

# Wye Elementary School Student-Family Handbook 2018-2019



**Administrative Team:**

Principal ~ Mr. Schlacht

Assistant Principal ~ Mr. Samaratunga

**Office Support:**

Secretary - Mrs. Cleet

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<http://www.wyeschool.ca>

## **ABSENTEE POLICY**

1. Regular attendance is required of all students.
2. Parents are asked to notify the school of a child's absence - phone 780 467 7447 or by email via the school website. If the school is not notified of a child's absence, the school provides a child check service where a phone call will be made to ensure the safety of your child.

***If a child is ill, they should remain at home until they are healthy.*** Instances do occur when students become ill during the school day and are unable to participate fully in their school program. If an illness does not appear to be severe, a child may spend time in the school infirmary and parents will be contacted. Students who have a fever or who are displaying flu symptoms will be sent home.

## **ALBERTA HEALTH SERVICES**

Alberta Health Services works together with parents, schools and community agencies to provide a range of coordinated community health services for school-age children and their families. Our common goal is to improve student health and learning outcomes. Various health services are provided by nursing, dental, rehabilitation, and speech and language staff. If you would like to contact someone from the School Health Team, please call the Strathcona County Health Centre @ 780 342 4600.

## **ALLERGY AWARE SCHOOL**

To ensure the safety of students who have allergies, Wye School is an "allergy aware" school. As nut allergies are common in our school, parents are expected to refrain from sending known foods with nuts or nut oils for snacks or lunch. Specific details of a comprehensive medication and personal care policy are available in the office and on the school website. Thank you for ensuring the safety and well-being of all our students.

## **BELL SCHEDULE**

8:20	Supervision begins
8:30	Students may enter the school
8:40	Morning classes begin
10:16	AM recess
10:31	Classes resume
11:35	Lunch time
12:00	Outdoor Recess
12:33	Afternoon classes begin
2:09	PM recess
2:24	Classes resume
3:28	Dismissal bell

Wye School students are expected to arrive at school **no sooner** than **8:20 a.m.**  
The first Wednesday of each month has an early dismissal at 2:28 p.m.

## **COUNSELLING**

The Counsellor is available at the school to work with students, parents, and teachers. The Counsellor may work with any child who is experiencing difficulties (academic, emotional or behavioral) which are interfering

with educational development. Students are free to request to speak to the Counsellor on a self-referral basis. Parents and guardians may contact the Counsellor on their own initiative.

### **DRESS CODE**

1. Students must wear suitable attire in the classroom at all times. Shirts with pictures or slogans that are likely to be offensive are not permitted. Make-up is not permitted.
2. Footwear which marks or damages the floor shall not be worn. Footwear shall be worn at all times.
3. In all physical education classes, students are required to wear gym shoes.
4. Caps may not be worn in class.
5. Halter tops, short shorts (must be to mid-thigh), tank tops with spaghetti straps **are not** acceptable school dress.
6. Outdoor footwear must be other than that which is worn indoors.

Students who come to school and are not dressed in compliance with the dress code will be asked to change. We thank you, in advance, for your support of our school dress code. It is our desire to have our dress and appearance reflect modesty and the school's purpose as a place of learning.

### **HOMEWORK POLICY**

We believe that all students are capable learners. By establishing a daily homework routine at home, parents can reinforce the concepts that their child has acquired at school and also practice the concepts needed to be successful, organized, and responsible learners. Daily homework can consist of reading a book themselves or with a parent, catching up on unfinished classroom assignments, reviewing spelling words, or by researching/reading in preparation for a report. Parents are expected to support their children's learning by supervising or assisting with homework on a regular basis. The majority of homework at the elementary level consists of assignments that were not completed in the time given in class. If your child has homework, it could be that they struggled with the assignment or that they chose not to use their class time effectively. If you feel that homework is becoming problematic in your home, please contact the classroom teacher. **Supplementary homework will not be provided to students during a family holiday that may occur during the school year.** Evaluation may indicate "unable to assess" on the progress report.

### **HOME AND SCHOOL COMMUNICATION**

Wye School staff believe in the importance of developing a close relationship between home and school through mutual, respectful communication. General newsletters, phone calls, e-mails, e-teacher pages, conferences and classroom visits are just some of the ways that our staff works with families to enhance student learning. General classroom newsletters and information items are also distributed regularly to keep parents up to date on current school activities. School newsletters can be accessed on-line. Classroom teachers may also distribute information with specific information that may be of interest to families in support of their child's learning program.

