decision-making by administrators
- Coordination across school, district, and external partners
- Use of communication systems and accountability procedures under pressure

School Feedback

Feedback gathered through after-action reviews and incident debriefs indicates that school teams:

- Value practical, scenario-based training that reflects real conditions
- Benefit from clear communication structures and tools

- Need continued support with reunification, accountability, and coordination during complex incidents
- Appreciate real-time guidance and support during emergencies

This feedback directly informed adjustments to training design, drill structure, and emergency response protocols.

Behavioral Threat Assessment and Management

The Public Safety Department supports prevention-focused safety work through a structured Behavioral Threat Assessment and Management system based on the Salem-Keizer Cascade Model for threat assessment. This work enables early identification, coordinated intervention, and multidisciplinary response to concerns affecting student and staff safety.

Oregon Revised Statute 339.341 directs the Oregon Department of Education to help districts implement a multidisciplinary student safety assessment system, with teams that assess students who engage in or threaten violence, develop management and intervention plans with community partners, and connect students and families to community resources. The district's Level 1 and Level 2 model, multidisciplinary community partner meetings, and digital threat assessment build on and extend this statewide framework.

2025–26 Completed Assessments

The department completed 301 Behavioral Threat Assessment and Management assessments during the 2025–26 school year. Thirty-nine assessments, approximately 13.0 percent, required Level 2 review.

2026–27 Activity to Date

> **85 assessments** **2 Level 2 assessments**
>
> Both Level 2 assessments involved possession of guns.

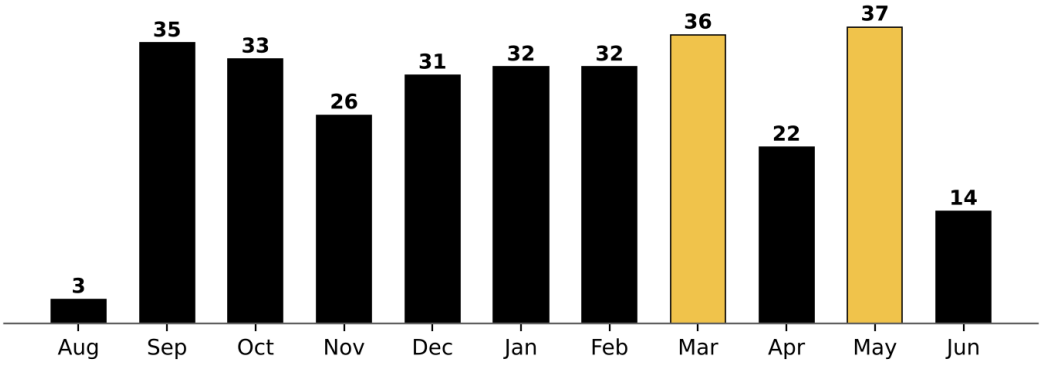
The 2026–27 count is a year-to-date operational snapshot and should not be compared directly with the completed 2025–26 annual total. The two Level 2 cases demonstrate the continued need for coordinated, multidisciplinary assessment when weapons are involved.

Activity by Month: 2025–26

Case volume remained elevated in the fall and spring, with March and May the highest-volume months.

Threat assessments by month, 2025–26

301 completed assessments; March and May highlighted as peak months

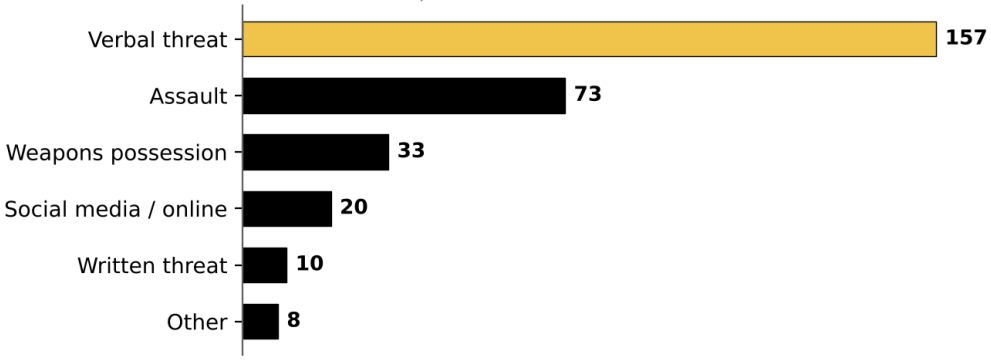


2025–26 Assessment Patterns

Verbal threats were the most common behavior assessed, followed by assault or physical conflict and weapons possession. Assessments occurred across all school levels, reinforcing the importance of early identification and coordinated intervention throughout the district.

