



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Agenda

Board of Education Regular Business Meeting

Boardroom

10636 NE Prescott St
Portland, OR 97220

#Meeting_Date_long_weekday#
6:30 PM

1. Executive Session - 6:15pm

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2. Call to Order - Regular Board Meeting - 6:30pm to 9:00pm

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3. Approve Agenda (2 minutes)

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4. Pledge of Allegiance (2 minutes)

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5. Presentations

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A. ASB Report (5 minutes presentation, 5 minutes Q&A)

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B. Pauly Rogers Auditor Report (5 minutes presentation, 5 minutes Q&A)

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C. Bus Supplemental Plan Discussion (5 minutes presentation, 5 minutes Q&A)

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D. Energy Savings Presentation (5 minutes presentation, 5 minutes Q&A)

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6. Budget Applicant Interviews (20 minutes)

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7. PFA Monthly Report - Zachary Melzer (5 minutes)

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8. OSEA Monthly Report - Richard Doyle (5 minutes)

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9. Non-Agenda or Consent Item Citizen Comments (3 minutes each)

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10. Consent Agenda (5 minutes)

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A. Personnel

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1. Resignations

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a. Mary Casas 1.0 FTE Spanish Teacher, PHS

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b. Pamela Lyons 1.0 FTE Kindergarten Teacher, Prescott

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c. Jacquelyn Meza 1.0 FTE English & AVID, PHS

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B. Extended Travel

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1. Request for Lisa Gutierrez to attend 2020 Mandt Training, January 20-24, 2020 in Chantilly, Virginia

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C. Board Minutes

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D. Business/Finance

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1. Monthly Financial Report

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11. Board of Education (20 minutes)

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A. Oregon School Board Members of Color Caucus Update - McKenzie

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B. Legislative Update

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C. OSBA November Convention Recap

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D. Wellness Committee Liaison Selected

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12. District Business

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A. Superintendent Reports (20 minutes)

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1. Student Success Act

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2. Equity

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3. Land Acknowledgment

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4. Safety/Security Update

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5. Update on Local Option Information

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13. Agenda Item Citizen Comments (3 minutes each)

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14. Action Items (5 minutes)

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A. Accept/Reject Budget Committee Appointment for Position #1 & #2

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15. Discussion/Future Agenda Items (8 minutes)

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16. Correspondence/Announcements (2 minutes)

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A. Correspondence

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B. Upcoming Meetings

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1. Board Business Meeting, Monday, December 9, 2019 PSD Boardroom, 6:30pm

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2. Board Working Session, Monday, January 13, 2020 PSD Boardroom, 6:30pm

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C. Upcoming Events

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1. Michael Allen Harrison concert featuring Parkrose students, November 24, 2019, 2pm @ PHS

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2. November 25th

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- a. Elementary Schools Planning Day, no elementary school

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b. HS/MS students have school (HS/MS only have evening conferences)

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3. Latinx Family Night, Thursday, November 21, 2019, 6-8pm @ PMS

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4. Conference November 26th, no school/all schools (evening conferences at elementary offered)

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5. Conferences November 27th, no school/all schools

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6. Thanksgiving Break, No School, November 28th & 29th

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7. Prescott Parent Group Winter Bazaar, Saturday, December 7, 2019, 10am-2pm @ Prescott

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8. HS & 8th Grade Band concert, December 10, 2019, 7pm @ PHS

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9. Prescott Multicultural Night featuring student music performances, December 11, 2019, 4:30pm

@ Prescott

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10. 7th Grade Band concert on December 12, 2019, 7pm @ PMS

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11. HS Winter Fine Arts Festival, December 16, 2019, 6:30-8:30pm @ PHS

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12. HS/MS Winter Choir Concert December 19, 2019 @ PHS

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13. Black Family Social, December 19, 2019 5-7pm @ PMS

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14. Parkrose Arts Festival, Wednesday April 22, 2020 6pm - 7:30pm @ PMS

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17. Adjournment

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Parkrose School District Board meetings are held in accordance with open meeting laws and with accessibility requirements. If accommodations for individuals with disabilities or for groups exceed boardroom capacity are required, please contact Board Secretary Andrea Stevenson at least two full business days prior to the Board meeting. Contact phone: (503)408-2114 Contact e-mail: andrea_stevenson@parkrose.k12.or.us Contact address: 10636 NE Prescott Street, Portland, Oregon 97220-2699

Parkrose School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

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Full policies and complaint forms can be requested from your school, the district office or accessed online at www.parkrose.k12.or.us.

Persons having questions about civil rights, equal opportunity and nondiscrimination should contact: Julie Sams, Director of Student Services at julie_sams@parkrose.k12.or.us or 503-408-2118.

Mission: Close the achievement gap by preparing all students for college readiness and success in a global society.

Vision: Every child reads, thinks critically, and graduates ready for college and career.



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www.parkrose.k12.or.us

Code: BDDH-AR
Adopted: 10/23/95
Revised: 1/30/13

PUBLIC PARTICIPATION IN BOARD MEETINGS

1. Time is set aside on the Board's meeting agenda for Citizen Comments at Regular Board Business meetings. The purpose of this specified time frame is to encourage public involvement in its school district and at the same time allow enough time for the Board to conduct the necessary business for which it is legally responsible.
2. A group of visitors with a common purpose should designate a spokesperson for the group.
3. Discussion or presentation concerning a published agenda item, other than announced items, is limited to its designated place on the agenda, unless otherwise authorized by the chair.
4. A visitor may introduce a topic not on the published agenda. However, the Board of Education, at its discretion, may require that a proposal, inquiry, or request be submitted in writing and reserves the right to refer the matter to the administration for action or for study and to report at a subsequent meeting. The Board shall make a decision at the meeting where information is presented only if the issue is considered an emergency by the Board.
5. At the discretion of the Board chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the board secretary on a citizen comment card prior to the meeting. This will help the chair provide adequate time for each agenda item and remain within the established time frame.
6. Statements by members of the public should be brief and concise. The chair may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic to ensure compliance with the established time frame.
7. Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.
8. These procedures will be published on the back of every Board meeting agenda.



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Code: **KL**
Adopted: 10/23/95
Revised: 12.11.17

Public Complaints* (Version 4)

Board members recognize that complaints about schools may be voiced by employees, students, parents and community members from time-to-time. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student or a student's parent or guardian who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be made to the superintendent or designee.

A person may initiate a complaint by discussing the matter with the appropriate administrator. That administrator shall attempt to resolve the complaint or identify the reasons for not resolving the issue. In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a written complaint with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. Any written complaint bearing the signature of a complainant, and which is presented to the Board, may be considered by the entire Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's or designee's decision is final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator.⁶⁴

The district may offer mediation or an other alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Complaints against the principal may be filed with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The

⁶⁴The timelines may be extended upon written agreement between both parties.



Parkrose School District No. 3

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written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. Once the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):



BUDGET COMMITTEE APPLICATION
Parkrose School District
10636 NE Prescott Street
Portland, OR 97220

RETURN APPLICATIONS TO THE DISTRICT OFFICE OR YOUR LOCAL SCHOOL OFFICE
 BY NOVEMBER 18, 2019 AT 5:00 PM

For questions, please contact:
 Sharie Lewis: 503-408-2103 or Sharie.Lewis@parkrose.k12.or.us
 Kady Strode: 503-408-2123 or Kady.Strode@parkrose.k12.or.us

Name: Dorothy Spence
 Address: 10945 NE Prescott St, Portland, OR 97220
City/Zip

Occupation: Early Learning Coordinator Employer: Northwest Regional Education Service District
 E-mail Address: dewaller1103@gmail.com Home Phone: _____
 Work Phone: _____ Cell Phone: 410-227-8090

Are you a registered voter in Parkrose School District? Yes No
 Have you been a District resident for at least one year? Yes No

Experience with school-related activities: A few years ago I was a SMART reading volunteer at Prescott. This is my daughter's first year as a kindergartener at Prescott & I am actively looking for ways to volunteer & support the school & district.

Experience with community activities: I am @ the Secretary for Baby Blues Connection, an organization to support caregivers experiencing post partum disorders.

I am a qualified applicant for appointment to the Parkrose School District Budget Committee because: _____
I care deeply about Parkrose community & the success of the school district. I have experience, through my employment, in reviewing budgets and supporting budget development.

I understand the time commitment required of a Budget Committee member. Yes No
 (please circle one)
Dorothy Spence 9-24-2019
 Signature Date



Every child reads, thinks critically, and graduates ready for college and career.
Parkrose School District is an equal opportunity educator and employer.



BUDGET COMMITTEE APPLICATION
Parkrose School District
10636 NE Prescott Street
Portland, OR 97220

RETURN APPLICATIONS TO THE DISTRICT OFFICE OR YOUR LOCAL SCHOOL OFFICE
 BY NOVEMBER 18, 2019 AT 5:00 PM

For questions, please contact:
 Sharie Lewis: 503-408-2103 or Sharie.Lewis@parkrose.k12.or.us
 Kady Strode: 503-408-2123 or Kady.Strode@parkrose.k12.or.us

Name Shannon Herriges

Address 13431 NE Failing St. Portland OR 97230
City/Zip

Occupation: Homemaker Employer: _____

E-mail Address: shannon@herriges.org Home Phone: _____

Work Phone: _____ Cell Phone: 541-980-8820

Are you a registered voter in Parkrose School District? Yes No
 Have you been a District resident for at least one year? Yes No

Experience with school-related activities: I am a Classroom volunteer and participate in PTO fundraisers at Shaver.

Experience with community activities: My family participates in activities at Shaver, participate in Portland Parks + Rec, attend events with Multnomah Co. Libraries and do our best to support local business.

I am a qualified applicant for appointment to the Parkrose School District Budget Committee because: _____

I have worked in project management, accounting and operations and understand the importance of budgeting to achieve goals. Also, I am able and willing to learn what's needed to

I understand the time commitment required of a Budget Committee member. Yes No
(please circle one)

Shannon Herriges
 Signature

11/6/19
 Date

Contribute to the committee.



Every child reads, thinks critically, and graduates ready for college and career.

Parkrose School District is an equal opportunity educator and employer.



Parkrose School District #3
 As Per Board Policy DLC/DLC-AR
 Request for Extended Travel
 (Travel Outside 200 Miles)

The Parkrose School Board asks that extended travelers (or their supervisors) present for a few minutes at a Board meeting following their conference. Please make arrangements with the Board Secretary.