### **LOCKERS**

Each school year, all students are assigned lockers. These are shared, open lockers, so we encourage personal articles to be labeled. All lockers will be inspected for cleanliness periodically during the year. Backpacks are

the property of the student, but may be searched by staff if there are grounds for suspicion of items that may compromise safety, health, or discipline.

### **MEDICATION**

The Elk Island Public School Regional Division has a specialized request forms that must be completed if a child requires prescription drugs/medication to be administered by the Principal or their designate. Occasionally, non-prescription drugs, supplied by the parent, may be administered after contact/permission has been made with a parent in writing: e.g. Tylenol. Parents must provide the medication and specialized request forms must be completed and submitted to the office with the medication. Students are not allowed to administer their own medication.

### **PERSONAL/SCHOOL PROPERTY**

1. Any item belonging to the student should be clearly labeled.
2. We discourage students from bringing valuable personal property (such as cell phones, iPods, cameras, roller blades, skate boards, etc.) to school.
3. Lost items may be claimed by students or parents from the lost and found. Unclaimed items will be removed periodically and donated to local charities.
4. Students will have to pay for lost or excessively damaged library books or textbooks. If the book is found at a later date, a refund will be made to the student.

### **SCHOOL COUNCIL & SCHOOL SOCIETY**

Each school has a School Council. This council is made up of representatives from the parent public, the community, school staff, and school administration. The Councils advise and assist the school in its operations. All parents are welcome to attend the meeting and take an active role on School Council. Related but separate is the School Society who is in charge of fundraising. For a copy of the Wye School Council Operating Procedures, please visit the school website and search under the PARENTS tab. All Wye parents are automatically members of these support councils.

### **SPEECH, LANGUAGE & HEARING SERVICES**

Speech and language assessment, hearing screening and intervention services are provided by Speech-Language Pathologists in the schools or at the local Health Unit office. Referrals can be made through the teacher, Counsellor, or directly by the family by contacting the school Speech-Language Pathologist. Parent/Guardian consent will be required before your child can receive services.

### **VOLUNTEERS**

Parent volunteers are vital members of our school community. They assist in the classroom and in the preparation of classroom materials, on hot lunch days, in the library, on field trips, and with many other special activities and projects. Elk Island Public Schools requires volunteer parents to provide the school with a *Confidentiality Undertaking Declaration for Volunteers*. For regular school volunteers, parents will be required to sign in when they come to school, sign a disclosure statement for the year, and wear visible ID. Thank you for your support of this safety initiative.

# Positive Action Plan

## **STUDENT BEHAVIOR EXPECTATIONS**

Wye Elementary operates on the philosophy that all students have a right to learn. It is therefore our aim to establish and maintain a positive school climate in which:

- each student feels safe, happy, and important without disruptive behavior impinging upon the rights of others;
- appropriate behavior is consistently encouraged and complimented, thus increasing student self-esteem and rewarding self-control;
- frequent communication exists between the staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their child.

The goal of the Positive Action Plan is first and foremost to encourage and reinforce appropriate behavior so that learning can be optimized. While the student must be responsible for their own behaviour, there are shared responsibilities for staff, parents, and students:

### **Staff**

Staff is responsible for establishing a positive school climate where support and encouragement are provided on an ongoing basis to assist students in developing a sense of self-discipline and responsibility while making a positive contribution to society. Staff will communicate accolades and concerns with the students' families.

### **Parents**

Parents are responsible for establishing a positive learning environment at home, for knowing and supporting school policies and procedures, and for encouraging their children to understand and respect school rules and expectations.

### **Students**

Students have the responsibility to respect the rights and dignity of others, and be actively and productively involved in their own academic and social achievement. In accordance with the School Act, students are expected to conduct themselves so as to comply with the following code of conduct:

- a. be diligent in pursuing their studies;
- b. attend school regularly and punctually;
- c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
- d. comply with the rules of the school;
- e. account to their teacher for their own conduct; and
- f. respect the rights of others.

When a child behaves in a manner that interferes with the rights and/or welfare of others, we attempt to deal with the student using logical consequences. In all instances of misbehavior, children will receive both assistance and the opportunity to modify unacceptable behaviour.

