

**Delta High School
Teacher & Student Success Plan**

2020-2021 School Year

Prepared by:

Delta High School Community Council

Matt Loe, Chair

Melody Mincer, Parent Member

Cherish Works, Parent Member

Margaret Dutson, Parent Member

Gaylan Springer, Parent Member

Kelli Anderson, School Member

LynnDell Watson, School Member

Teresa Thompson, Principal

February 2020

Delta High School Goal

Last year our Hispanic students were scoring the lowest of all populations in most areas. It was our goal to help our Hispanic students improve in all areas. We have met and exceeded that goal in most areas. This year our Hispanic population increased on the ACT from 24% to 48% of the population scoring an 18 or above. The 4-year graduation rate also increased from 73% to 85% with our Hispanic population. Our efforts of working with our Hispanic students and trying to improve their scores as well as graduation rates are seeing results.

In the Achievement score, Delta High went from a 43.3% to 54% in English; 38% to 32% in Math; and 42% to 32% in science. In the Growth score DHS went from 66% and 34%; however, the state also dropped from 59% to 38%. Our focus on College and Career Readiness is evident with the commendable rating on Post-Secondary Readiness, and our graduation rate increased from 86.2% to 87.9% with .9 percent above the state. The area on our state progress report that we are most proud of is the Consistent Attendance. Delta High went from 86.7% to 90.1% with the state at 87%. Our Hispanic population went from 81% to 85% and Caucasian population went from 88% to 91%.

Our goal at Delta High will be to move the needle forward on all areas of the overall performance of our students. Specifically focusing on our math and science scores. Following is a brief overview of our performance for the 2018-2019 school year.

Overall Performance (School Grade)

Participation Rate 96.4

Achievement (Typical)	DHS (2018-2019)	State
English Language Arts	54%	49%
	43.3% (2017-2018)	
Hispanic	32%	
Caucasian	49%	
Multi-Racial	50 %	
Mathematics	32.0%	38%
	38% (2017-2018)	
Hispanic	12%	
Caucasian	36%	
Multi-Racial	50%	
Science	32.3.0%	35%
	42% (2018-2019)	
Hispanic	13%	
Caucasian	36%	
Mult-Racial	50%	

Growth (Typical)	DHS	State
-------------------------	------------	--------------

	34%	38%
--	------------	------------

Growth of lowest 25% = 54.1%. -12.3% decrease from 2018 Score

English Language Arts	42.1% High	40%
-----------------------	------------	-----

Hispanic	34%
----------	-----

Caucasian	44%
-----------	-----

Mult-Racial	50%
-------------	-----

	DHS	State
--	------------	--------------

Mathematics (Low)	26.3%	37%
-------------------	-------	-----

Hispanic	24%
----------	-----

Caucasian	26%
-----------	-----

Mult-Racial	56%
-------------	-----

	DHS	State
--	------------	--------------

Science (Low)	33.8%	38%
---------------	-------	-----

Hispanic	35%
----------	-----

Caucasian	33%
-----------	-----

Mult-Racial	50%
-------------	-----

English Learner progress (Developing)

	DHS	State
--	------------	--------------

	43%	40%
--	-----	-----

English Learners' Adequate Progress 42.9% -14.8%

English learners Reaching Proficiency 0.0% No increase or decrease

WIDA test results: Currently we have 3 students at Level 4; 10 students at Level 3; and 3 students at Level 2. Once a student completes Level 4, they are proficient. We will work with the data on the students who are currently not moving up a level and see if we can help improve their scores. We met with students this year before the test and talked with them about the importance of doing their best on the WIDA test.