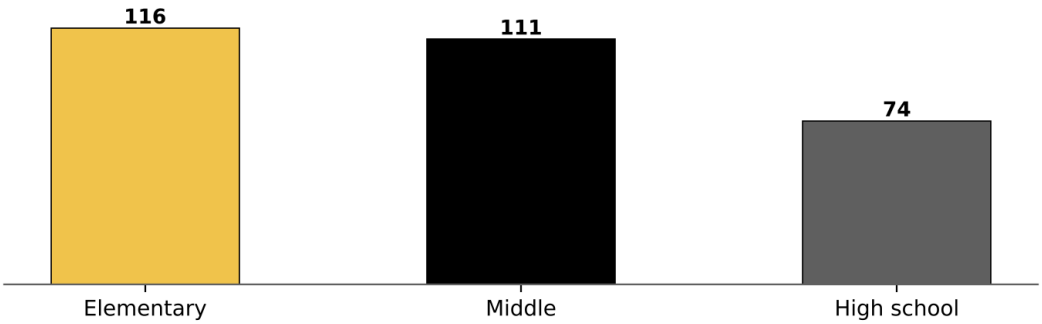
Threat assessments by type

301 assessments, 2025–26



Threat assessments by school level

301 assessments, 2025–26



The behavior-type and school-level totals each reconcile to the 301 completed assessments reported for 2025–26.

System Improvements and Partnerships

- **Training:** Districtwide training in threat assessment protocols and decision-making frameworks, with increased use of consistent processes across schools.
- **Standardization:** Improved consistency in documentation, case review, communication practices, and multidisciplinary consultation.
- **Digital threat assessment:** Continued development of digital behavioral threat assessment practices to identify online indicators of concern.
- **Coordination:** Strengthened interdepartmental alignment to support timely information sharing and decision-making across complex cases.

Problematic Sexual Behavior Prevention

The district's Problematic Sexual Behavior Prevention work uses the Salem-Keizer Cascade Model. It provides a developmentally responsive, trauma-informed process for assessing concerning sexual behavior, identifying safety and support needs, and coordinating supervision, intervention, and accountability. Level 1 responses are generally school-based. Level 2 responses provide enhanced multidisciplinary consultation and coordinated safety planning when circumstances require a more comprehensive response.

2026–27 Activity to Date

38 assessments **1 Level 2**

Practice Framework

- Respond without labeling students and consider developmental factors, context, impact, and individual support needs.
- Coordinate supervision and safety planning for all students involved.
- Use multidisciplinary consultation when concerns are complex, repeated, coercive, or otherwise indicate a need for enhanced review.
- Maintain developmentally appropriate accountability while connecting students and families with school, district, and community supports.

Partnerships

Behavioral Threat Assessment and Management and Problematic Sexual Behavior Prevention work is supported by administrators, counselors, social workers, psychologists, case workers, law enforcement when specialized authority or investigative expertise is needed, department

executives, the Oregon Department of Human Services, Washington County youth services, juvenile justice, and the Oregon Youth Authority.

Security Trio

The Security Trio is a standing partnership among Public Safety, Security Technology, and Facilities. Together, these three teams plan, install, and support the physical security systems that protect every school and district building: electronic access control, intrusion alarms, video safety systems, radios, public address system integration, and video intercoms.

Each partner brings a distinct role. Public Safety defines how systems need to function during daily operations and emergencies and monitors them through the Safety Operations Center. Security Technology designs, configures, and integrates the systems and platforms. Facilities coordinates construction, installation, and long-term maintenance. Working as one team, the Security Trio:

- Plans security upgrades alongside construction and renovation schedules so work is sequenced efficiently
- Replaces aging equipment and standardizes systems so every site operates on consistent, reliable technology
- Coordinates commissioning, testing, and go-live with contractors and school administrators, bringing camera systems online after access-control and intrusion systems are in place
- Maintains continuity of school operations while work is underway
- Connects completed systems to centralized monitoring and response, so alarms and incidents reach the right people quickly

Project Progress and Completion Outlook

Through October 2026, the Security Trio has completed 27 project locations or phases: 14 during the 2025–26 school year and 13 so far in 2026–27. Completed work spans elementary, middle, K-8, and high schools, as well as option programs and transportation facilities. Remaining work, focused primarily on elementary schools and district support facilities, is scheduled to finish before students return for the 2027–28 school year. Timelines may shift slightly based on contractor progress, site readiness, and coordination with other construction work.

These improvements reflect the Beaverton community's investment in its schools. A number of Security Trio projects and upgrades are made possible by the 2022 bond, and the district is grateful to voters for supporting safer, more secure learning environments for students and staff.

27 project locations or phases completed through October 30, 2026

All remaining Security Trio projects are targeted for completion prior to the start of the 2027–28 school year.

Legal References

- **House Bill 3083 (2025), Oregon Alyssa's Law:** amends Oregon Revised Statute 336.071; requires school governing bodies to consider panic alarm systems connected to emergency services and local 911 public safety answering points.
- **Oregon Revised Statute 336.071:** emergency procedures instruction and fire, earthquake, tsunami, and safety threat drill requirements for schools.
- **Oregon Administrative Rules 581-022-2225 and 581-024-0275:** Oregon Department of Education rules requiring drills consistent with Oregon Revised Statute 336.071.
- **Oregon Revised Statute 339.341:** Statewide School Safety and Prevention System, including the multidisciplinary student safety assessment system.