NAME: Lisa Gutierrez _____

DATE November 13, 2019 DEPT/BUILDING District Office

PURPOSE: 2020 Mandt Training

TRAVEL DETAILS: 1. DESTINATION: Chantilly, Virginia

2. DATES: January 20-24, 2020

ESTIMATED EXPENSES:	DESCRIPTION	COST
TRAVEL	Airline	\$ 152.00
LODGING	Staybridge Chantilly at Dulles January 20-24, 2019 \$114.00 without tax x 4 days	\$ 456.00
PER DIEM	Hotel serves Breakfast January 20-Breakfast,Lunch,Dinner \$66.00 January 21 – 24-Lunch \$17.00 & Dinner \$33.00 \$50.00 x 4 days	\$ 266.00
REGISTRATION	Registration \$1,655.00	\$ 1,655.00
OTHER	SuperShuttle Shared Van \$21.00 one way Round Trip \$42.00	\$ 42.00
TOTAL		\$ 2,571.00

BUDGET SOURCE(S) NAME: IDEA 215-1224-0342-110-320-138 Travel Budget Code Amount \$916.00 Travel
IDEA same ↑ \$1,655.00 Registration

BUSINESS SERVICES DIRECTOR SIGNATURE: DATE: 11/20/19

SUPERVISORS RECOMMENDATION AND COMMENTS:

 SUPERVISOR SIGNATURE DATE: 11/20/19

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

 SUPERINTENDENT/DESIGNEE SIGNATURE DATE: 11/20/19

BOARD ACTION: _____ APPROVED _____ DISAPPROVED _____ DATE: _____



Susan Fox <foxsus@parkrose.k12.or.us>

Upcoming training

1 message

Lisa Gutierrez <lisa_gutierrez@parkrose.k12.or.us>

Wed, Nov 13, 2019 at 9:48 AM

To: Susan Fox <susan_fox@parkrose.k12.or.us>, Julie Sams <julie_sams@parkrose.k12.or.us>, Julie Knoles <julie_knoles@parkrose.k12.or.us>

Julie needs to take this proposal to the board. It would be just me traveling to this training. The Mandt training site is:

<https://events.mandtsystem.com/>

The event is in Virginia Jan 21-24. I would need to fly in on Jan 20th to Dulles International Airport.

The event is at <http://www.staybridgechantilly.com/> where I would also need a room Jan 20-24. The hotel includes breakfast daily. I'm not sure about a hotel shuttle?

Thanks, Lisa

--

Lisa Gutierrez
Student Services Specialist
Special Education Teacher
Parkrose School District
503-408-2146 Work
503-432-5115 Cell

This message is intended for the sole use of the addressee, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the addressee you are hereby notified that you may not use, copy, disclose, or distribute to anyone the message or any information contained in the message. If you have received this message in error, please immediately advise the sender by reply email and delete this message.

Phone:

(800) 810-0755

Contact Us

[Home](#) [Training Approach](#) [Events](#) [Resources](#) [Blog](#) [Case-Learning](#) [Instructor Login](#)

2020 Pricing

With the roll out of our 2020 schedule you may have noticed our new pricing structure for all of our "train the trainer" events in 2020. Please rest assured that we are not raising our prices for new certifications, despite the cost of living increases in 2019 and 2020, but rather simplifying certification costs for all levels. One of the biggest complaints from our customers has been how confusing our pricing is. So to that end, we are trying to simplify by no longer offering different pricing for new, recertification and expired certifications, but rather one price for each level of certification. Please keep in mind that the cost is based on the use of the intellectual property license for the two year certification, not the number of days in attendance at our training events. See below:

Relational – \$875

Relational/Conceptual – \$1,270

Relational/Conceptual/Technical – \$1,655

Advanced – \$2,370

To ease this transition to the new pricing schedule, we will offer a 10% discount if you register as a recertification instructor in a 2020 event and pay for that recertification before December 31st, 2019. Our accounting department will apply the discount when they receive payment. If you plan to pay by December 31st, 2019, you are welcome to contact our accounting department at ar@mandtsystem.com to receive the final amount of your bill with the 10% discount applied.

Solutions

Practitioner

Phone:
(800) 810-0755 Contact I

[Home](#) [Training Approach](#) [Events](#) [Resources](#) [Blog](#) [e-Learning](#) [Instructor Login](#)

Mandt exists because we believe that the best safety outcomes are **achieved** when healthy relationships are at the foundation of service delivery

[Why We Exist](#) [How Do We Achieve?](#) [What are we Offering?](#)

[Learn about our professional development solutions](#)

News Update

November 4, 2019

Untethered



I have realized I need people. I need support. Untethered, I wander aimlessly and do not feel as supported. My anxiety rises when I am not surrounded by the people who give me guidance and feedback. Fortunately, I have wonderful people in my life who push me and pull me to go higher and do [...]

Solutions

We can help you and your organization reduce, if not eliminate, workplace violence by learning how to **“support people, not just their behaviors”™**. To do this, organizations must first build a healthy relationship between and among all the stakeholders in an organization.

Practitioner

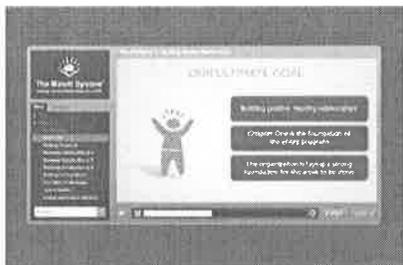
Leadership

Service Users

Direct Support Professional

The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of The Mandt System is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging”.

The Mandt System integrates knowledge about the neurobiological impact of childhood trauma with the principles of positive behavior support and provides a framework that empowers service providers to do their work in a way that minimizes the use of coercion in behavior change methodologies. [Read More](#)



Mandt 4 Families

[Click Here](#)



11.11.2019

[Click Here](#)

WEEKLY
BLOG -
Letting Others
Lead -

Program Pricing

MANDT, I Believe....



[Learn More About Us](#)

I always enjoy talking with people about how I feel the Mandt System can benefit people in their professional and their personal lives. It is a program that works best when it is embraced by the participant. I am truly honored to be associated with such a great group of people. . . .

Continue Reading..."

Jennifer Lugen Lutz

Big Lakes Developmental Center, Inc.

"In this place, and with these people, I feel safe."

[Send Feedback](#)

Contact Us: (800) 810-0755

GF - Projections - REVENUES - 2019-20
for Month of 10/31/19

<u>Local Sources</u>	FY 19/20 Adopted Budget	10/31/2019 Current	Nov - Jun Projected	Total Actual & Proj	Variance
Property Taxes	\$19,513,200	\$0	19,900,000	\$19,900,000	\$386,800
Prior Year Taxes	282,800	138,987	150,000	288,987	6,187
Investment Earning	164,800	51,456	120,000	171,456	6,656
Other Local Sources	86,714	11,074	80,000	91,074	4,360
Total Local Sources	20,047,514	201,516	20,250,000	20,451,516	404,002
<u>Interm. Sources</u>					
Arts Tax (City of Portland)	304,138	-	304,138	304,138	-
Revenue from Other District	86,520	-	86,520	86,520	-
County School Fund	1,500	1,972	1,500	3,472	1,972
Total Interm. Sources	392,158	1,972	392,158	394,130	1,972
<u>State Sources</u>					
State School Fund (SSF)	14,147,613	5,691,130	8,160,517	13,851,647	(295,966)
Common School	295,575	180,992	112,476	293,468	(2,107)
Other State Sources	8,000	-	-	-	(8,000)
Total State Sources	14,451,188	5,872,123	8,272,993	14,145,115	(306,073)
<u>Federal Sources</u>					
Federal Schools & Roads Reimb	1,000	-	8,000	8,000	7,000
Total Federal Sources	1,000	-	8,000	8,000	7,000
<u>Other Financing Sources</u>					
Transfers	550,000	-	-	-	(550,000)
Sale of Fixed Assets	1,500	415	1,000	1,415	(85)
Total Other Sources	551,500	415	1,000	1,415	(550,085)
<u>Beginning Fund Balance</u>					
Adopted	750,000	-	1,649,372	2,399,372	1,649,372
Adjustments	-	-	-	-	-
Revised Beginning Fund Balance	750,000	-	1,649,372	2,399,372	1,649,372
Total Resources	\$36,193,360	\$6,076,026	\$30,573,523	\$37,399,549	\$ 1,206,189

**GF - Projections - REVENUES - 2019-20
for Month of 10/31/19**

	FY 19/20 Adopted Budget	10/31/2019 Current	Nov - Jun Projected	Total Actual & Proj	Variance
<u>Amended Budget</u>					
Salaries	\$17,109,849	\$3,384,585	\$ 13,863,857	\$17,248,442	(\$138,593)
Extra/Substitute Salaries	678,798	197,063	341,683	538,746	140,052
Benefits	11,423,594	2,194,656	8,413,076	10,607,732	815,862
Total Salary & Benefits	29,212,241	5,776,303.70	22,618,616	28,394,920	817,321
<u>Purchased Services</u>					
Contracts	4,736,834	668,025	4,448,480	5,116,505	(379,671)
Total Purchased Services	4,736,834	668,025	4,448,480	5,116,505	(379,671)
<u>Supplies, Fees & Capital</u>					
Supplies	751,404	172,179	641,931	814,111	(62,707)
Dues and Fees	850,024	321,988	703,611	1,025,599	(175,575)
Capital	-	-	-	-	-
Total State Sources	1,601,428	494,167	1,345,542	1,839,710	(238,282)
<u>Other Financing Sources</u>					
Transfers	142,857	-	1,042,857	1,042,857	(900,000)
Total Other Sources	142,857	-	1,042,857	1,042,857	(900,000)
<u>Contingency</u>					
Contingency - Beginning	250,000	-	-	-	250,000
Unappropriated Fund Balance	250,000	-	-	-	250,000
Total	500,000	-	-	-	500,000
Total Expenditures	36,193,360	6,938,496	29,455,495	36,393,991	(200,631)
Total Revenue	36,193,360	6,076,026	30,573,523	37,399,549	1,206,189
Variance	-	(862,470)	1,118,027	1,005,557	1,005,557
Adjustments Projected	-	-	-	-	-
Projected YE Fund Balance	\$0	-\$862,470	\$ 1,118,027	\$ 1,005,557	\$ 1,005,557

NOTE A

NOTE A) These Financials are best estimates based on known and projected activity in the FY to date therefore they are subject to change.
THIS WILL NOT BE YOUR FUND BALANCE AT YR END. We are projecting a supplemental budget adjustment at Jan board meeting.

Facing Racial Incidents: The Board's Responsibility to Respond and Support Students

**Sonja McKenzie, Parkrose SD;
Erika Lopez, Hillsboro SD;
Sami Al-AbdRabbuh, Corvallis SD**

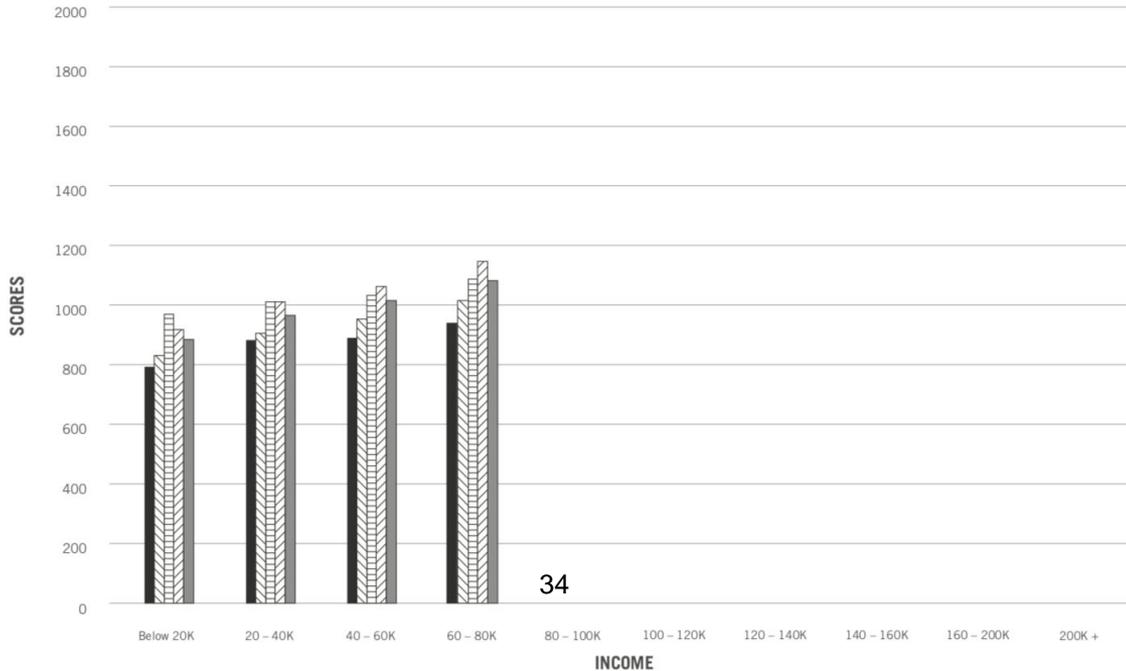
Agenda

- Welcome/Introduction- **Sonja**
- Why are we talking about this? (Local & National News) **Sami**
- Real Life Incident- **Sonja**
- What actions were taken **Sonja**
- Aftermath-Lessons learned **Sonja**
- How could this happen? Preemptive Measures **Erika**
- OSAA & Legislative action (**Sami**)
- What's Next (**Erika**)
- Q & A

