

# Administration Reports

## February 2015

### Focus for January – School Safety Plan and college credits.

#### AC Houghton Elementary

So far this year, ACH has implemented our school/district wide safety plan Standard Response Protocol. I have also held meetings with ACH staff, safety committee, site council, parent club and parents. At these meetings I have explained ACH's safety plan and evacuation procedures. As a school, we have practiced all of the following drills: lockdown (twice), fire drills (evacuation), earthquake drill (shelter in place), and lockout and secure your rooms.

Below are the items I have discussed at my meetings:

#### **Steps to Reinforce School Safety**

1. Be a visible, welcoming presence at school, greeting students and parents and visiting classrooms.
2. Conduct a formal review of all school safety policies and procedures to ensure that school safety issues are adequately covered in our school crisis plans and emergency response procedures. (These reviews are conducted at least annually).
3. Review communication systems within the school district and with community responders. This also addresses how and where parents will be informed in the event of an emergency (evacuation procedures).
4. Connect with community partners (emergency responders) to review emergency response plans and to discuss any short-term needs that may be obvious in response to a current crisis.
4. The ESD provides crisis training and professional development.

#### **School Safety Prevention Measures**

1. Limited access to school building (designated entrance with all other access points locked from the exterior).
2. Monitoring of the school parking lot (an assistant who oversees students exiting the bus and people entering and leaving the school).
3. Monitoring and supervision of student common areas such as hallways, cafeterias, and playgrounds.
4. School-community partnerships to enhance safety measures for students beyond school property (don't be afraid to call the school if you see something unusual).
5. Monitoring of school guests (report to main office, sign in, wear badges, report unfamiliar people to school office).
6. Creating a safe, supportive school climate that provides school-wide behavioral expectations, caring school climate programs, positive interventions and supports, psychological and counseling services, and violence prevention programs (bully-proofing, social skill development and conflict mediation).
7. Encourage students to take responsibility for their part in maintaining safe school environments.
8. Promote compliance with school rules, reporting potential problems to school staff, and resisting peer pressure to act irresponsibly.
9. Threat assessment and risk-assessment procedures and teams for conducting the assessments. (ESD)
10. School preparedness drills (intruder alerts, weather and fire).
11. Presence of security cameras.

#### **Heppner Elementary & Heppner High School**

The Heppner Schools Safety Committees continue to revise/update our school safety plans on a regular basis. During the month of January we conducted "Lock Out" drills at both schools. A "Lock Out" is when there is a threat or hazard outside of the school building and there is a need to secure the

perimeter. During this drill we practiced returning any and all staff/students from any outside area to back inside the buildings. We continued doing business as usual with a focus on increased situational awareness while remaining on guard during the length of drill. Students were released back to regular routines and schedules after the “all clear” signal had been given.

At Heppner High School the HHS safety plan was last updated and reviewed during our November safety meeting. The HHS safety committee is responsible for the revision process and it is communicated to and reviewed by our staff and site council. At HES the safety plans have been in a continuous revision and updating process for the past couple of school years. The HES safety committee reviews and discusses the planned revisions/updates at our monthly meetings and they are also shared and discussed with both the site council and parent-teacher clubs. We also communicate safety related information through our monthly newsletter.

We are currently planning walk-throughs of both buildings (to include the Morrow County Sherriff’s Office) this spring to help give them a better understanding of our building(s) logistical layouts so that their newer deputies are more familiar with our school facilities in Heppner. As a district we continue to discuss safety related issues and concerns at our administrative meetings to help make our school plans more uniform and consistent as a district.

We will continue to seek opportunities to increase school safety awareness with all stakeholders as we revise and improve of our school safety plans to best meet the needs of our students at both Heppner Elementary and Heppner Junior/Senior High School.

**Projected - Heppner High School CTE/Eastern Promise credits update as of 2-3-2015**

<u>Instructor</u>	<u>First semester</u>	<u>Second Semester</u>	<u>Course</u>
Fowler	0	80	
		18	CET 112 CAD
	0	16	CS 120 Concepts of Computing
	0	15	CET 111 Intro to Engineering
	0	3	AGM 221 Metals & Welding
	0	6	IAT Intro to Industrial Automation
Gentry	15	15	Health 100 and 250
Dickenson	45	40	Animal Science 198,201, 231
			Ag Computers 111,
			Crop Science- CSS 100, 201
Morgan	95	90	Math 70 and 95
Flaherty	0	36	Communications 111
Collins	0	30	Writing 121
Payne	0	82	Spanish 101 - 16cr
			Spanish 102 - 32cr
			Spanish 103 - 12cr
Waite	0	80	Biology 103
Palmer	10	10	Math 111 and 112

**TOTAL CREDITS: 686**

## Irrigon Elementary School

Over the course of the past year and a half Irrigon Elementary has been conducting two drills per month; one traditional fire drill and one of the other drills (see descriptions below). Those include Lockout, Lockdown, Evacuate and Shelter drills. Each type of drill serves as practice in the case of an emergency. Our plan is modeled after the "I Love U Guys" Foundation's development of the Standard Response Protocol (SRP), which is a classroom response to any school incident. In each type of drill there is a different public address and action for staff and students. There are also visual aids and student handouts posted throughout the building to keep staff and students aware. Staff has been trained at staff meetings and teachers then take the information back to their classrooms to train students. Each teacher is responsible for training their students on what to do in case of a drill or real life incident. Following each drill, feedback is given by the principal to the staff, and if appropriate that information is shared with students.