Postsecondary Readiness (Commendable)

ACT 18+	60.5% (2019-19)
	61.2% (2017-18)
	61.7% (2016-17)

Distribution of ACT Scores---11th Grade Performance

18-20 = 31%

21-24 = 14%

25+ = 15%

Hispanic	48%
Caucasian	63%
Mult-Racial	100%

DHS

State

4-year Graduation rate	87.9%	87%
	(2016-2017) 86.2%	
	(2015-16) 89.9%	

Hispanic	85%
Caucasian	89%
Mult-Racial	ND

DHS

State

Readiness Coursework	97.5%	81%
----------------------	-------	-----

AP 49%

Concurrent Enrollment 76%

CTE 73%

Postsecondary Readiness

Beginning with the Freshman Class, PCCR's will be held with students and parents to provide necessary information regarding Delta High's graduation requirements and opportunities such as IVC and CTE classes, ACT, extracurricular activities, and will discuss postsecondary goals. Sophomores will have a face to face with counselors in the Fall where credit recovery options will be arranged, and sophomores will be encouraged to take IVC classes and the ACT and reassess postsecondary goals. Juniors will have parent/student PCCR with counselors with more in depth discussions about credit, ACT, IVC classes, and postsecondary options. Seniors will meet with counselors at the beginning and middle of the year and with administrators will work with students who are behind in credits through our MEO/Crossroads program. If students do not meet

graduation requirements at the end of their senior year, they will be referred to the Adult Education Program where they can complete their diploma.

Sophomores will be given the opportunity to take the ACT for free during the April national test date. All Juniors will take the ACT for free at school in the spring. ACT Prep classes will be offered preceding test dates.

ACT

Data Project: 2019-2020 year: Sophomore students will be given the opportunity to take the ACT test for free during the April test date. Scores will be tracked over the next 3 years to determine if taking the ACT earlier in high school provides enough extra practice combined with ACT prep classes to increase future ACT test scores.

Percent of students enrolled in a minimum of 1.0 credit for grades 11 or 12:

Concurrent Enrollment	76%
Advanced Placement	49%
CTE Courses	73%

Other measures unscored

Consistent Attendance

	DHS	State
	90.1%	87%
	87.6% (2016-17)	
Hispanic	85%	
Caucasian	91%	
Multi-Racial	100%	

Because the ACT is an important test for all students attending college and an important part of the school grade DHS receives, we will begin to focus ACT prep and improving reading in all classes. We will aim to be at or above the state averages. Red indicates down from previous year; green indicates up from previous year; yellow indicates no change.

ACT

	Total Tested		English		Math		Reading		Science		Composite	
	DHS	State	DHS	State	DHS	State	DHS	State	DHS	State	DHS	State
2014	120	35,074	18.2	20.0	19.1	20.3	20.0	21.3	19.4	20.9	19.2	20.8
2015	146	40,629	17.7	19.4	19.3	19.8	19.0	20.9	19.3	20.4	19.0	20.2
2016	116	41,446	18.8	19.5	19.5	19.7	19.5	20.9	19.2	20.3	19.4	20.2

2017	120	42,580	18.6	19.5	19.7	19.9	19.7	20.8	19.3	20.6	19.4	20.3
2018	121	43,791	19.6	19.7	20.1	19.9	19.8	20.9	20.0	20.5	20.0	20.4
2019	109	43,790	18.6	19.5	18.2	20	19.8	20.8	19.4	20.3	19.1	20.3

Percent of ACT-Tested Students Ready for College-Level Coursework

DHS	DHS 2017	DHS 2018	DHS 2019	State 2017	State 2018	State 2019
College English Composition	51%	55%	56%	58%	58%	57%
College Algebra	33%	40%	25%	35%	36%	37%
College Social Science	38%	36%	41%	43%	43%	42%
College Biology	19%	31%	23%	34%	34%	34%
Meeting all 4	14%	25%	18.2	23%	24%	18%

College Readiness for DHS Action Plan:

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT’s College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in our school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program. Counselors will meet with all 9th grade students and parents and again at the 12th grade year to discuss future plans.

ACT @ Delta High School 2018-19

Sophomores taking the ACT 1%

Juniors Taking the ACT prior to state ACT Test Date 14%

Juniors taking the ACT two or more times prior to state ACT Test Date 1.65%

2019-2020 Seniors Taking the ACT only on the ACT State Test Date 53%

Seniors taking the ACT 2 times 38%

Seniors taking the ACT 3 times 21%

Seniors taking the ACT 4 times 6%

In 2018-2019 the juniors (who are now the seniors) 94% of the students took the ACT.