AVERAGE SAT SCORES BY PARENTAL INCOME AND RACE/ETHNICITY

1998

- Black
- Latino
- White
- Asian
- All

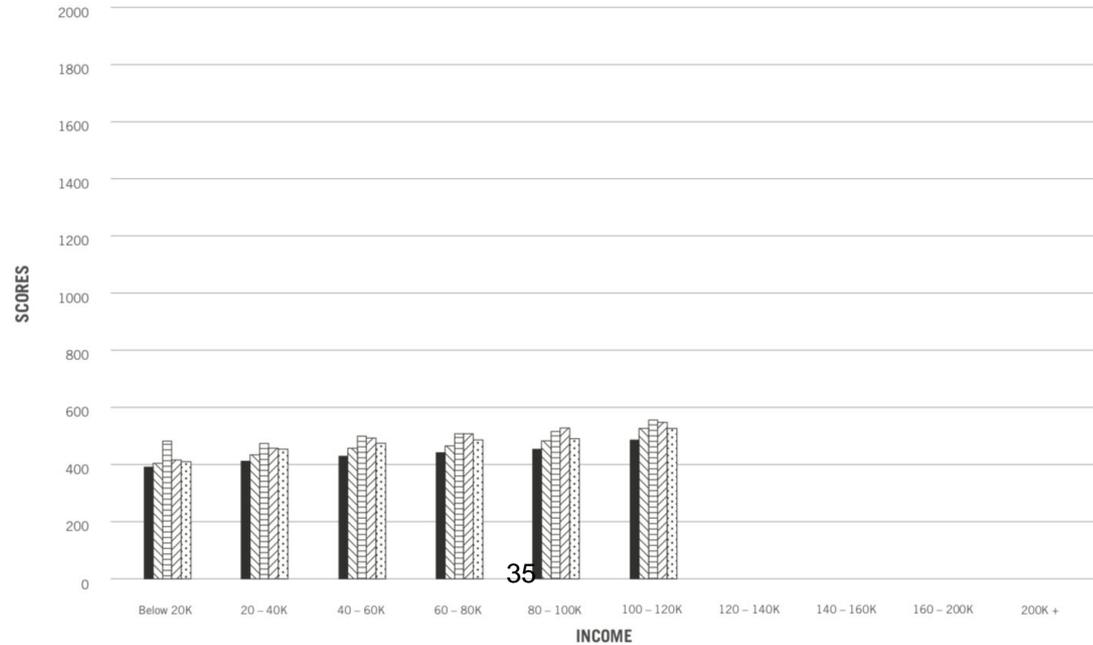


Source: National Center for Education Statistics, U.S. Department of Education. Copyright 1998.

ONE DECADE LATER

2008

- Black
- ▨ Latino
- ▨ White
- ▨ Asian
- ▨ Native Am.

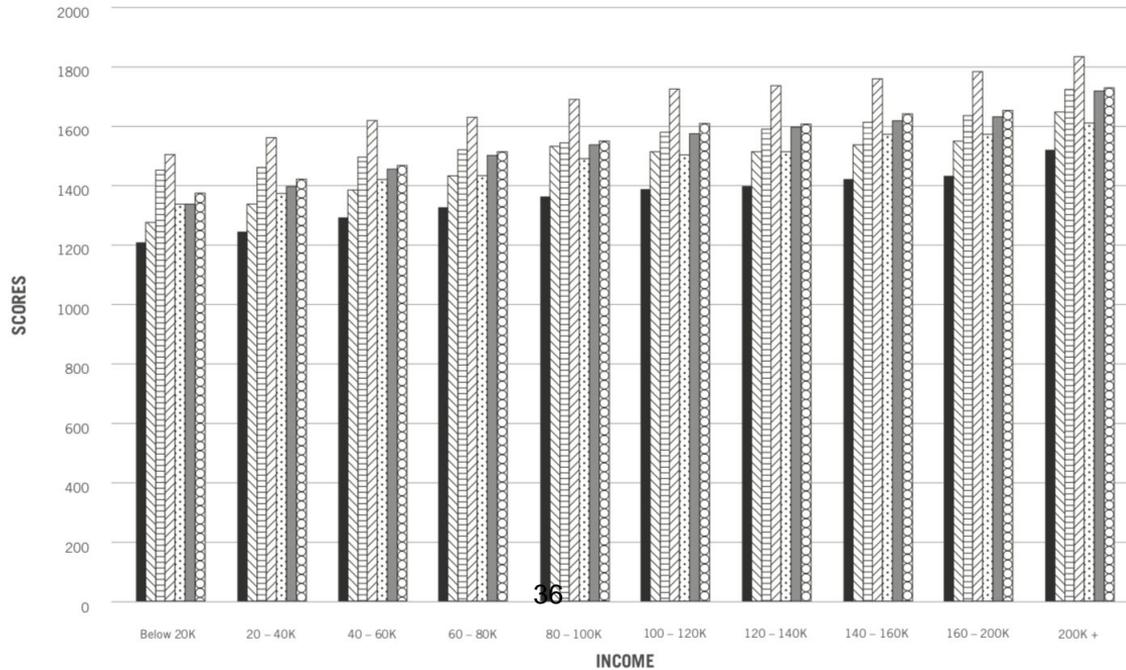


Source: *MORE Courageous Conversations About Race* by Glenn E. Singleton, Copyright 2013, Corwin Press, Thousand Oaks, CA.

RACE STILL MATTERS

2011

- Black
- ▨ Latino
- ▧ White
- ▩ Asian
- ▤ Native Am.
- All
- Other Ethnicities



Source: *MORE Courageous Conversations About Race* by Glenn E. Singleton, Copyright 2013, Corwin Press, Thousand Oaks, CA.

Why are we talking about this?

37

Bias Motivations

Law enforcement agencies reported 7,106 single-bias incidents to UCR in 2017. A distribution of victims by bias type shows the following biases:

Race/Ethnicity/Ancestry
59.6%

Religion
20.6%

Sexual orientation
15.8%

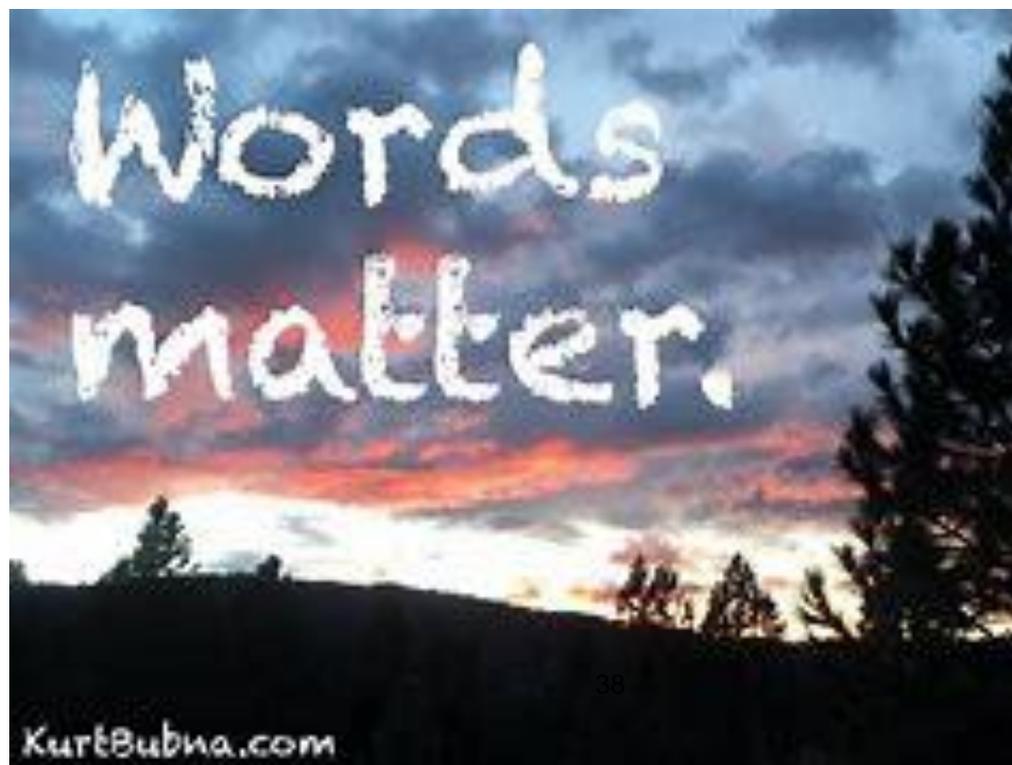
Disability
1.9%

Gender identity
1.6%

Gender
0.6%

Hate Crime Statistics, 2017

Racial incidents



Real Life Incidents of Racism across the US

At a football game in 2018 between 2 Georgia high schools band members were supposed to spell out the word "Broncos," but instead spelled out the word "coon."



Real Life Incidents of Racism across the US

In 2018, an Ohio High school football team had bananas sitting in their locker room when they arrived to play a local team. The student population is predominantly African American



Real Life Incidents of Racism- Oregon

Parkrose High School Girls Varsity Basketball Game at St. Helens

On January 23rd 2019 during the game St Helens students hurled racial slurs and made offending monkey sounds at the Parkrose team.



District and Community Response in Parkrose

1. District leadership was notified about the incident
2. Parents and community were informed about the incident by a district letter,
3. District leadership reached out to St Helens school district leadership to discuss the offending behavior and seek a resolution.
4. Basketball team reached out to media to discuss event.
5. Outcry from community and condemnation of event publicly in statements from Legislators and community leaders⁴².

Community Response from local leaders

Senator Lew Frederick stated “the incident is blatant racism that we have seen explode in the last few years

Our kids deserve to have safe places to play and compete outside of school,” **Rep. Barbara Smith Warner**

Real Life Incidents of Racism- Board Response

1. Support the Superintendent, Principals, teachers and students.



Real Life Incidents of Racism- Board Response

2. Unified response regarding the incident on social media, local news and the community



Real Life Incidents of Racism- OSBMCC

3. Wrote a letter directly to St Helens School District and OSAA



District and Community Response



District and Community Response

The Parkrose School District is working with the St.Helen's School District to help repair the harm that has been done to our players. Our greatest concern is the larger issue of hatred and intimidation at athletic events when our students play in other communities. Many of our students of color past and present have shared stories of hateful language and intimidation at athletic events. We expect long term protections through the OSAA to establish a policy that has serious consequences for districts where this occurs.