**"It takes a village to raise a student"**

(African proverb)

### **Positive Action Plan continued**

#### **Be Safe - Be Respectful**

#### **What do these rules LOOK LIKE every day?**

The following is a summary of what our two over-arching school rules look like on a daily basis.

#### Words

- I am polite
- I use words to solve problems
- I speak and act with kindness
- I tell the truth
- I ask for help from an adult when needed

#### Actions

- I use other people's things, only with permission
- I keep my hands to myself
- I stand up for the rights of others who are not being treated in a respectful & caring way
- I walk quietly in the hallways
- I share and take turns
- I look out for the safety of others
- I remove my hat/cap in school
- I accept responsibility
- I accept the consequences of my actions
- I am cooperative
- I come to class on time, prepared to work
- I do my homework and bring it back to school when it is due
- I study for quizzes and tests
- I stop and listen when the teacher is talking
- I work quietly, so I won't distract others from learning
- I raise my hand and wait for the teacher's permission before I speak
- I carry home notices, newsletters and report cards to my parents/guardians
- I do my assigned work to the best of my ability

#### Property

- I use text books, equipment, technology and supplies properly
- I show respect for my school environment - both inside and outside
- I look after the school and my own property
- I throw garbage in the trash cans
- I respect other people's property
- I use technology responsibly, safely and respectfully
- I play in designated/supervised areas only
- I use equipment the way it is intended to be used
- I keep my binders/notebooks, desk and locker neat and organized

### **Positive Action Plan continued When Students Make Poor Choices**

Natural consequences encourage students to learn from their mistakes with the intention of reducing the likelihood that the mistake will be repeated.

#### **Minor**

If a student makes a mistake, the staff member present will handle the situation and, if necessary, will communicate the incident to the student's homeroom teacher. Action taken may include a verbal reminder about the safe and/or respectful way to behave; a time-out; loss of privileges; a phone call home; etc. A natural consequence might include cleaning up a mess that was created or doing community service. The school counselor may be involved.

#### **Major**

Bigger mistakes and repeated smaller mistakes may result in a phone call home and may be referred to an administrator. Natural consequences may include those listed for minor offences and/or suspension. A suspension may be either in-school or out-of-school. Joint intervention with parents may be required at this point to assist the student in making better choices. The school counselor may be involved. If the situation cannot be resolved in a satisfactory manner, additional assistance may be requested from EIPS Support Services and/or Community Support Services.

### **Support for Students at Risk**

We realize that there are students whose behaviour will require extra intervention to ensure they have a successful school year. In addition to those consequences listed above, it is imperative that we have parent, teacher and administrative cooperation. Our school counselor and other professionals may be invited to assist the students and their families. System intervention may be sought to determine additional supports possible and/or alternate programs that are available to meet the student's needs. An Individual Program Plan and/or a Behaviour Improvement Plan may be created.

### **Definition of Suspension and Expulsion**

According to EIPS Board Policy, a suspension is defined as removing a student (a) from school, (b) from one or more class periods, or (c) from riding in a school bus. An expulsion is defined as removing a student (a) from school; (b) from an educational program, or (c) from riding a school bus. Expulsion is for a period of more than 10 school days.

### **Behaviour and Fieldtrips**

Student conduct at school gives us information about how students will conduct themselves during fieldtrips. Students who struggle with behaviour at school, in a structured environment, may have increased difficulty in a more unstructured environment. Please note that we will not allow a student to put themselves or others at risk through inappropriate conduct. The Principal retains the right to deny participation based on Administrative Procedure 260:15, "The Principal may deny the right of student(s) to participate in fieldtrips if their behaviour or lack of skills may have a negative impact on the success/safety of the trip."

## **Positive Action Plan continued Taking Responsibility for Mistakes**

Wye School staff will use the following consequences, or may adapt them by omitting or repeating actions depending upon factors such as age, student needs, the severity of the offence, and the frequency of offences. This flexibility encourages students to improve their behaviour. Every incident is discussed with each student as an opportunity to enhance a teachable moment and may include student reflection sheets and/or student-directed activities, as determined by the administrative team.

### **Examples of poor choices include but are not limited to:**

- disrupting other's learning or the teacher's teaching; put-downs, running in halls, littering; habitual neglect of duty; conduct injurious to the physical or mental well-being of others in the school; disrespectful and abusive language and gestures; leaving the school grounds without permission; willful disobedience; open opposition to authority; possession of weapons and/or controlled substances; vandalism (a financial

assessment for damages will be forwarded to parents/guardians); bullying which includes, but is not limited to teasing, intimidation, harassment, physical abuse; exclusion, cyber-bullying, etc.