Delta High School Discipline Plan

Discipline Responsibilities:

Student's Responsibilities: All students are expected to follow the rules and regulations of the Board of Education, the school administration, and the teacher. Students are required to be courteous, polite and contribute to our positive school climate.

Parent's Responsibilities: Discipline is the primary obligation of the parents. It is the parents' obligation, by teaching and example, to help their students develop appropriate behavior habits as well as proper attitudes toward the school. It is recommended that parents download the Powers School App and track their student's grades and attendance.

School's Responsibilities: It is the school's responsibility to provide learning experiences free from distractions and misbehavior. Administrators, teachers and others connected with Delta High School shall provide positive models that serve as good examples for students to follow.

Student Conduct:

Students at Delta High School are expected to respect themselves and others. The following rules have been established by a committee comprised of students, parents, and school personnel. Students and parents should acquaint themselves with the guidelines established in order to help facilitate the smooth flow of the school.

D.H.S students will show respect and concern for self and others by:

1. Using appropriate verbal or nonverbal language. No intimidating, abusive or obscene language, gestures, notes or inappropriate clothing will be tolerated at Delta High School.
2. Speaking respectfully. Students should address all staff members by the proper names and titles.
3. Being attentive in class, listening while others speak, staying in seat etc.
4. Honoring appropriate requests from staff and other adults.
5. Displaying non-disruptive behavior. Students will not be allowed to exhibit behavior that infringes on the rights of other students to learn.
6. Refraining from any form of bullying (physical or emotional bullying, cyberbullying, hazing and retaliation)
7. Allowing each person "personal space." No fighting, intimidating or bullying of students will be allowed anywhere associated with the school.
8. Refraining from the possession or use of tobacco, alcohol or drugs. In addition, lighters and matches are not permitted at school.
9. Refraining from bringing any weapon from outside of school.
10. Adhering to the guidelines of the Millard school District dress code policy.
11. Treating school property with respect. We have a beautiful school and will not tolerate any vandalism to the school, the grounds, or the school property.

Consequences for breaking rules may include the following:

1. Reprimand by the teacher
2. Notification to parents/parent conferences
3. Referral to counseling.
4. Conference with principal or designee
5. In-school or out-of-school suspension
6. Expulsion from school
7. Notification of police and removal from school

ALL insubordination will come directly to the office. Fighting and other activities that put others in danger will be dealt with according to the Safe Schools Policy.

Note: See Student Conduct Policy/Safe School Policy- Millard School District Handbook.

Delta High School

SAFE TECHNOLOGY and DIGITAL CITIZENSHIP

HB 213, sponsored by Representative Stratton passed in the 2015 Legislative Session gave school community councils a new assignment to partner with school administration in creating a safe and constructive internet environment for students. As with other responsibilities of school community councils, it is intended that administrators, staff, and parents engage together to bring about the best possible result for students.

At Delta High School the following safeguards are in place to provide a safe internet environment:

No Cell Phones during class – Delta High School is a “NO CELL PHONE IN CLASSROOMS SCHOOL” and students are expected to put their phones in a pocket as they enter the classroom. Teachers take roll with the cell phones to help students realize the importance of having cell phones put away during class time.

Internet Filters – All internet access is filtered through district network servers, which are in turn filtered through SEDC. The Southwest Educational Development Center filters provide a significant line of defense against access to inappropriate material.

Layered Network & Internet Access – Students, guests, staff and teachers, have layered access to online resources based upon a user profile setup at the district level. This profile significantly restricts unidentified guest and student access to online resources such as YouTube, Google, Images, etc.

Management Software – The school district uses management software to further control and supervise student online activities. Software such as MDM, Google Chrome Management, and LanSchool, allow teachers and district personnel to monitor and track student online activities in real time and historic time.

Acceptable Use Policy – The Millard School District requires every student and guardian to sign a copy of the Acceptable Use Policy every year. This policy outlines the terms and conditions of the privilege of using school network and internet connections. It also outlines expectations and consequences for violations of the policy.

NetSmartz Utah – The Attorney General’s Office provides schools with semi-annual training for students and staff in internet safety. Usually students and staff will attend such training every other year in the form of assemblies.

