

DELTA HIGH SCHOOL

LAND TRUST 2025-26



Delta High School

2024-25 Community Council

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Delta High School 2025-26 Mission/Vision Statement

Delta High School students will learn and incorporate “**RED**” into their daily lives through:

R=Respect for themselves and others by feeling a deep admiration for someone or something.

E=Excellence in striving for personal best regardless of the circumstances.

D=Discipline in following the code of behavior in order to better oneself and the community.

Students can and will reach their potential and become productive members of an ever-changing society. DHS Faculty and Staff will promote positive learning and strive to help ALL students learn and reach their full potential through example and current teaching practices.

Student Proficiency Results

More Info: ?

School Year
2023-2024

Test Type
All

Grade Level
Multiple values

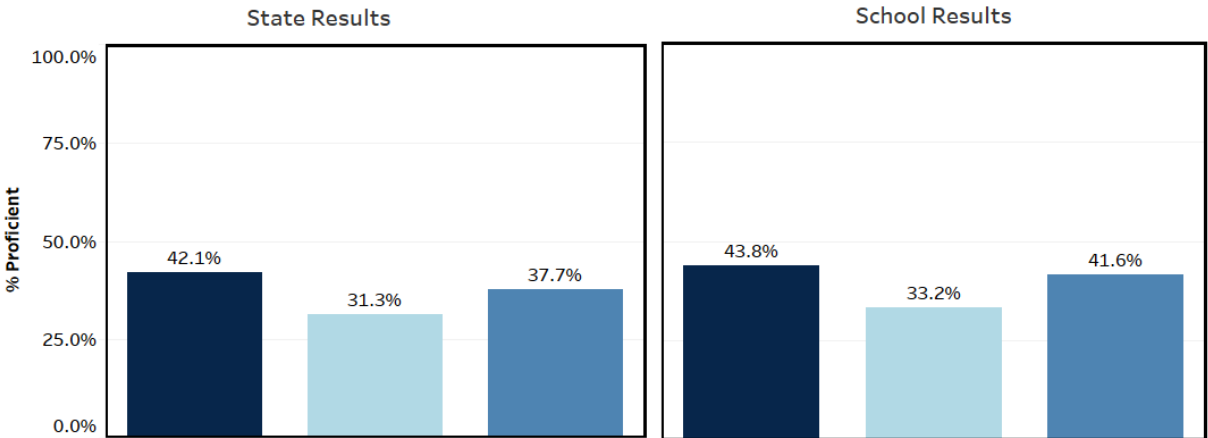
Show LEA
Hide LEA

Show School
Show School

School Name
Delta High

Language Arts	Mathematics	Science
43.8%	33.2%	41.6%

2023-2024 % Students Proficient on UA Plus & DLM Tests



Student Proficiency Results by Demographic Group
Millard District - Delta High

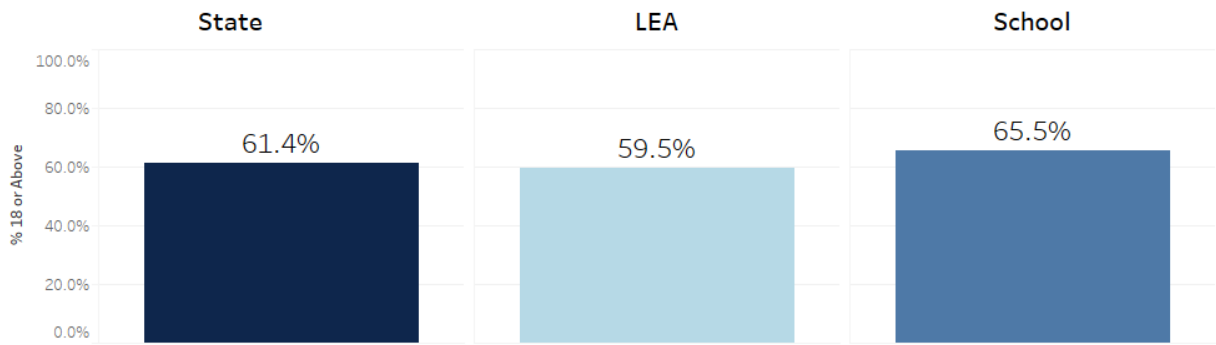
	Language Arts	Mathematics	Science
All Students	43.8%	33.2%	41.6%
American Indian	50-59%	< 20%	50-59%
Asian	< 20%	< 20%	< 20%
Hispanic	18.9%	11.3%	18.5%
Multiple Races	>= 80%	>= 80%	>= 80%
White	49.1%	37.9%	46.3%
Female	51.2%	35.2%	47.7%
Male	38.0%	31.6%	36.6%
Economically Disadvantaged	31.8%	25.9%	28.7%
Limited English Proficiency	< 10%	< 10%	< 10%
Students with Disabilities	< 5%	< 5%	< 5%
Mobile	< 20%	20-29%	< 20%