Real Life Incidents of Racism- OSBMCC Response

The Directors of the Oregon School Board Members of Color Caucus sent a letter to both St Helens SD and OSAA for 3 reasons:

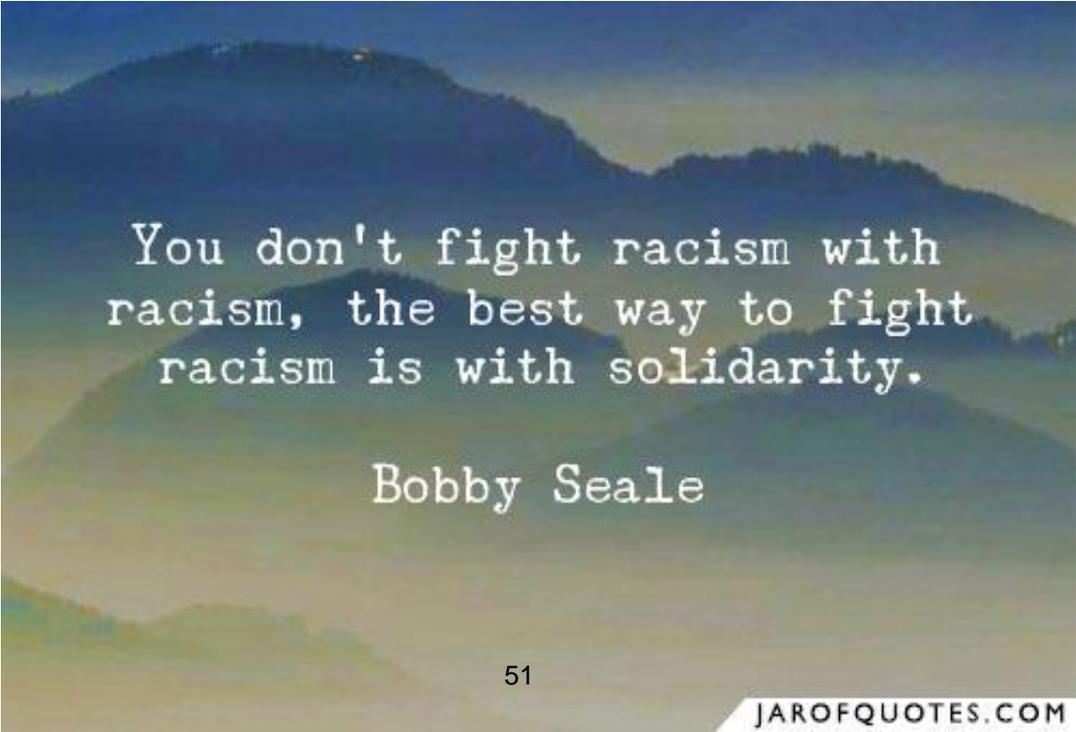
1. To condemn these acts in the strongest terms
2. To learn about actions being taken to prevent future incidents and any consequences for this team and coaches.
3. Offer our support as a resource.

Aftermath and Lessons Learned

- Put safety first
- Denounce the act
- Investigate
- Involve others
- Work with the media
- Provide accurate information—and dispel misinformation
- Support targeted students
- Seek justice, avoid blame
- Promote healing

Source: Responding to hate and bias in schools ⁵⁰ **Teaching Tolerance** download this guide, visit tolerance.org

Aftermath and Lessons Learned

A quote by Bobby Seale is centered on a background of misty, layered mountains. The text is in a white, typewriter-style font. The quote reads: "You don't fight racism with racism, the best way to fight racism is with solidarity."

You don't fight racism with
racism, the best way to fight
racism is with solidarity.

Bobby Seale

How could this happen? Preemptive Measures

1 | Board PD around DEI

- Individual accountability
- Board Priorities
- OSBA Resources
-

2 | How is your district culture?

- Honor Diversity
- Practice Inclusivity
- “Culturally Fluent”
-

3 | Policies

- Do you have an equity policy?
- Do you operate with an equity lens?
- Questions to ask when creating policies

OSAA and Legislative Action (House Bill 3409)

Racist Incident at Oregon High School Basketball Game Prompts Bill Requiring Equity and Inclusion Policies

It spurred legislators to draft a bill requiring that schools take action against derogatory behavior displayed in sports and other activities

Bill Sponsored by:

**.Rep. Janelle Bynum, D-Happy Valley; Rep. Barbara Smith Warner,⁵³
D-Portland; and House Speaker Tina Kotek, D-Portland**

House Bill 3409:

(A) Implements policies that address the use of derogatory or inappropriate names, insults, verbal assaults, profanity or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;

(B) Maintains a transparent complaint process that:

Article about HB 3409: <https://theshadowleague.com/oregon-lawmakers-look-to-stomp-out-racism-in-sports/>

HB 3409 text: <https://olis.leg.state.or.us/liz/2019R1/Measures/Overview/HB3409>

Code of Conduct Statements

Oregon School Activities Association

2019-2020 Handbook

Rules

- 3.4. Spectator Conduct.** *The following expectations regarding spectator conduct at all OSAA sanctioned events, including regular and post season competition, are provided. Those violating or threatening to violate the following Association rules or site management spectator conduct expectations, may be ejected from the premises, issued a trespass citation, excluded from sanctioned activities temporarily or permanently and/or referred to law enforcement officials.*
- 3.4.1.** *All cheers, comments and actions shall be in direct support of one's team. No cheers, comments or actions shall be directed at one's opponent or at contest officials. Some examples of unacceptable conduct include but are not limited to: disrespecting players by name, number or position; negative cheers or chants; throwing objects on the playing surface; use of derogatory or racially explicit language; discriminatory harassment or conduct that creates a hostile environment that is disruptive to the educational environment.*
- 3.4.2.** *Spectators shall not be permitted to use vulgar/offensive or racially/culturally insensitive language or engage in any racially/culturally insensitive action.*
- 3.5. Complaint Process.** *The OSAA will sanction schools whom it has found negligent in the duties of reasonably protecting those involved in interscholastic activities from derogatory or inappropriate names, insults, verbal assaults, profanity, ridicule or engaging in behavior deemed by the member school to endanger the safety or well-being of students, employees, self or others.*

What's Next

Focus on Equity and Inclusion Training (Corvallis)

Our equity work began in 2013 with training for leadership staff and we have continued to provide **Beyond Diversity training** to staff each year. Earlier last month, we continued providing Beyond Diversity training for district staff and community partners including staff from Lebanon, Albany, and Philomath. This is an opportunity for us to support equity work across our region.

Along with our long range facilities bond implementation work, The District Equity Leadership Team Advisory (DELTA) is meeting with members of the Design Advisory Committees to share their experience as participants in the design process.

What's Next

The Parkrose Superintendent has been working in collaboration with The St Helens School District, OSAA, NAACP and OSBA to first support a restorative conversation and to forge a healthy relationship between the school districts, and create an equity policy for sporting events in the state of Oregon.

What's Next

Hillsboro School District

Facing Racial Incidents: The Board's Responsibility to Respond and Support Students

QUESTIONS?



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Best Practices for Trauma-Informed, Culturally Proficient, Comprehensive Sex Education

OSBA 73rd Annual Convention
November 16, 2019

Moderated by: Ely Sanders, Oregon Department of Education.



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Let's Talk about Sex Ed in Oregon Schools

Human Sexuality
Education Law
(2009)

ORS 336.455

Healthy Teens
Relationships Act
(2013)

HOUSE BILL 4077

"Erin's Law"
Child Sexual Abuse
Prevention (2015)

SENATE BILL 856

Human Sexuality Education

OAR Rule 581-022-1440



K-12 Plan of Instruction

Each school district shall provide: an age-appropriate, **comprehensive plan of instruction** focusing on human sexuality education, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. [...]



K-12 Plan of Instruction:

Human Sexuality Education OAR 581-022-1440 (3)

Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction required by this rule, and in alignment with the **Oregon Health Education Standards and Benchmarks**, cooperatively.

K-12 Comprehensive Sexuality Education Plan

North Clackamas School District Guidelines



North Clackamas School District
Milwaukie, Oregon 97222
<http://www.nclack.k12.or.us/>

Adopted: November 17, 2016



Health and Sexuality Education Standards

(OAR) 581-022-2050

Age-appropriate means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students.

Culturally inclusive means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.

Medically accurate means information that is established through the use of the scientific method. Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications.



Health and Sexuality Education Standards

OAR 581-022-2050:

Curriculum can't be shame or fear based. **Shame or fear based** means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships.

Positive family communication and involvement helps students learn to make responsible, respectful and healthy decisions.

Inclusive materials means using language, and strategies that recognize different sexual orientations, gender identities and gender expression.

Affirmative consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and encourage active student bystander behavior.



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K-12 Health Education Standards & Performance Indicators



Oregon Comprehensive Sexuality Education: Consent

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221.440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that everyone has the right to say who touches their body, when and how, and explain why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that it is never ok to touch someone, or make someone touch you if they don't want to, and describe why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define and practice consent as it relates to personal boundaries.	✓	✓	✓	✓	✓					
Identify consent as a freely given yes.							✓	✓		
Describe how consent is a foundational principle in healthy sexuality and in violence prevention.							✓			
Identify that no one has the right to touch anyone else without giving and receiving consent.							✓	✓		
Explain effective communication skills to ensure affirmative consent in all sexual relationships.							✓	✓		
Practice a decision making process to give or receive consent.							✓	✓		
Discuss how affirmative consent mitigates confusion within a sexual relationship.							✓			
Assess a decision making process to give or receive consent for consensual sexual activity.									✓	
Practice effective communication skills to ensure affirmative consent in all sexual relationships.								✓	✓	✓
Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.							✓	✓	✓	
Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.								✓	✓	
Define sexual consent and explain its implications for sexual decision making.										✓
Define affirmative consent as a freely given enthusiastic yes.										✓
Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.										✓
Demonstrate respect for the boundaries of others and practice affirmative consent.										✓
Apply a decision making process to promote consensual sexual activity within healthy relationships.										✓

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3625 River Rd N, Suite 275, Keizer, OR 97303-5985 | Phone: (503) 990-6541
| Email: taskforce@oregonsatf.org | Web: www.oregonsatf.org



Oregon Comprehensive Sexuality Education: Relationships

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221.440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Identify healthy verbal and nonverbal ways to express needs, wants, and feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe a range of ways people express affection within various types of relationships.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	✓	✓								
Describe the characteristics of healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	✓
Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries in various types of relationships.				✓	✓	✓	✓	✓	✓	✓
Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	✓
Practice communication skills that foster healthy relationships.				✓	✓	✓	✓	✓	✓	✓
Investigate and assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.							✓	✓		
List and practice ways to treat your friends, family and partner with dignity and respect.							✓	✓	✓	
Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.							✓	✓	✓	✓
Analyze how family, friends, and other external influences can impact one's beliefs about and decisions within a healthy intimate relationship.							✓	✓	✓	✓
Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.							✓	✓	✓	✓
Explain and demonstrate effective skills to negotiate agreements about the use of technology in relationships.							✓	✓	✓	✓
Demonstrate how to set and respect boundaries around social media and technology use in relationships.							✓	✓	✓	✓
List criteria for evaluating the health of a relationship.							✓	✓	✓	✓
Demonstrate effective strategies to avoid or end an unhealthy relationship.									✓	✓
Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.										✓
Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.										✓

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Instructional materials are part of the **comprehensive plan of instruction**

- Local Control State
- [ODE Reviewed Health Education Curricula](#)
- [Hillsboro School District CSE Plan Website](#)
- [Portland Public Schools Sample Health Ed Website](#)

SAMPLE: K-12 HEALTH SCOPE AND SEQUENCE
Personal Health, Social, Emotional, and Mental Health; Alcohol, Tobacco, and Other Drugs; Sex Education; Violence Prevention
Teach the Skill → Model the Skill → Functional Knowledge → Practice the Skill → Assess the Skill

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Self-Management	Unit 2: Goal-Setting	Unit 3: Communication	Unit 4: Assessing Information
Disease and Illness Prevention	Nutrition	Social, Emotional, and Mental	Personal Health and Safety

HSD COMPREHENSIVE SEXUALITY EDUCATION (CSE) PLAN

Community Message | Erin's Law | Lessons By Grade Level

Oregon Health Education Stan... | CSE Overview Videos | FAQs

Opt Out | Comment

HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence.