Ongoing Threats – The ever changing array of proxy sites that are designed to get around internet filters is a growing concern to schools; Smart phones with internet messaging apps are also a huge problem.

Delta High School

Professional Development and Instructional Practices

According to Accreditation surveys completed by faculty at Delta High, parents and students the area we need to improve is Standard 3 *“The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.”* Therefore, we will be focusing our professional development on the following:

1. Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
2. Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
3. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
4. All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
5. School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Trust Lands Proposal 2020-2021

1. ACT Prep

Rationale: Students need time to practice and prepare for the ACT. Because it's not feasible to have an ACT class in the regular schedule (due to teacher's already teaching a full load and students not having enough to work on for a full year) we will offer a class after school and in the morning in October, December and February. That is the time the ACT is taken by most students.

Total: \$3,150 (3 Teachers X 3 Sessions @ \$350 per session)

2. Professional Development

Professional Development money from the district is no longer available. This money will also be used to send teachers to conferences, training and other opportunities to improve teaching in the classroom.

Total: \$15,265

3. Math/Special Ed. Department

Rationale: Purchase classroom set of TI 84 CE graphing calculators. Increase ACT scores and help students with an IEP. The classroom set Mr. Brough is currently using is well over 10-years old and are breaking down. We also take older working calculators to the library for students to check out. Calculators could also be checked out for ACT testing.

Total: \$5,904 Math Dept. + \$3,587.80 Sp. Ed.

4. Advanced Degrees for teachers

Rationale: Our goal is to increase teacher knowledge, skills, and expertise within a variety of teaching areas. We also hope secondary teachers will become eligible to teach college concurrent enrollment courses which will benefit our students. The maximum funded amount eligible to be claimed is \$15,000 over a 3-year period, with ½ coming from the district and ½ coming from DHS LAND trust funds.

Total: \$10,540.21

5. ACT for all Sophomores

Rationale: Students will perform better on the Junior ACT if they are better prepared and know the general format of the test. Any sophomore wanting to take the ACT any time during their junior year will be paid for out of the LAND trust account.

Total: \$7,280 (140 current 9th graders X \$52)

6. Math Department

Rationale: Sic Promethean Panel TV's for the math department. All educational presentations for student achievement are tied to DHS Goals. DHS would like to have more up-to-date technology

Total: \$13,500 (\$4,500 X 3 math teachers)

7. Science (Mr. Day)

Rational: Enhance demonstrations and hands-on activities for college & career readiness. Lab safety and store chemicals up to code.

Total: \$6,000

8. Science (Mr. Christensen)

Rational: Provide students with hands-on activities thru labs. Chemistry show supplies and equipment. Also need a new computer for classroom.

Total: \$7,000

9. Science(Mr. Warnick)

Rational: This proposal is designed to enrich existing programs, with an emphasis on Biology and upper level classes. My students are in need of inquiry-based labs and career related science skills to reinforce the principles taught in class.

Total: \$4,788

10. IXL

Rationale: IXL is a comprehensive on-line practice site for both math and English. IXL is used as a supplemental tool to help reteach concepts, and provide extra practice to strengthen and improve student's math and English skills.

Total: \$5,000

11. Accelerated Reading Program

Rationale: The AR program is a supplemental tool used by Language Arts/Reading teachers to assess SSI (Sustained Silent Reading).

Total: \$3,500

12. ALEKS Software Licenses

Rational: Mr. Brough and Mrs. Church are currently using ALEKS and like the program and the progress students are seeing. They want to continue to use it.

Total: \$2,700

13. Library Supplies

Updated Smart TV to match other DHS classrooms to show book trailers on to encourage reading. Calculators will be used for student checkout and ACT Testing

Total: \$6,793.99 (Promethean TV \$5,000 & 10 calculators \$1793.99)

Total Money Available =\$95,009.