### The Types of Drills

**Lockout** – The address is **"Lockout! Secure the perimeter"** and the protocol brings the students and staff into the main building and locks all outside access points. Examples: dangerous animal on school grounds, criminal activity in area, civil disobedience.

**Lockdown** – The address is **"Lockdown! Locks, Lights, Out of Sight"** and requires locking individual classroom doors and other access points, moving staff and students out of line of sight of the windows and remain silent. Examples: dangerous animal within school building, intruder, angry/violent parent/student, active shooter.

**Evacuate** – The address is **"Evacuate to (location)" OR pulling of fire alarm** and has students and staff move in an orderly fashion, just in the situation of a fire drill.

**Shelter** – The address is **"Shelter for (event)"** and students drop, cover and hold. In some cases the staff will need to close and lock all outside windows and doors. It will be expected that silence will be maintained. Examples: Tornado, hazmat, flood and earthquake.



### Communication

Information related to safety drills has been communicated to families by using the parent communication resources on the "I Love U Guys" website. The documents related to the Standard Response Protocol and the Reunification Method has been sent home in English and Spanish and is available on the "I Love U Guys" website at <http://iloveuguy.org>.

### Letter to Parents

Dear Parents,

This year Irrigon Elementary will be having "Lockdown/Armed Intruder" practice drills. We are notifying you, in advance, so your child does not come home with false information. We will practice various drills throughout the school year, including earthquake and fire drills. If you have any questions, please call the school.

Thank you,  
Mrs. Erin Stocker  
Principal

Estimados padres de familia,

Este año Irrigon Primaria va a tener "Lockdown / Intruder Armadas" ejercicios de práctica. Nosotros estamos notificando, de antemano, para que su hijo no vuelva a casa con información falsa. Vamos a practicar diversos ejercicios durante todo el año escolar, incluyendo terremotos y simulacros de incendio. Si usted tiene alguna pregunta, por favor llame a la escuela.

Gracias,  
Sra. Erin Stocker, Directora



## Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

### SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**Lockout** - "Secure the Perimeter"

**Lockdown** - "Locks, Lights, Out of Sight"

**Evacuate** - "To the Announced Location"

**Shelter** - "Using Announced Type and Method"

### Training

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



## Lockout Secure the Perimeter

Lockout is called when there is a threat or hazard outside of the school building.

### Students:

- Return to inside of building
- Do business as usual

### Teachers

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## Lockdown Locks, Lights, Out of Sight

Lockdown is called when there is a threat or hazard inside the school building.

### Students:

- Move away from sight
- Maintain silence

### Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## Evacuate To the Announced Location

Evacuate is called to move students and staff from one location to another.

### Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives during response.

### Teachers:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## Shelter Using the Announced Type and Method

Shelter is called when the need for personal protection is necessary.

### Types:

- For Tornado
- For Bomb
- For Hazmat

### Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

### Students:

- Use Appropriate Method

### Teachers:

- Use Appropriate Method
- Take roll, account for students





# standard reunification method™

## Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

## Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

## Parent/Guardian Expectations


If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

## What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

## What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.



### Reunification Information

PHOTO IDENTIFICATION REQUIRED  
Have photo identification out and ready to show school district personnel.

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Student Name \_\_\_\_\_  
 Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_  
 Name of person picking up student \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Phone number of person picking up student \_\_\_\_\_  
 Relationship to student being picked up \_\_\_\_\_  
 Photo identification matches name of person picking up student? Y or N \_\_\_\_\_

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Parent completes:  
 Print Student Name Again \_\_\_\_\_  
 Student Grade \_\_\_\_\_ Student personal completes upon release of student  
 Student Birthday \_\_\_\_\_  TRUE  INITIALS  OTHER

## How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

## Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

## Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

## Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



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SRM Handout for Students and Parents | Version 1.0 | 10/28/2011 | Revised: 09/22/2014 | <http://iloveuguy.org>

### **Irrigon Jr/Sr High School**

We continue to utilize the 'I Love U Guys' and their Standard Response Protocol (SRP). The SRP simplifies the plan we have been doing for years by categorizing emergencies into one of four areas: lockout, lockdown, shelter, and evacuate. We have also added a hold in place to our procedures which is utilized when we have an emergency in a common area and simply need to keep students in class. This year we have also included specific shelter in place drills for earthquakes. The SRP has replaced the flip charts in each classroom and we have posted it in various locations throughout the school.