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K-12 sex education is a solution to multiple public health issues

- Unintended pregnancy
- STI's including HIV
- Dating/domestic violence
- Sexual violence
- Racism
- Homophobia/Transphobia
- Health care access
- Media literacy/health literacy
- Mental health
- Substance abuse
- Suicide

Assessment and data?



Student Success Act!

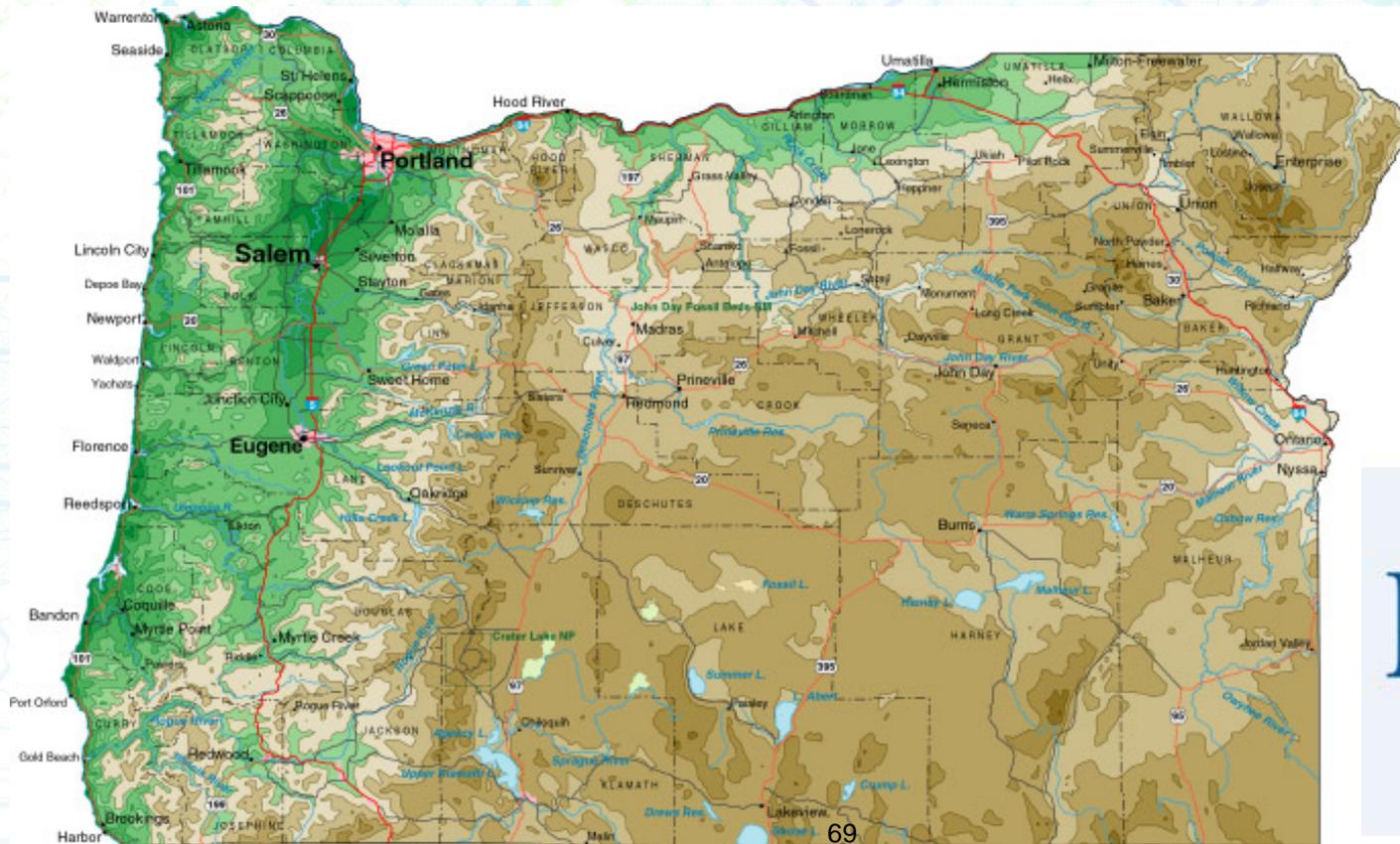


Oregon Sexual Violence Prevention Resource Map



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Oregon launches new tool to help prevent sexual violence, bullying

Natalie Pate, Salem Statesman Journal | Published 1:07 p.m. PT Jan. 25, 2019 | Updated 6:00 a.m. PT Jan. 26, 2019

Preventing sexual violence requires early, appropriate sex ed

Oregon Puts Sexual Violence Prevention On The Map

By THE JEFFERSON EXCHANGE TEAM • JAN 22, 2019

New tool shows sex stats for Ore. youth

Youth pregnancy rate in Malheur County high

Hunter Marrow The Argus Observer | Jan 30, 2019 | 1

New tool created to help prevent youth sexual violence in Oregon

FOX 12 Staff

© Posted Jan 16, 2019 | 0



Resources

- [Prevention Resource Map](#) — Use it!!!
- Oregon Department of Education (ODE) [Sex Ed Page](#):
 - [Letter from Director of ODE, Colt Gill](#)
 - [Comprehensive Sexuality Education in OR 1-pager](#)
 - Sex Ed FAQ Sheet — [English](#) / [Spanish](#)
 - [Comprehensive Sex Ed Advocacy Toolkit](#)
 - ODE Guidance for [Guest Speakers of Sex Ed](#)
 - [Oregon Health Education Standards](#)
 - [SATF Comprehensive Health Education Standards & Performance Indicators Infographics](#)
- Sex Ed List Serv ([Sign Up Here](#))
- Sex Ed Made Simple [Webinar Series](#)
- CDC [Whole School, Whole Community, Whole Child \(WSCC\) Model](#)
- Student Success Act – Student Investment Account Grant Funds can be used to help implement the Health Education standards!



Our Amazing Panelists!

- ***Lisa Allen, Hillsboro SD board member***
- ***Sonja McKenzie, Parkrose SD board member***
- ***Martina Shabram, Eugene 4J SD board member***
- ***Kathy Wai, North Clackamas SD board member***



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We're here to help

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Youth Sexual Health Program
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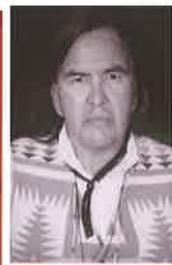
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Leading with Tradition

Native American Community in the Portland Metropolitan Area



Tilikum Crossing - Bridge of the People
Tilikum is Chinuk Wawa (word) for "people" or "family"



Leading with Tradition

Portland's Native community is diverse, vibrant and growing; it has grown by nearly 16% in the last 10 years and outpaced the Portland regional population growth and is nearly 70,000 strong (MSA, US Census 2010). We live here and we thrive here. We are numerous. The Portland urban Native community is descended from over 380 tribes and many of us are multi-tribal and multi-ethnic. We represent varying degrees of tribal affiliation: some of us are tribally enrolled and some of us are not, but we all have ancestral ties to our tribes. Some of us are enrolled citizens of local tribes with reserved treaty rights to fish and gather in the Columbia and Willamette Rivers, but many of us are citizens or descendants of more geographically distant tribes. We come to this city for as many reasons as there are clans and people, and our stories are powerful.

The Portland Metro area rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin Kalapuya, Molalla and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area.

After European contact, what followed for the indigenous people of the Portland area was a series of territorial and then federal policy decisions designed to eliminate and later assimilate Native people. The 18th and early 19th centuries brought diseases that decimated populations, often killing 9 out of every 10 people (Boyd: 1999). The federal Boarding School Era policies, which lasted from the mid-1800s

through the 1960s, marked the beginning of a long campaign to integrate indigenous people into the Western culture. "Kill the Indian and save the man" summarized the philosophy that underlay most government policies of the era (Pratt: 1879). Federal Relocation Policy, which began in the 1950s, forced over a third of the Native population to relocate to seven major cities, including Portland (Fixico: 2002).



Termination of federal recognition of many tribes began in 1954. Under the Western Oregon Termination Act (1954) and the Klamath Termination Act (1954) a large number of Oregon tribes had their governments abolished, lands taken and social services revoked. In 1977, the Confederated Tribes of Siletz Indians would be the first Oregon tribe to regain its federally recognized tribal status; the Confederated Tribes of Grand Ronde and Klamath Tribes have subsequently had their Termination repealed by an act of Congress, and other tribal communities have been federally recognized after decades of struggle. There are still tribes in Oregon for whom termination remains a bitter reality, and even for



Native American Community in the Portland Metropolitan Area

tribes who have been reinstated, its effects are still felt. In response, thousands of our Native families came to Portland to seek jobs, a place to live and community. In the 2010 US Census, the Portland MSA – a census bureau defined metropolitan region that includes Multnomah County and parts of three other counties – reported that there were 20,857 Native Americans of one race and additional 48,107 multiracial Native Americans living in the Portland Metro area.

Currently, Native people count disproportionately among the urban poor. We experience the highest rates of homelessness, poverty and unemployment of all ethnic groups; depression, addiction and diabetes impact us in numbers far exceeding the norm. We constitute 24% of all children in foster care in Multnomah County, and only 37% of our high school students living in Portland graduate on time (Portland Schools Foundation: 2006).

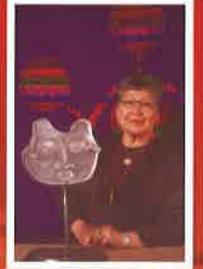
Even with our large population and the strong evidence of need, resources have not been equitably distributed to our community. There are false perceptions that we no longer exist and chronic undercounts, inaccurate data and stereotypes about what we look like perpetuate this misconception. It is commonly believed that our education, health care and other social support systems are fully paid for by government funding or gaming/casino revenues. These misunderstandings lead to policies and decisions that limit our access to social services and other community resources in the city where we live.

Despite the barriers, we continue to foster our culture and celebrate our heritage. We are successful, contributing members of the city of Portland. We pay taxes, we volunteer, we vote, we share our heritage

and we care about the collective future of our children and of this community. There are well over 20 Native organizations in the area, run by and staffed with Native people, and our combined resources represent over 200 million dollars in revenue that go to local taxes, businesses and services. Our population is young and growing; over 40% of our community is under the age of 25 (US Census 2000). Some of our most important work revolves around preparing our youth to become the future leaders of this city, their tribes and our community.