Total estimated expenditures =\$95,009

Delta High School recognizes the existence of the possibility of a hostile attack, sabotage, or other violent action, as well as disaster/crisis resulting from fire, natural causes, or acts of school violence. Because of the reality of such an event and the state of the world today, Delta High School Faculty, Staff, Students, Parents, and community leaders are committed to providing the safest environment possible. We have prepared the **Plan & Procedure for Crisis Management/Prevention** to provide a framework in which the school can plan for and perform its respective emergency functions during school crisis situations. It is further designed to assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

<p style="text-align: center;">Standard Operating Guidelines Teacher Fire</p>	<p style="text-align: center;">Standard Operating Guidelines Teacher "Shelter in Place"- Hazardous Waste</p>
<ol style="list-style-type: none"> 1. Gather your class roster and accountability card packet. 2. Exit the building according to the fire escape route plan. Teacher is <u>LAST!</u> 3. Upon reaching pre-determined "outside" class location, verify student accountability. 4. If all students are present, hold up your <u>green</u> card high above head until notified. 5. If all students are not present or you have extra students; hold up the <u>red</u> card and write names on post-it notes. 6. Send a designated runner with post-its to the Group Leader. The Group Leader will contact you to determine possible locations of missing students. 	<ol style="list-style-type: none"> 1. Upon hearing the activation of a shelter in place event, the staff will immediately close all doors and windows leading to the outside environment. 2. Close doors leading to a hallway or commons area. 3. Cover all openings with tape, paper, or other materials to prevent outside air from entering your room. 4. Verify Student accountability. 5. Wait for contact from group leader via the intercom system.
<p style="text-align: center;">Standard Operating Guidelines Teacher Earthquake</p>	<p style="text-align: center;">Standard Operating Guidelines Teacher "Lock Down" - (Violence or Intruder)</p>
<ol style="list-style-type: none"> 1. At the first sign of an earthquake, have all room occupants "drop, cover and hold" remaining in the sheltered position for 60 seconds. Do NOT automatically rush your class into the corridor or outside the building. 2. Account for all students. 3. Gather your roster and accountability card packet. 4. Exit the building when it is safe to do so. The teacher <u>LEADS</u> the way out. 5. When leaving the area, take injured students only if moving them will not cause further injury. 6. Assemble in the pre-designated location. 7. If all students are present, hold up your <u>green</u> card high above head until notified. 8. If all students are not present or you have extra students; hold up the <u>red</u> card and write names on post-it notes. 9. Send a designated runner with post-its to the Group Leader. The Group Leader will contact you to determine possible locations of missing students. 	<ol style="list-style-type: none"> 1. Upon hearing the activation of a "lock down" event, the staff will immediately close all doors and windows leading to the outside environment. 2. Close doors leading to a hallway or commons area and lock if possible 3. Move students to a safe place in the room where they will not be targets for people outside the classroom. 4. Verify student accountability. 5. Wait for contact from group leader via the intercom system.

Delta High School Safety Committee Meeting
November 28, 2018

Present: Teresa Thompson, Rob Fowles, Armando Ramos, Cherish Works, Sandy Dutson, Austin Day, Karen Burraston

Review of Violence Drill: The committee felt like the drills done so far have been effective. Students learned how to react and what to do in an emergency situation. It would be nice to have some kind of quick way to alert the building about an active shooter. Possibly a light for the outside so students know there is an emergency situation. Will locked doors really keep a shooter from coming in and causing harm to our students? Anything we do will deter because there is no way to keep a shooter from coming in a building if they are determined. We could be more vigilant when it comes to assemblies and not allowing students to bring their backpacks. We need to continue to have the dialogue with students about what will they do in a variety of situations. The sheriff's department will be doing a training during the Christmas break and want to continue with training. Another drill we need to have is going between classes.

Fire Drills: Fire drill went well and students know what to do in fire drill situation. We need to do a fire drill in between classes so students figure out what to do.

Safety Buckets for Classroom: Need to update buckets with the following: buckets, blanket, granola bars, candy, basic first aid, feminine products. Possibly contacting local businesses and seeing if they will give discounts.

Items needing attention: The best way to contact parents is through the school contact app. This would be a good way to communicate and inform parents. There needs to be a couple different plans so the shooter doesn't know where the reunification point is. The high school is a little easier because most of the students have phones to be able to make contact with. The elementary will be a little more difficult.

We need to continue to do drills in all kinds of situations and continue to education students and staff.