### **Consequences**

Poor choices are handled by the staff member(s) present. Logical consequences: ex. Warning issued, time-out, discussion, loss of privilege, Student Responsibility Plan form completed, etc.

Students may be referred to administration and parents may be called. As well, a suspension may be administered. A suspension may be for one or more recesses and/or for one or more class periods. School counselling services may be accessed. Administration may also implement in-school suspension from half day to five days. Out-of-school suspension may also result for one to five days. Re-instatement hearings are required, with parents in attendance, before a student can be re-admitted to the school after an out-of-school suspension. This meeting takes place in the principal's office, and at that time it is determined, by the principal, whether or not the student is able to return to class. In extreme cases a suspension with a recommendation for expulsion to the Board of Trustees may occur. Alternative educational opportunities and program are explored. These may include home schooling or Outreach Programs.

## **Positive Action Plan continued What About Bullying?**

An unfortunate reality is that bullying exists. At Wye School, we do everything we can to prevent it from happening. When it does happen we have protocols in place to deal with it.

### **What is bullying?**

At Wye School, we define bullying as a willful, conscious desire to hurt another; long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend him/herself; and/or a situation where a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students.

### **Key Elements**

- an imbalance of power
- the intent to harm
- the victim is distressed
- repetition over time which results in a consolidation of reputations and a power differential

### **Bullying can be:**

- social
- physical
- psychological
- direct or indirect
- electronic

### **And can include:**

- verbal abuse
- intimidation
- alienation/exclusion
- indirect bullying which can include the inaction of bystanders.**

**What about Personal electronic devices at school?**

Technology serves a purpose and that purpose should be identifiable and educationally valid. While the apparatus is the student's, the bandwidth belongs to the school. If parents choose to send a device to school with their student, the school requires:

- that the device is used responsibly and at the discretion of the teacher and/or administration
- that students not share devices (parents have agreed to the use of the device and its contents only in regard to their own child –other parents may not be in favour of their child using the device of another student)
- no digital recording can be made on school property without the direction of the school staff
- no software or applications with restricted or adult content (it is a parental responsibility to ensure appropriate content)
- awareness that some students require the use of personal electronic devices for their learning to be successful

- Personal devices are brought to school at the discretion of the parent.
- Parents and students are responsible for these devices.
- Wye School staff are not responsible for the loss, theft, or damage to any personal electronic devices brought to school by students.

Students who bring personal devices to the school are expected to comply with Administrative Procedure 350, Student Conduct. Students who refuse may be subject to disciplinary measures.



Name:

Homeroom:

Date:

***Description of my behavior:***

What did I do?

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Where did this happen and who was involved?

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What led to my behavior: Why did I do what I did?

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***Consequences of my behavior:***

What happened to me?

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How did the other person feel? What happened to them?

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What will I do in the future/next time?

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I was spoken to by:    **Principal**    **Assistant Principal**    **Teacher**    **Noon Supervisor**

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

**BE SAFE!!**

**SHOW RESPECT!!**

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**ELK ISLAND PUBLIC SCHOOLS BUS TRANSPORTATION PLAN – STUDENT CONDUCT**

**Student Expectations/Rules**

- Students shall ride only their assigned bus. Exceptions may be granted upon written request of parents/guardians to the Director, Student Transportation for child care purposes. In emergency situations parents/guardians shall contact Student Transportation to request alternate arrangements. In emergency situations principals may make alternate arrangements and contact Student Transportation.
- Students are expected to be at their designated boarding location five minutes prior to departure time.
- Students are responsible for their personal property (EIPS shall not be responsible).
- Directions, as given by the bus operator and/or individual(s) employed by EIPS, must be followed.
- Students must sit in an assigned seat and remain seated while the bus is en-route.
- All objects and parts of the body must be kept inside the bus.