We are passing on our many strengths and assets. We serve the community and we help each other. As distinct and urban tribal peoples may be, we have a collective vision of what we want for our children and families. We work to connect with other urban Native people; to create a common place to meet and reconnect to each other, our ceremonies and cultures. We want to be recognized and treated with respect. We want our cultures and religions to be valued. We want safe, affordable housing, access to employment options and equal opportunities to build community. We have important and diverse indigenous values and worldviews that contribute to the livability and uniqueness of Portland, and we see ourselves as part of its future.





CONTRIBUTING ORGANIZATIONS

For more information and to support Portland's Native American community, please see the list of contributing organizations.

Affiliated Tribes of Northwest Indians
www.atntribes.org • 503.249.5770

Affiliated Tribes of Northwest Indians Economic Development Corporation
www.atntribes.org/edc • 503.249.5770

Alaska Native Brotherhood – Camp 49 Columbia River
https://www.anbangsc.org/local-camps/camp-49
503-481-7533 and 503-775-9400

Bonneville Power Administration Tribal Affairs (BPA)
www.bpa.gov/corporate/About_BPA/tribes

Bow and Arrow Culture Club
503.984.7303

Center for Healthy Communities – Oregon Prevention Research Center at OHSU
www.oregonprc.org • 503-494-1126

Concerned Indian Citizens
503.285.4474

Confederated Tribes of Grand Ronde*
www.grandronde.org • 800.422.0232

Confederated Tribes of Siletz Indians*
www.ctsi.nsn.us • 503.238.1512

Cowlitz Indian Tribe*
www.cowlitz.org • 360.577.8140

Columbia River Inter-Tribal Fish Commission (CRITFC)
www.critfc.org • 503. 238.0667

Good Spirit
chuckhunt@yahoo.com • 503.515.2053

National Indian Child Welfare Association (NICWA)
www.nicwa.org • 503.222.4044

Northwest Native American Center of Excellence at OHSU
www.ohsu.edu/nativehealth • 503.494.9905

Native American Program, Legal Aid Services of Oregon (NAPOLS)
503.223.9483

Native American Youth and Family Center (NAYA Family Center)
www.nayapdx.org • 503.288.8177

Northwest Indian Veterans Association
http://www.nivavets.org • 360.696.4061 Ext 33413

Northwest Portland Area Indian Health Board (NPAIHB)
www.npaihb.org • 503.228.4185

One Sky Center
www.oneskycenter.org • 503.970.7895

Our Native American Business and Entrepreneurial Network (ONABEN)
www.onaben.org • 503.968.1500

Oregon Native American Chamber
www.onacc.org • 503.894.4525

Portland Indian Elders Association
ravart@pacifier.com • mizzbuckie@comcast.net • 503.349.5187

Portland Indian Leaders Roundtable
www.portlandindianleadersroundtable.org

Portland State University Indigenous Nations Studies Program
www.pdx.edu/nas • 503.725-9098

Portland State University Institute for Tribal Government
www.tribalgov.pdx.edu • 503.725-9000

Portland Public Schools Title VI Indian Education
www.indianed.pps.k12.or.us • 503.916.6499

Portland Two Spirit Society
www.portlandtwospiritsociety.org • 971-231-4999

Tribal Leadership Forum
www.tribalgov.pdx.edu/forum.php • 503.647.7734

Wisdom of the Elders
www.wisdomoftheelders.org • 503.775.4014

*A Tribal Nation with Offices in the Portland Area

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In an Emergency When you hear it. Do it.



Lockout



Lockdown



Evacuate



Shelter

Lockout! Secure the Perimeter.

Students

Return inside
Business as usual

Teachers

Bring students into the building
Increase situational awareness
Take roll
Business as usual

Lockdown! Locks, Lights, Out of Sight.

Students

Move away from sight
Maintain silence

Teachers

Lock classroom door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Take roll

Evacuate! (Directions to Follow.)

Students

Leave your stuff behind
Form a line
Hand in hand

Teachers

Lead Evacuation to Location
Take roll
Notify if missing, extra or injured students.

Shelter! (Directions to Follow.)

Students

Shelter Types:
1. For Tornado
2. For Bomb
3. For Hazmat
Shelter Methods:
1. Drop, Cover and Hold
2. And Seal
3. In Silence

Teachers

Shelter Type
Shelter Method
Take roll



standard response protocol™

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
- Take roll, account for students
- 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



Guidance for Schools, Districts, Departments and Agencies

A General Guide on Incorporating and Operating
The Standard Response Protocol within a School
Safety Plan



Lockout



Lockdown



Evacuate



Shelter



Change History

Author/Contributor	Version	Revision Date	Revision Commentary
John-Michael Keyes	0.9.0	08/09/2009	Preliminary Draft
John-Michael Keyes	0.9.1	08/12/2009	<ol style="list-style-type: none"> 1. Typographic corrections 2. Retooled and added protocol icons 3. Added content to Protocol Details
John-Michael Keyes	0.9.2	08/14/2009	<ol style="list-style-type: none"> 1. Removed Training info for placement in new document 2. Updated graphics 3. Added poster graphic 4. Added Law Enforcement/Fire/Medical Sample MOU 5. Added FEMA response methods with SRP Language 6. Removed unused placeholders
John-Michael Keyes Lee Shaughnessy	0.9.3	08/24/2009	<ol style="list-style-type: none"> 1. Grammatical, typographic and structural fixes 2. Content enhancement
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Request for Comment

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. Suggestions for modification or alteration can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including day time phone.

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SRP Review Committee

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions.

The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

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The SRP Review Committee communicates on substantive changes to the SRP primarily through electronic means - Email or teleconference.

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Introduction

Guidance for Schools and School Districts

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan, for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that

SRP is not a replacement... it's an enhancement to your existing safety plans.

districts, agencies and departments retain the "Terms of Art" and "Directives" defined by this protocol.

SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear,

shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. New materials and updates can be found online at <http://iloveguys.org>.



The Standard Response Protocol (SRP)

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

SRP is Action Based

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive".

Execution of the action is performed by active participants, including students, staff, teachers and first responders.

4. **Lockout** is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.
5. **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
6. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
7. **Shelter** is always followed by a type and a method and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained." Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

Benefits

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

Lockout vs Lockdown

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Secure the Perimeter. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

Tactical Responses

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests specific simple actions in that event.

SRP in a Nutshell

4 Actions

Each protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.



Lockout - "Secure the Perimeter"

Students are trained to:

1. Return to inside of building
2. Do business as usual

Teachers are trained to:

1. Recover students and staff from outside building
2. Increased situational awareness
3. Take roll, account for students
4. Do business as usual



Lockdown - "Locks, Lights, Out of Sight"

Students are trained to:

1. Move away from sight
2. Maintain silence

Teachers are trained to:

1. Lock classroom door
2. Lights out
3. Move away from sight
4. Maintain silence
5. Wait for First Responders to open door
6. Take roll, account for students

Evacuate - "Using the Announced Type and Location"

Types include:

1. In Order
2. In Hand
3. Tactically*

Students are trained to:

1. Leave stuff behind
2. Form a single file line

Teachers are trained to:

1. Grab roll sheet if possible
2. Lead students to Evacuation location
3. Take roll, account for students



Shelter - "Using the Announced Type and Method"

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Snow

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Students are trained in:

1. Appropriate Shelter Types and Methods

Teachers are trained in:

1. Appropriate Shelter Methods
2. Take roll, account for students
3. Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/Green Card method.



1 Demand

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

* Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

Protocol Details

Summary

This section of the guidance defines conditions, actions responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

Prerequisites

NIMS Certification



For full adherence to SRP the School and District Administration and Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):

1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>. Anticipate two to three hours per course to successfully achieve certification.

The courses are offered at no charge.

(Note: The "I Love U Guys" Foundation is not affiliated with FEMA.)

School Safety Program

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

Site Survey and Mitigation

Implementing the SRP involves some planning and perhaps some mitigating actions.

For example, one method of preparing for Lockout would be to group and number outside doors so that in a Lockout, staff with Primary Lockout Responsibility would have a known number of doors. Additionally, discreet, but visible signage could provide unique identification of the doors. "West Door 1 of 7" provides staff with a known, predictable task.

Doors, Locks, Stress and Fire Marshals

A consistent observation by first responders is that human beings, under stress, have difficulty completing even mundane tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in extended times to insert a key and lock a door.

Keeping classroom doors locked during class, however, has proven to be disruptive, especially in high school

classrooms. Propping a locked door might challenge some jurisdictions' fire code.

Adams County 12, Five Star Schools (Colorado) faced this challenge with a unique solution. Classroom doors in the district open out from the classroom. The keyed locks are in the doorknob, outside of the classroom. This means staff must stand in the hallway to actuate the lock, exposing them to risk during a Lockdown.

Adams County 12, Five Star Schools is using a simple, but effective workaround to solve this challenge. Flexible magnetic sheeting (such as refrigerator magnets) 1 3/4" x 6" are placed in the door jamb to prevent the door handle latch from catching. This allows the door to remain "locked" yet still allow access. In the event of a Lockdown, even highly stressed staff can readily pull the strip from inside of the jamb allowing the door lock.

Memorandums of Understanding

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

The "I Love U Guys" Foundation MOUs or Notice of Intent

Some schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should formally notify the foundation with a "Notice of Intent." This is included within this material.

Liaisons and Other MOUs

Schools and/or Districts should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers.



Lockout Condition

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

Public Address

The public address for Lockout is: **“Lockout! Secure the perimeter”** and is repeated twice each time the public address is performed.

Actions

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for a “Lockout Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having **“Lockout Duty.”**

There should also be assigned a person with “Secondary Responsibility” for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

Reporter

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

It may also be reported to the school operator by students, staff or teachers if a threat is directly observed outside of the building.

Preparation

Identification and marking of perimeter access points that must be locked in the event of a Lockout defines the **“Lockout Perimeter.”**



Logical areas, building wings or other access point groupings define individual **“Lockout Zones”** within the Lockout Perimeter.

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

Drills

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

Contingencies

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

Examples of Lockout Conditions

The following are some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal on school grounds
2. Criminal activity in area
3. Civil disobedience



Lockdown Condition

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

Public Address

The public address for Lockdown is: **“Lockdown! Locks, Lights, Out of Sight!”** and is repeated twice each time the public address is performed.

Actions

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

Reporter

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

Preparation

Identification and marking of classroom access points that must be locked in the event of a Lockdown is essential preparation.

These may include doorways, windows, loading docks, and fire escape ladder access points.



Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

Drills

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years.

Contingencies

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

Examples of Lockdown Conditions

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter

Red Card/Green Card

Some schools suggest sliding red or green card under the door to indicate classroom status. Based on a number of tactical assessments, SRP defers to school or district policy on the use of Red Card/Green Card. It is recommended that the potential pros and cons of using cards in Lockdown situations and establish policy according to the school's needs and circumstances. Consequently, there is no recommendation on this practice in the SRP.

Please see the section on Red Card/Green Card/Med Card.



Evacuate Condition

Evacuate is called when there is a need to move students from one location to another.

Public Address

The public address for Evacuate is: **“Evacuate! Type/Location”** and is repeated twice each time the public address is performed. Type is added when special actions need to be taken during evacuation.