Our Wish List:

1. Having key card entry for everyone. Students use their activity cards to get in the building.
2. An easy way to lock down all the doors once the bell rings.
3. An alarm with a different tone that would play outside. Or a light of some kind to have outside.
4. Magnets on paper to cover the windows quickly....Delta South Elementary. Magnets on the doors so they can quickly lock a door.
5. The Palladium does not have a way to alert them. The alarms are not linked to them.
6. How do we train kids to run into the community and inform the community that this could happen.

Millard School District Emergency Action Plan

Fire Earthquake Shelter in Place

Violence

The Millard School District has a safe school policy which is intended to provide each student the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary distraction. (Please see MSD policy 6090) In conjunction with the policy, Millard School District has implemented standard operating guidelines for emergency situations for schools within the district. Every school has been given guidelines and a list of procedures to help standardize emergency drills. Drills are practiced throughout the year for incidents concerning Fire, Earthquake, Shelter in Place (hazardous materials, or violence). Every effort is made to follow these standardized guidelines. Implementation may be slightly different due to school size, location, age of students, etc. The Millard School District continues to update and review its emergency procedures, policies, and materials. Copies of plans are available at each school and at the district office. Millard School District is working with other agencies to provide each school with the materials and supplies that are needed to successfully manage an incident. Together we are working at coordinating our efforts so that roles and responsibilities, communications, and responses to situations are clearly defined for each agency that may respond to an emergency. Please contact your local school if you have questions about emergency action plans or to volunteer your services.

Fire 1. Gather class roster and accountability card packet. 2. Exit the building according to the established fire escape route. Teacher is LAST. 3. Upon reaching pre-determined "outside" class location, verify student accountability. 4. If all students are present, hold up green card. 5. If all students are not present or you have extra students, hold up red card and write names on post-it notes. 6. Send a designated runner with post-its to the Group Leader. The Group Leader will contact the teacher to determine possible locations of missing students.

Earthquake 1. At the first sign of an earthquake, all room occupants "drop, cover and hold" remaining in a sheltered position for at least 60 seconds. Do NOT automatically rush class into the corridor or outside the building. 2. Account for all students. 3. Gather the roster and accountability card packet for reporting to the Group Leader. 4. Exit the building when it is safe to do so. The teacher LEADS the way out. 5. When leaving the area, take injured students only if moving them will not cause further injury. 6. Assemble in a pre-designated location. 7. If all students are present, hold up green card. 8. If all students are not present or you have extra students, hold up the red card and write names on post-it notes. 9. Send a designated runner with post-its to the Group Leader. The group Leader will contact the teacher to determine possible locations of missing students.

Shelter in Place 1. Upon hearing the activation of a shelter in place event, staff will immediately close all doors and windows leading to the outside environment. 2. Close all doors leading to a hallway or common area. 3. Cover all openings with tape, paper, or other materials to prevent outside air from entering the room. 4. Verify student accountability. 5. Wait for contact from Group Leader via the intercom or other means. **Violence or Intruder 1.** Upon hearing the activation of a "lock down", staff will immediately close all doors and windows leading to the outside environment. 2. Close all doors leading to a hallway or common area and lock if possible. 3. Move students to a safe place in the room where they will not be targets for people outside of the classroom. 4. Verify student accountability. 5. Wait for contact from Group Leader via the intercom system or other means. 6. Doors are to remain locked until the "all clear" sign is given.

What are the Standard Operating Guidelines?

Standard Operating Guidelines pg. 2

Emergency Closure of School In the event that schools should be closed or schedules changed for emergency reasons, such as storms, road conditions, unexpected hazards or health precautions, such information will be broadcast over radio stations FM 95.7, 93.7, 97.5 and AM 540, or via Power Announcement which will contact patrons by phone, text, or email. It is important for parents to keep such information current at their local school. Should school be dismissed early OR have a late start (2 hr

delay) due to inclement weather, all parents will be notified. Bus students will be bussed. Nonbus students need to be picked up/dropped off by parent or designated adult.