2024 ACT Results

School Year
2024

Lea Name
Millard District

School Name
Delta High



English Score
19.1

Reading Score
19.5

Math Score
18.9

Science Score
20.0

Percent of Students with a composite of 18 or above

All Students	65.5%
American Indian	0.0%
Hispanic	33.3%
Multiple Races	50.0%
White	76.4%
Female	70.4%
Male	61.5%
Economically Disadvantaged	50.9%
Limited English Proficiency	0.0%
Students with Disabilities	0.0%
Mobile	100.0%

Compare Schools for School Year 2024

Choose a School Year
2024

Select the school you want to use as a comparison
Millard - Delta High

Choose Comparison Type
Percent Proficient

More
Info:



	English Language Arts	Mathematics	Science
Delta High	43.7%	33.1%	41.4%
Manti High	37.2%	27.8%	43.0%
Gunnison Valley High	42.9%	28.2%	41.8%
North Sanpete High	36.3%	21.1%	32.9%
Millard High	47.4%	40.6%	41.2%
Richfield High	38.7%	35.3%	32.5%
Canyon View High	35.4%	23.9%	46.4%
Carbon High	40.4%	30.0%	39.3%
Beaver High	46.0%	37.1%	39.2%
Union High	27.8%	19.6%	30.9%
Enterprise High	37.7%	43.6%	39.8%
Emery High	40.8%	35.9%	39.5%
Monticello High	50.7%	44.1%	46.6%
Grand County High	19.0%	16.5%	21.3%
Duchesne High	29.4%	19.3%	27.3%
South Sevier High	45.8%	35.2%	42.7%
North Sevier High	42.3%	41.7%	43.2%
Cedar City High	52.1%	39.0%	50.6%
Wayne High	50.0%	29.8%	31.3%
Grantsville High	43.7%	41.5%	24.9%
South Summit High	46.9%	18.5%	34.6%

Goal #1—Increase knowledge in state required classes to help with the graduation rate and demonstrating college readiness in core subjects by 2% growth during the 2025-26 school year as measured by ACT and ASPIRE.

Measurement

Delta High School has a need to prepare students for post-secondary opportunities and College and Career Readiness as a need for our students. We will increase our growth by addressing our student percentages in their proficiency benchmarks. Measurements will be used to determine the goal: ACT-% of students meeting the mean, ASPIRE-% of students meeting proficiency levels 3 & 4, DHS Additional Data- monitor how extra academic sessions can help improve students successes with some current and before and after school programs.

Salaries and Benefits (teachers, specialists, substitutes, productivity)	1. Hire one instructional assistant (Rabbit Academy (\$35,000), 2. Hire one full time substitute,(\$10,000) 3. Sterling Scholar stipend,(\$1,000) 4. Extended ACT Tutoring hours, (\$3,600) 5. Hire one full time Math Tutor (\$23,000) 6. Specialists PLC Stipend (\$1,000) 7. English Language Learner Specialist (\$23,000) 8. Professional Development hours for teachers/staff (\$5,000) 9. National Honor Society Advisor stipend (\$1,000)	\$102,600.00
Technology Related Supplies	1. Calculators for Math Department (\$4,300).	\$ 4,300.00
Software	1. IXL (\$8,500), Make Music (\$2,316.82)	\$10,816.82
Fees	1. StoryCon Registration (\$2,385)	\$ 2,385.00
Expendable items that are consumed, worn-out or lose identity through use (paper, science, art supplies, English workbooks)	1. Science Lab supplies (\$10,742), Art supplies (\$3,603), Language supplies (\$500)	\$14,845.00
	Total	\$134,946.82

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. We will meet on a weekly basis on every Monday after school for an hour as designed by the district. 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.

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.

Standard Operating Guidelines Teacher Fire	Standard Operating Guidelines Teacher "Shelter in Place"- Hazardous Waste
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.	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.
Standard Operating Guidelines Teacher Earthquake	Standard Operating Guidelines Teacher "Lock Down" - (Violence or Intruder)
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.	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.

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 (Palomar) 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."



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, 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 SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