- While quiet conversation is permitted on the bus, unnecessary conversation with the bus operator is prohibited. There must be absolute silence at railway crossings.
- Disruptive, destructive or unsafe behaviour such as pushing, spitting, fighting, use of profane language or gestures, or the throwing of objects, or acts of vandalism are prohibited.
- Eating or open beverage containers are not permitted. (Medical exceptions may be made upon written request to the Director, Student Transportation).
- The use of personal cellular phones, cameras and recording devices are prohibited on school buses. Electronic games or musical devices which do not emit noise are acceptable for use.
- The use of tobacco or other smoking materials is prohibited on buses and at transfer stations.
- Students will not be permitted to board or ride buses if conveying, using, or under the influence of alcohol or other controlled substances.
- The possession use or conveyance of potentially dangerous items is prohibited.
- In conjunction with the Traffic Safety Act, skateboards, snowboards, skis and hockey sticks are not permitted on the bus. "Heelies" are also not permitted on the bus. All other articles transported must be fully contained in a canvas bag or case that the student can store under the seat of the bus.
- Students must scan their bus pass each time they board or depart a bus.

### **CONSEQUENCES – MINOR OFFENCES**

- Verbal warning to the student.
- Verbal warning to the student. Bus operator records the incident and contacts the parent/guardian(s).
- Written warning to the student. Bus operator completes the misconduct report. The administration directly notifies the parent/guardian. Copies of the misconduct form are distributed by the principal to parent/guardian(s), bus operator(s) and the Director, Student Transportation.
- Written warning to the student. Bus operator completes the misconduct report and reviews the details of the incident with the administration in a timely manner. The next steps in the discipline process are outlined by the administration to the student and parent/guardian(s). Copies of the misconduct form are distributed as above.
- One (1) to five (5) day suspension. Bus operator completes the misconduct report and reviews the details of the incident with the administration within one school day. The administration discusses the situation with the student and decides on the length of suspension and consults, if necessary with other students involved. If a meeting with the operator is necessary, the administration notifies the parent(s) of the bus suspension and arranges for a meeting with the parent/guardian(s) the student, bus operator and Student Transportation staff prior to the student being reinstated from suspension. Student and parent/guardian(s) are notified that further misconduct may result in suspension with a recommendation for expulsion from EIPS Student Transportation to the Board of Trustees. Administration notifies the Director, Student Transportation by telephone, fax or e-mail regarding reinstatement date. Director, Student Transportation advises the operator(s) by telephone, fax or e-mail regarding the suspension. Copies of the misconduct form are distributed as above.
- Suspension with a recommendation for expulsion from EIPS Student Transportation to the Board. Upon receipt of the student misconduct form and after discussion with the operator and student, and after consultation with the Director, Student Transportation and/or a member of the Student Support Services Staff (if applicable), Suspension or Expulsion of Students.

### **CONSEQUENCES – MAJOR OFFENCES**

Behaviour which may result in a suspension or recommendation for expulsion from EIPS transportation includes but is not limited to:

- a. Open opposition to authority of bus operator and/or individuals employed by EIPS
- b. Use of improper, profane, or abusive language or gestures.
- c. Engaging in, but not limited to, fighting, intimidation, and/or verbal or physical abuse of other students or staff
- d. Use of tobacco and/or other smoking materials
- e. Engaging in willful destruction of property or acts of vandalism
- f. Acts of vandalism when reparation charges have been assessed but not repaid
- g. Engaging in any dangerous or unsafe behaviour
- h. Riding the bus for any purpose while on suspension from school or the bus
- i. Use or possession of alcohol and/or controlled substances
- j. Possession of controlled substance paraphernalia

The consequences for: alcohol and/or controlled substance trafficking, use or possession of weapons, bomb threats, or vicious physical assault shall result in an immediate suspension with a recommendation for expulsion from EIPS Student Transportation to the Board of Trustees.

**NOTWITHSTANDING THE ABOVE,  
THE SERIOUSNESS OF THE MISBEHAVIOUR MAY WARRANT IMMEDIATE SUSPENSION OR  
REFERRAL TO THE BOARD OF TRUSTEES ON THE FIRST OFFENCE.**

**ELK ISLAND PUBLIC SCHOOLS EMERGENCY SCHOOL CLOSING BULLETIN**

**Inclement Weather  
Suspension of Bus Service Due to Inclement Weather  
Student Transportation**

Administrative Procedure 131: The Division is responsible for ensuring each of its students is provided with an education program consistent with the requirements of the *School Act*. Therefore, schools shall remain open to students during the times and dates established in school calendars. The Division may temporarily suspend school bus services and close a school building if the health and safety of students and staff are at risk.