Answers to Parent Questions

1. What is my responsibility as a Parent/ Guardian during an emergency situation? In the event of a serious school or community incident, the school assumes responsibility for your children. You will be kept informed about what is happening and given instruction regarding your children through a local radio station and/or Power Announcement which contacts patrons through email, phone or text. Rushing to the school in your car or calling the school will only impede the school's ability to protect your children and will hinder the communication process with other agencies involved. Children will NOT be sent home until parents/ guardians have been notified.

2. What do I do after I have been notified that I can pick up my child? Depending on the conditions and emergency, parents should park in the designated areas defined by each school in the child access routing plan. If indoors, parents should enter the school through the front doors and then proceed to their child's classroom after signing in at the office. Parents will be required to sign that they are taking custody of their student for security reasons. If outdoors, parents should park in designated spots, find their child's teacher and sign them out. Please do not encourage children to run to you or expect that they will come to your vehicle. To keep track of all students, parents MUST sign they have taken custody. If schools are in a lock down situation (violence or shelter in place) all doors to the school will be locked. Parents will put themselves and others in jeopardy if they try to enter the school. See #1 to see when it would be safe to pick up your child.

3. What will happen if I am not home or I cannot be reached? If parents are not at home or cannot be contacted during an emergency incident, the school will continue to assume responsibility of that student until the emergency contact person listed on the registration form has been contacted. It is very important that EVERY parent has an emergency contact person listed with the school who will take responsibility for that child until the parent/guardian is available.

4. If the school is unsafe, where will my child be? Each school will have an alternative site if it is necessary to move from the building. As each emergency is different, you will find out if your student has been moved by listening to the radio or you will be contacted via Power Announcement which uses email, text, and phone.

5. Is the school prepared with emergency supplies? Each school has some preparedness materials that they have gathered. In the case of an emergency, most classrooms have minimal supplies in a bucket that will help provide students with food, water, blankets, vital information about students, games and activities to keep them calm, and materials to help during shelter in place situations.

6. Is the staff qualified to help during an emergency? Staff members are given basic in-service training in first aid and CPR. Some staff member are trained members of CERT (Community Emergency Response Team) and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county.

MSD Preparedness Activities Millard School District continues to work on emergency preparedness by being involved in the following activities: ☐ Town/City CERT training program ☐ MSD is part of the Local Emergency Preparedness Committee (LEPC). This committee helps coordinate activities among local, state and federal agencies and updates emergency procedures/policies ☐ Continue training in first aid and CPR and annual practice drills of all types ☐ PTA, PTO parental involvement ☐ Annual updating of the MSD emergency preparedness handbook Things you can do to help 1. Be involved with the parent organization — volunteer to be on the safety committee 2. Volunteer to coordinate emergency supplies in your local school 3. Donate items needed to your neighborhood school. Following are some suggestions: Emergency blankets, ponchos, hand warmers, hand sanitizer, energy bars, trail mix, granola bars, jolly ranchers or other hard candy, wool blankets, water, duct tape, plastic, buckets, etc. Contact the school to see what is needed most. 4. Donate money to the MSD foundation or PTA for purchase of supplies Excerpt Millard County Sheriff's Department Website "Sheriff Dekker urges all individuals and businesses to log onto the

Sheriff's Office website, www.millardsheriff.org, and follow the link to the "CodeRED Residential and Business Data Collection" page. Those without Internet access may call the Sheriff's Office 435-743-5302 or 435-864-2755, Monday through Friday (8AM-5PM), to give their information over the phone. Required information includes first and last name, street address (physical address, no P.O. boxes), city, state, zip code, and primary phone number, additional phone numbers (optional)....The information will only be used for emergency notification purposes"

**Delta High School
LAND Trust Review of
2019-2020**

The 2019-2020 Trust Lands Proposal for the Delta High School focused on the areas designated in our school improvement plans, as well as other areas where pressing needs had been identified by individual departments within the school.

Trust Lands paid for the following:

- Early morning ACT prep classes for students
- ACT for all Sophomores
- Promethean Panels for Mr. Day & Social Science Department
- Chemistry/physics/biology lab supplies
- Art Department Supplies
- Audio recording/editing materials for Orchestra
- FACS Scholastic Choices Magazine
- Calculators for math department
- PLC time for teachers & Professional Development