In addition to adding the SRP, we continue to have all outside doors locked during the school day and have installed a remote entry system into our PTE building that is activated by the office. We have also posted additional signs on all external doors directing all visitors to the office. The installation of cameras still continues to be a priority for us. We currently have twenty-two in use, two partially installed, and five more waiting to be installed. These cameras have been a great asset for us. We have also purchased additional hand held radios to help improve communication among staff during emergencies.

We have a lot of new staff this year so we are spending more time reviewing our SRP with staff to reinforce emergency procedures and to improve student accounting during drills. Fire drills are conducted monthly in addition to one other emergency in one of the other areas outlined in the SRP. In May, we also plan to conduct an evacuate drill and will notify parents well in advance of this drill.

### **Projected – Irrigon Jr/Sr High School CTE/Eastern Promise credits update as of 2-3-2015**

<b><u>Instructor</u></b>	<b><u>First semester</u></b>	<b><u>Second Semester</u></b>	<b><u>Course</u></b>
Greer	0	30	Animal Science 198,201, 231 Ag Computers 111, Crop Science- CSS 100, 201
Searles	0	28	CS 120 Concepts of Computing
Osborne / Duntun	0	45	Health 250
Rogers / Johnson	95	230	Math 70, 95, 111, 112
Meyers	0	20	American History
Byers	0	56	Writing 121
Garnett	280	16	Spanish 101-103
Blatz	56	112	Biology 101-103
	7		Expanded Options

**TOTAL CREDITS: 975**

## **Riverside Jr/Sr High School**

Riverside continues to move forward with our safety plan that was re-vamped after last year's trainings around the I Luv U Guys Foundation. Consistent with the rest of the district we use the four key terms to alert the building (lockout, lockdown, evacuate, and shelter). Each month we conduct one fire drill and at least one safety drill around this terminology.

In the process of carrying out these drills we have worked closely with the Boardman City police department. Officers are frequently present during our drills as well as coming in to stage unannounced drills in the building. We have also started conducting drills during unstructured times (lunch and passing times). These drills have given us the opportunity to make adjustments to how we announce an event, instruction we need to continue giving to students and staff, as well as the unforeseen issues that arise.

This year we have also focused on making sure our substitutes know all our processes and procedures. Each teacher has been asked to provide any emergency information specific to their area in their sub plans in addition to substitutes be given the handout on terminology.

We also continue with developing a reunification process that can be used in our building as well as remote locations. Parents have been given the handout that outlines the general reunification process. Information and updates about our emergency plan is provided to staff during staff meetings. Students are instructed on plans in their advisory classes and following drills we will often give reminders. Updates are communicated to families through our quarterly newsletter, Facebook page, and announcement page on our website.

### **RJSHS College Credits:**

<u>Instructor</u>	<u>Sem. 1</u>	<u>Sem. 2</u>	<u>Course</u>
Thompson	0	68	COM 111
Callow	20		BIO 101
		40	BIO 102, 103
Barrie	55		Ma 70
		55	Ma 111
		40	MA 112
Gustafson		110	CHEM110
Boor		85	Health 250
Garnett	332		SP 101, 102, 103
		36	SP 201, 202, 203
Pullen	75	66	Success 101
	36		Hist 101
		36	Hist 102
Thomas		100	WR 121
		24	WR 122
		56	WR115
Kuchenbecker	72		BA 111
	8		BA 211
	8		BA 131
Total	606	716	

**TOTAL CREDITS: 1322**

### **Sam Boardman Elementary School**

As a district, we use a district standardized template that is customized to SBE for our Emergency Operations Plan. Because we adopted both the Standard Response Protocols and the Standard Reunification method, our plans all are based on the same template and general response protocols, consistent plans from building to building serve to assist law enforcement and first responders in actual crisis situations.

Crisis planning is discussed as part of the monthly building safety meeting. As we conduct a monthly fire and a monthly emergency drill, we debrief those drills and talk about what worked and what didn't. As with all school-wide planning processes, our school's safety plan will continue to evolve. As we learn more through drills, table-top exercises, simulations, and actual events, we will continue to update our planned responses. FEMA also continues to make materials available to schools through their website. Each of the Boardman Schools has plans in place for off-site evacuations and reunification. For Sam Boardman and Windy River, it is relatively easy for one school to evacuate to the other. To aid in these types of events, each building has, as part of their safety plans, a procedure for taking in evacuees while maintaining (to the extent possible) their operations.