For instance **“Evacuate! To the Flag Pole. Evacuate! To the Flag Pole.”**

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students are instructed to form a single file line and hold hands front and back. A different tactical response may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for initiating an evacuation. In a tactical situation, students may be instructed to establish a single file line and hold hands front and back.

First responders may also ask students and staff to place their hands on their heads or use different evacuation methods, i.e run, crawl, cover mouth and nose, etc.

Reporter

Evacuate is typically called by the school operator.

Preparation

Evacuation preparation involves the identification and marking of facility



Evacuation Points using consistent signage, as well as student, teacher, and administrator training for both normal and tactical evacuations

Evacuation Assembly

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

Red Card/Green Card/Med Card

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

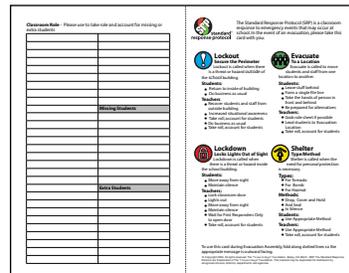
1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
3. **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.



Red Card/Green Card/Roll Card

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



Drills

Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

Contingencies

Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.



Shelter Condition

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or airborne irritants.

Public Address

The public addresses for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold**
3. **Shelter for Hazmat! And Seal**
4. **Shelter! In Silence**

The public address is repeated twice each time the public address is performed.

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Actions

These are the current Shelter Methods that are currently in the Protocol. Other methods may be situationally appropriate and may be added to the SRP.

These methods are sourced from FEMA language available at <http://www.fema.gov/hazard>.

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. People confined to a wheel chair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheel chair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by

the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.

3. **For Tornado** - Learn emergency shelter plan. If a specific shelter area does not exist, move into interior hallways or small rooms on the building's lowest level. Avoid areas with glass and wide, free-span roofs. If you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.
4. **In Silence** - Maintain Silence

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

Reporter

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

Preparation

Identification and marking of facility Shelter Points.



Drills

Each Shelter Method should be drilled once a year.

Additional Protocol Details

Lockout Zones

It is recommended that defining areas, in advance, that comprise a Lockout Zone of a specific number of doors. For instance, a school might have 7 doors on the northwest side of the building. Signage above the doors indicates the zone, the door number, the number of doors and the direction of the next door with an arrow - **NW 3 of 7** → . The last door in the Lockout Zone would replace the arrow with a stop symbol.

Signage/Decals

The “I Love U Guys” Foundation recommends schools use identification signage or decals. The design reflects common icons in use for the associated actions. If these designs are in keeping with school and district aesthetics and or policies, it is encouraged that school adopt this common signage.

Lockout Point

Within a Lockout Zone, the Lockout point reflects the number of doors that must be locked. (In this case, NW is the North West wing, door 3 of 7 total lockout points.)



Lockdown Point

Within a classroom or other room Lockdown points are the doors that should be locked during a Lockdown. This is important when a classroom or lab has multiple entries.



Evacuation Assembly Point

These should be placed in areas where evacuation assembly may occur.



Shelter Point

These can be placed in areas that may act as a hazard shelter.



Downloadable templates are available for production of the signs or decals at <http://iloveuguy.org> at no charge. Finished signs can also be purchased on the website, a portion of those proceeds return to The “I Love U Guys” Foundation for ongoing program outreach and development.

Lockout Duty

Staff or teachers may be assigned Lockout Duty. If Lockout Duty is part of a teacher response, signage in the classroom of the teacher assigned Lockout Duty should be installed. When a substitute teacher is in that classroom, provision for notification of Lockout Duty and location of access points should be reviewed.

Public Address Protocol

The public address is repeated twice each time the public address is performed.

The following represents the Public Address for The Standard Response Protocol

1. **Lockout! Secure the Perimeter**
2. **Lockdown! Locks, Lights, out of Sight**
3. **Evacuate to a (Location)**
4. **Shelter Type / Method**

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

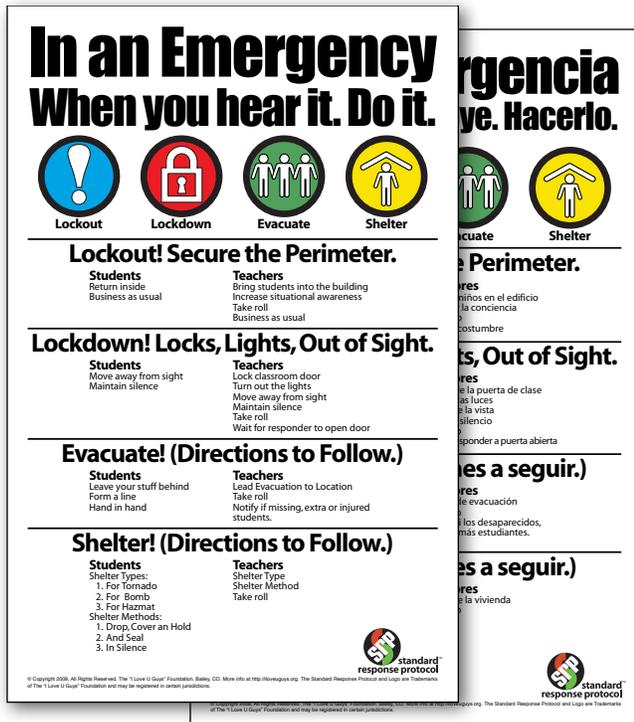
**In an Emergency
Say it twice. Say it twice.**

Standard Response Protocol – Public Address Protocol	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to the Far Field Shelter for Bomb! Drop Cover and Hold!
Earthquake	Shelter for Earthquake! Drop Cover and Hold!
Fire Inside	Evacuate to the Flag Pole
Fire Outside	Shelter in Silence
Hazmat	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks Lights Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks Lights Out of Sight!
Tornado	Evacuate to Hallway! Shelter for Tornado! Drop Cover and Hold!
Weapon	Lockdown! Locks Lights Out of Sight!

SRP Public Address Protocol Version 0.01 (03/10/09) (Revised 03/10/09) (All other icons and graphics are trademarks of The I Love U Guys Foundation. © Copyright 2009. All Rights Reserved. The "I Love U Guys" Foundation, Baby Colorado, My HomeGroup.org

Classroom Posters

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways. The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.



Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge. Finished posters can also be purchased on the website, a portion of those proceeds return to The "I Love U Guys" Foundation.

Program Review

Reviewers of this material are available at <http://iloveguys.org>

SRP Review Committee

The SRP version locked at 1.1.0 Substantive changes can now only be made after committee review. Change requests can be emailed to srp_rfc@iloveguys.org. Please include all contact information.

Evaluation

Evaluation of this material is available at <http://iloveguys.org>

Subscription Terms and Fees

An ongoing commitment of The "I Love U Guys" Foundation is to increase student safety. This commitment involves program development and advocacy. Development is funded, in part, through an annual suggested subscription fee for churches, higher education, private and parochial schools, institutions and businesses that use The Standard Response Protocol and materials developed by The "I Love U Guys" Foundation. Funding from these and other sources allow the foundation to fully subsidize the subscription to Governmental schools, districts, departments and agencies.

The suggested subscription fee is based on the population of your organization. The following chart identifies how population is calculated.

Institution	Population Indicator
Churches	Average weekly congregation
Higher Education	Full and part time student count
Private/Parochial Schools	Annual student count
Museums/Libraries	Average daily visitors
Businesses	Average annual employee count

If you purchase materials from the foundation the suggested subscription fee is reduced. Materials include handouts, Red/Green sheets, posters, decals and this handbook based on your population. Please reference Pre-Packaged SRP Materials at <http://iloveguys.org>.

Population	Fee Without Materials	Fee with Materials
Under 100	\$100	\$25
100 - 250	\$200	\$50
251 - 500	\$400	\$100
500 - 1,000	\$800	\$200
1,001 - 2,500	\$1,600	\$400
2,501 - 5,000	\$3,200	\$800
5,001 - 10,000	\$6,400	\$1,600
10,000 - 25,000	\$12,800	\$3,200
25,000 +	\$25,600	\$6,400

Subscription Fee Grants and Subsidies

If your organization wishes to implement the SRP and funding all or part of the subscription fee is problematic, The "I Love U Guys" Foundation can grant, subsidize, or waive the subscription fee. Similarly if material costs are prohibitive, the foundation may be able to defer all or part of the costs. Please reference <http://iloveguys.org>.

The “I Love U Guys” Foundation Tragedy

On September 27th, 2006 a gunman entered Platte Canyon High School, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was



held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

Mission

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

Contact Information

The “I Love U Guys” Foundation can be reached online at <http://iloveuguy.org>. Email: srp@iloveuguy.org.

The “I Love U Guys” Foundation
PO Box 1230
Bailey, CO 80421
303.426.3100

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Notice of Intent

Name of School District (School District) Standard Response Protocol (SRP) Notice of Intent (MOU) to The "I Love U Guys" Foundation (The Foundation) For the School Year 2009-2010 Program Description

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The "Term of Art" **Lockout** is followed by the Directive "**Secure the Perimeter**". The action associated with Lockout is to bring participants into the School Building and secures the building's outside perimeter by locking appropriate windows, doors or other access points.

The "Term of Art" **Lockdown** is followed by the Directive "**Locks, Lights, Out of Sight**". The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The "Term of Art" **Evacuate** is followed by the Directive "**To a Location**" (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The "Term of Art" **Shelter** is followed by the Directive "**Type and Method**" (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Communication

Communication between School District and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

Purpose

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by School District

1. School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

Memorandum Term

This Memorandum is effective until terminated, for all schools in the School District.

Termination

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

Name of School District

Address
City/State/Zip

Superintendent

Date

The "I Love U Guys" Foundation

PO Box 1230
Bailey, Colorado 80421

Program Director

Date

MOU With The “I Love U Guys” Foundation

Name of School District (School District) Standard Response Protocol (SRP) Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation (The Foundation) For the School Year 2009-2010

Program Description

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

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Agreement by School District

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.

Sample MOU With Law Enforcement/Fire/Emergency Medical

Name of School District (School District) Standard Response Protocol (SRP) Memorandum of Understanding (MOU) with Name of Law/Fire/Medical Agency (Agency) For the School Year 2009-2010

Program Description

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a Directive. Execution of the action is performed by active participants, including Students, Staff, Teachers and First Responders.

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Appendix 1 - Shelter Methods / FEMA Guidance

The following information is included for basic guidance. The SRP suggests using these common shelter methods. Where possible, SRP adopts precise language for each method. This removes some of the ambiguity around other traditional statements. The following methods are referenced from <http://www.fema.gov/hazard>

Shelter! Drop, Cover and Hold

What to Do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually fore-shocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors?

1. DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
2. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
3. Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
4. Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
5. Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
6. Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
7. DO NOT use the elevators.

If outdoors?

1. Stay there.
2. Move away from buildings, streetlights, and utility wires.
3. Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle?

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If trapped under debris?

1. Do not light a match.
2. Do not move about or kick up dust.
3. Cover your mouth with a handkerchief or clothing.
4. Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Reference

<http://www.fema.gov/hazard>

Shelter! For Lightning

What to Do Before a Thunderstorm

To prepare for a thunderstorm, you should do the following:

1. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.
2. "If thunder roars, go indoors" because no place outside is safe when lightning is in the area. We want everyone to stay indoors until 30 minutes have passed after they hear the last clap of thunder.