Elk Island Public Schools (EIPS) is effectively divided into four regions, each having a distinct location within the region to determine temperature and wind chill factor. When considering bus suspension due to inclement weather or region-specific, adverse conditions, EIPS defines regions in the jurisdiction as:

Region 1, Strathcona Region

Region 2, Urban Region - Hamlet of Sherwood Park and the City of Fort Saskatchewan

Region 3, Lamont Region

Region 4, Minburn Region

Weather and Road Conditions (condensed)

School bus service including pay ride bus services may be suspended by the Superintendent, in consultation with the Director of Student Transportation when at 5:00 AM, Environment Canada reports a temperature of -40C including wind chill factor, in one or more regions.

School bus service may also be suspended or delayed by the Superintendent, in consultation with the Director of Student Transportation, due to adverse weather or road conditions. Suspension of school bus service may be limited to as specific region and may be done on a route-by-route basis.

When school bus service is suspended by the Superintendent, schools shall remain open to students.

Parents must use their discretion when sending their children to school during inclement weather conditions, even when buses are running and schools are open. For the safety of the students, it is the responsibility of the parents to ensure that their children are suitably dressed for coping with weather conditions and arrangements have been made for alternate shelter for their child if no one is home.

For detailed information, please consult the EIPS website at: <https://www.eips.ca/about-us/administrative-procedures/131>

### **Emergency Preparedness and Response**

ELK ISLAND PUBLIC SCHOOLS (EIPS) FIRST PRIORITY DURING AN EMERGENCY is the safety of our students and staff. The division has developed an Emergency Response Plan and framework to deal with a wide range of potential emergencies. The plan framework called *Hour Zero* works in collaboration with first responders and other local emergency preparedness plans. Division and individual school plans are reviewed and revised annually and following each emergency. The division and school emergency plan uses well established functional protocols and procedures that address a wide variety of incidents. The particular actions taken during any emergency will depend on the specifics of the incident. Each school year a minimum of 6 evacuation drills and an additional two drills which may include, shelter in place, hold and secure or lock down are conducted. School bus evacuation drills are also conducted on an annual basis. These drills and exercises are precautionary actions designed to prepare students and staff to act quickly and to minimize a child's fear should a real emergency occur. **During an emergency please do not come to the school to pick up your child unless requested to do so.** Although your natural instincts in an emergency may be to go to the

school to safeguard your child, please understand that doing so may interfere with emergency crews' and school personnel's effort to respond to the situation.

<b>Evacuation</b>	<b>Evacuation</b> requires all students and staff to leave the school and go to a designated location. In some cases this may mean only going outside and away from the school building until it is safe to re-enter the school. In other cases, students and staff may need to go to a designated evacuation center. Parents would be informed of the alternate location via the school's crisis notification network.
<b>On Alert</b>	<b>On- Alert</b> gives staff and students a "heads up" of a potential emergency such as severe weather. Staff/students outside would be directed back into the building. All staff and students are accounted for and instructed to keep away from windows and doors and may be directed to a specific location to wait for further instructions. Movement in and out of the school is monitored until an "All-Clear" is called.
<b>Shelter-in-Place</b>	During a <b>Shelter-in-Place</b> students and staff retreat indoors to classrooms or another safe area to seek shelter. Generally Shelter-in-Place is used during an environmental emergency such as severe weather, wild animal threat or a chemical spill. Each school's emergency response plan identifies the safest location for its occupants to shelter and how to seal a room from possible hazardous conditions.
<b>Hold and Secure</b>	<b>Hold and Secure</b> is used if there is a security risk <b>outside</b> or in the vicinity of the building. Staff/students outside the building are directed back inside. All exterior doors/windows are locked and interior doors remain in a normal state. Staff/students are kept away from windows and doors. Staff/students may be directed to return to their classrooms and to wait for additional instructions. No one is permitted in or out of the building until an "ALL-Clear" is called.
<b>Lock-Down</b>	<b>Lockdown</b> is used when there is a security threat <b>inside</b> the building. During a lock-down, all staff/students immediately go to the nearest lockable room. No one is permitted in or out of the room once the area has been locked. Staff/students turn off lights, remain quiet, silence cell phones and stay out of sight lines. Suitable lockdown locations are identified on maps located in the classroom emergency folder. Parents or public are not permitted access to the building or to their children until the lock-down is over.
<b>Controlled Release or Dismissal</b>	Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised. This means a <b>Parent-Child Reunion Area</b> will be set up and parents will be required to follow specific procedures to pick up their child.