We've also learned through our experiences that parent communication, especially before an incident should occur, is critical. The publishers of the Standard Response Protocols and the Standard Reunification Method, The I Love You Guys Foundation, produces parent handouts that explain, for parents, how we will respond in a crisis, and we have included information in our student/parent handbooks, newsletters, and flyers home.

Additionally, we have implemented a number of small but important practices that could make a big difference in a crisis. Each door is equipped with a tabbed block that props the door just enough to prevent it from latching. This allows teachers to keep their doors locked all day long. To prevent entry, teachers simply have to pull the tab out instead of having to go outside of their classroom to lock their door. If the block is placed correctly, it is also possible to simply pull hard on the door to get it to latch as well. In addition, we issue keys and an emergency procedure "cheat sheet" to every classroom substitute so they are prepared in a crisis as well.

### **Windy River Elementary School**

School Safety SRP- is my first concern on my personal attention as a principal. Here are some of the things we have been doing with our school safety:

1. **Safety Committee:** our school safety committee meets monthly. In this group we discuss: staff and student accidents, fire drills, the SRP Safety Response Protocols drills, and any other thing related to student and staff safety in the building. Notes are taken and given to the district office. The same notes are posted for other staff to view. We stay up to date with required drills, and discuss situations related to school health, safety and possible school scenarios.
2. **SRP Standard Response Protocol-** our school has also sent to parents the SRP information about the specific drills that we hold to. These are Lock-Out, Lock Down, Evacuate, and Shelter. We have also reviewed these with classified and certified staff. Inclusive we have shared these with students in assemblies and classes. The same SRP posters are placed all over the school so that in an event of a drill or the real event people everywhere know what to do or that there is an emergency.
3. **WRE School Emergency Plan:** we also have updated and reviewed the school emergency plan with all staff at the beginning of the year. Staff reviewed the process of the leadership in command in the case of an emergency event at the school. We reviewed all district protocols and the process of the reunification of students to parents. We discussed the process of



communication and the responsibilities of everyone in the building. Inclusive, we have shared our school emergency plan with Boardman Police Department and Boardman Fire Department. We have a plan.

4. **We have practiced emergency events** such as: monthly regular Fire drills, Lockout drill, and Lockdown drills with outside and inside intruders, shelter-in- place in the school building, and later this month we will do our Evacuation drill as we walk to Sam Boardman Elementary. We practice what is required and what we must do to be prepared for possible events.
5. On October 10, 2015 we participated in the **Great Shake Out**, earth quake drill. Here school all across Oregon participated in an earthquake preparedness drill. We did our part.
6. **All staff has new communication radios**, and we have them on as another source of communication. These radios keep us in constant open communication in case of an event or a call for support in an emergency.
7. **Communication is Key-** We attempt to keep staff, patrons, and parents in communication at all time as it is related to safety. Our School Messenger system, computer calls home, website, District Facebook, phone calls, newsletters and emails are constantly going out in both Spanish and English to inform parents about this school and safety.

## **Management's Discussion and Analysis**

### **Finance**

We received word from ODE that "they intend to publish the first estimate for 2015-16 based on the Co-Chair's announced budget. We are working on the data right now and anticipate an estimate before the March deadline." The Co-Chair's budget is announced at \$7.235 Billion, which is up from \$6.55 Billion plus \$100 Million in the current biennium.

### **Maintenance**

Maintenance:

- The DLR Group was planning to present their preliminary findings at the School Board meeting in February; however, they have requested to postpone the initial presentation until March meeting. DLR would like to complete some additional analysis at the schools to ensure the district is receiving a comprehensive list of issues throughout the district.
- McKinistry has met with the district to receive the top priorities throughout the district:
  1. HVAC controls district wide
  2. Room ventilators (Sam Boardman and Riverside Jr/Sr High School)

McKinistry has deployed monitors in numerous rooms at Sam Boardman to get better ideas on HVAC settings, lighting, and overall classroom environments. McKinistry is also looking into applying for a grant with the Oregon Department of Energy to help offset HVAC control cost; however, the timeline is very short to apply for these grants.

- The District has also been working on the following items:
  1. Heppner Jr/Sr High School boilers to ensure they are working properly prior to the warranty period expiring. We are still experiencing issues with the propane burners.
  2. Working with IT and Apollo to get our HVAC controls working again HJSHS.
  3. Initiated communication with a group of energy providers and entities to gain incentives to complete projects, the contacts include: Umatilla Electric, BPA, McKinistry, Energy Trust of

Oregon, Columbia Basin, and Energy Services Group. The goal will be to work collectively with the group to gain the most incentives possible and ensure the BEST solution is achieved on the projects. Currently, we have engineers from McKinistry, Umatilla Electric, and The BPA looking at Sam Boardman and Riverside Jr/Sr High School – to help us make a good decision on how to move forward with our HVAC project.

**Injury Report**

No workers compensation claims to report at this time.