Summary of Lightning Safety Tips for Inside the Home

1. Avoid contact with corded phones
2. Avoid contact with electrical equipment or cords. If you plan to unplug any electronic equipment, do so well before the storm arrives.
3. Avoid contact with plumbing. Do not wash your hands, do not take a shower, do not wash dishes, and do not do laundry.
4. Stay away from windows and doors, and stay off porches.
5. Do not lie on concrete floors and do not lean against concrete walls.

The following are guidelines for what you should do if a thunderstorm is likely in your area:

1. Postpone outdoor activities.
2. Get inside a home, building, or hard top automobile (not a convertible). Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside.
3. Remember, rubber-soled shoes and rubber tires provide NO protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal.
4. Secure outdoor objects that could blow away or cause damage.
5. Shutter windows and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.
6. Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity.
7. Use a corded telephone only for emergencies. Cordless and cellular telephones are safe to use.
8. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
9. Use your battery-operated NOAA Weather Radio for updates from local officials.

Avoid the following:

1. Natural lightning rods such as a tall, isolated tree in an open area.
2. Hilltops, open fields, the beach, or a boat on the water.
3. Isolated sheds or other small structures in open areas.
4. Anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs, and bicycles.

What to Do During a Thunderstorm

If in a forest?

1. Seek shelter in a low area under a thick growth of small trees.

If in an open area?

1. Go to a low place such as a ravine or valley. Be alert for flash floods.

If on open water?

2. Get to land and find shelter immediately.

If anywhere you feel your hair stand on end (which indicates that lightning is about to strike)

1. Squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact to the ground. DO NOT lie flat on the ground.

The following are things you should check when you attempt to give aid to a victim of lightning:

1. Breathing - if breathing has stopped, begin mouth-to-mouth resuscitation.
2. Heartbeat - if the heart has stopped, administer CPR.
3. Pulse - if the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Also be alert for nervous system damage, broken bones, and loss of hearing and eyesight.

Reference

<http://www.fema.gov/hazard>

Shelter! And Seal

What to do During a Hazardous Materials Incident

Listen to local radio or television stations for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

1. If you are asked to evacuate
2. Do so immediately.
3. Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
4. Follow the routes recommended by the authorities--shortcuts may not be safe. Leave at once.
5. If you have time, minimize contamination in the house by closing all windows, shutting all vents, and turning off attic fans.
6. Take pre-assembled disaster supplies.
7. Remember to help your neighbors who may require special assistance--infants, elderly people and people with disabilities.

If caught outside?

1. Stay upstream, uphill, and upwind! In general, try to go at least one-half mile (usually 8-10 city blocks) from the danger area. Move away from the accident scene and help keep others away.
2. Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
3. Stay away from accident victims until the hazardous material has been identified.

If in a motor vehicle?

1. Stop and seek shelter in a permanent building. If you must remain in your car, keep car windows and vents closed and shut off the air conditioner and heater.
2. Requested to stay indoors
3. Bring pets inside.
4. Close and lock all exterior doors and windows. Close vents, fireplace dampers, and as many interior doors as possible.
5. Turn off air conditioners and ventilation systems. In large buildings, set ventilation systems to 100 percent recirculation so that no outside air is drawn into the building. If this is not possible, ventilation systems should be turned off.
6. Go into the pre-selected shelter room. This room should be above ground and have the fewest openings to the outside.
7. Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape.
8. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.
9. Use material to fill cracks and holes in the room, such as those around pipes.
10. If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.

Shelter Safety for Sealed Rooms

Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours, assuming a normal breathing rate while resting.

However, local officials are unlikely to recommend the public shelter in a sealed room for more than 2-3 hours because the effectiveness of such sheltering diminishes with time as the contaminated outside air gradually seeps into the shelter. At this point, evacuation from the area is the better protective action to take.

Also you should ventilate the shelter when the emergency has passed to avoid breathing contaminated air still inside the shelter.

Reference

<http://www.fema.gov/hazard>

Appendix 2 - Red Card / Green Card / Med Card / Roll Cards

Print-ready PDFs are available at <http://iloveguys.org>

OK

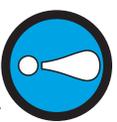
OK

Help

Help



The Standard Response Protocol (SRP) is a classroom response to emergency events that may occur at school. In the event of an evacuation, please take this response protocol card with you.



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



Evacuate To the Announced Type and 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

Teachers:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- 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 Only to open door
- 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

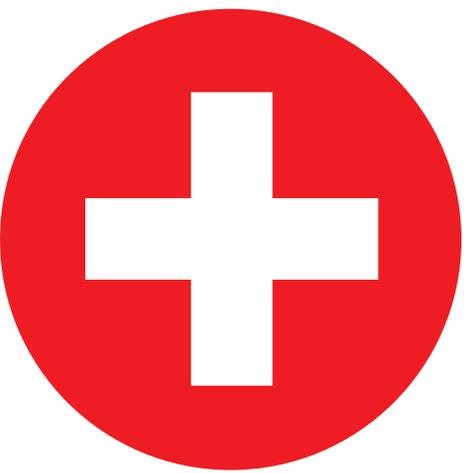
NO

OK

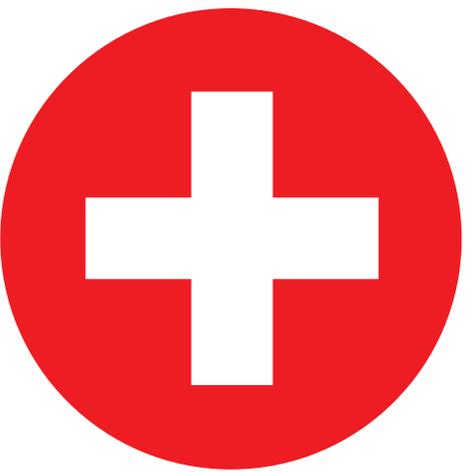
To use this card during Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

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Medical Help



Help



Medical Help

Help

Alert

Alert

Help

Help

Appendix 3 - Posters and Handouts

Print-ready PDFs are available at <http://iloveguys.org>

In an Emergency Say it twice. Say it twice.



Lockout



Lockdown



Shelter



Evacuate

Standard Response Protocol – Public Address Protocol	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to the Far Field Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to the Flag Pole
Fire Outside	Shelter in Silence
Hazmat	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to Hallway! Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



In an Emergency When you hear it. Do it.



Lockout



Lockdown



Evacuate



Shelter

Lockout! Secure the Perimeter.

Students

Return inside
Business as usual

Teachers

Bring students into the building
Increase situational awareness
Take roll
Business as usual

Lockdown! Locks, Lights, Out of Sight.

Students

Move away from sight
Maintain silence

Teachers

Lock classroom door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Take roll

Evacuate! (Directions to Follow.)

Students

Leave your stuff behind
Form a line
Hand in hand

Teachers

Lead Evacuation to Location
Take roll
Notify if missing, extra or injured students.

Shelter! (Directions to Follow.)

Students

Shelter Types:
1. For Tornado
2. For Bomb
3. For Hazmat
Shelter Methods:
1. Drop, Cover and Hold
2. And Seal
3. In Silence

Teachers

Shelter Type
Shelter Method
Take roll



standard response protocol™

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
- Take roll, account for students
- 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

Appendix 4 - Comments

Comments from stakeholders in school safety.

**Former Colorado Senator Tom Wiens,
author of Senate Bill 181**

"It is both exciting and rewarding to see the work that we've done on school safety through legislation, being embraced and led by a citizen group.

I think every school board should see the presentation on The Standard Response Protocol, put together by The "I Love U Guys" Foundation - it's the best resource I've seen for explaining why this type of training is necessary and how it can be done."

**Frank DeAngelis,
Principal Columbine High School**

"The Standard Response Protocol is fabulous. Simple but effective and easy to teach students, staff and teachers.

**Larry Borland,
Chief of Security, Academy School District 20**

"This is what NIMS is all about. Having a common language is important; schools are sometimes told by law enforcement to go into lockdown, when lockout is appropriate. When we're all talking about the same actions, successful outcomes are more likely. I embrace the concept."

**Craig S. Mansanares,
School Resource Officer, Longmont Police Department**

"The Standard Response Protocol really simplifies crisis response plans and addresses most of the complicated issues surrounding school plans. It just makes sense."

**Jacki Kelley,
Public Information Director, Jefferson County Sheriff's Office**

"Creating safety plans for first responders, students and faculty that establish consistency and continuity is paramount in effecting a sense of calm in moments of potential chaos. When all partners involved in a critical event are responding based on shared plans and practices then the outcome for success increases exponentially."

**Pat Hamilton,
Director of Safe and Secure Environments Adams 12 Five Star Schools**

"Thanks for presenting at our conference in June and presenting the SRP at CASSRO in July. The response from our conference attendees in June was overwhelming. The conference planning committee and attendees found your ability to weave tragic life experience into a presentation that delivered an amazing new concept in school safety, remarkable. Your ability to share your experience while teaching new safety concepts was very compelling, and a favorite session among our keynote speakers.

In my years of emergency planning and crisis response I have never seen a concept as smart and as easy to understand as the SRP.

**Cheryle Mangels,
Executive Director Colorado School District Self Insurance Pool**

"The Keyes provide a passionate presentation on Standard Response Protocol which every school, law enforcement, fire, EMS and other related partners, including community members should consider as part of future coordinated planning efforts. Keeping it simple and clear in a crisis is key to communications effectiveness

**Paul Sandos,
Principal Deer Creek Elementary**

"The presentation that you conducted was not only informative but eye opening. I have not stopped thinking of the myriad of possibilities this initiative can provide for my faculty, staff and parents. Your ability to capture the "teaching moment" and adapt the presentation to Elementary, Middle School and High School personnel and parents, is indeed an indication that common nomenclature and protocols for all stakeholders, are imperative for the safety of our children.

As you are probably aware, we are a small rural school district. Consequently, we would never have been able to afford a presentation of this quality. Once again, I cannot begin to express our sincere thanks and appreciation. I look forward to being a pilot school and know that in short order, with your assistance, we can be a model school in the area school safety.

**Fran Santagata,
Director of Emergency Management Douglas County Office of Emergency Management**

"The SRP provides schools with a simplified, easy to follow and remember protocol for response to many types of incidents. For schools that have struggled with the basic concepts of lockdown, lock-out, shelter-in-place and evacuation, the SRP provides a roadmap for success.

**Sergeant Matt Kandt,
Thornton Police Department**

"The Standard Response Protocol presentation offered options that are easy to understand for school staff and students. The guideline helps to eliminate confusion during a crisis event and allows principles that can easily be applied past the educational process. The plan also has emergency responders working in conjunction with the schools during drills to ensure that efforts are cooperative."

**Detective Sergeant Patrick Kissane,
Fort Lee New Jersey Police Department
NJASRO-Founder, 2nd Vice President**

"I have been involved in school safety for my entire career, and have attended many different trainings on all aspects of school safety. The Keyes' presentation is not only unique in the fact that it is from a parent's view on school safety, but is also a moving and motivational presentation in regards to healing and moving forward with an important lesson and message for everyone. School violence tragically touched their lives. No one is immune. It could happen to me, to you, or to anyone at any time. However, as the Keyes' demonstrate, there are steps you can take to mitigate the risks. This presentation is a must see for anyone that cares for or who has the responsibility for the safety of children while they attend school."

Emergency Drills and Instruction

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes (ORS).

All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on fires, earthquakes, safety threats and drills for students, shall be conducted for at least 30 minutes each school month.

Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.¹

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-1420](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

¹This is required language for a district **not** in a tsunami hazard zone.