

# SUMMERVILLE CATHOLIC SCHOOL



SAFETY PLAN  
2024-2025

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# INTRODUCTION

This school safety plan is intended to be the support structure for a climate that allows for a rich and diverse learning environment where student learning can be at its highest.

Families trust schools to keep their children safe during the day. Children and youth rely on and find great comfort in the adults who protect them. Natural disasters such as floods, earthquake, fires, and tornadoes can strike with little or no warning. Other acts of terror are extremely rare but are staggering when they do occur. Knowing what to do can be the difference between calm and chaos, between courage and fear, between life and death.

The Diocese of Charleston Catholic Schools Safety Plan is designed to help schools adopt practices to ensure the safety of their students. Summerville Catholic supports these same ideals and has adopted a safety plan that is outlined in this booklet. Each year, input from our faculty and families enable the school to implement safety features to keep our students safe. Our plan addresses the four major components of school safety management:

**Prevention** addresses what schools can do to reduce or eliminate risk to life and property.

**Preparedness** focuses on the process of planning for the worst-case scenario.

**Response** is devoted to the steps to take during a crisis.

**Recovery** deals with how to restore the learning and teaching environment after a crisis.

# **PREVENTION**

Crisis plans are only an extension of the schools efforts to provide a safe learning environment. Assessing and addressing the safety of facilities, security measures, screening of adults who have access to children, and the culture and climate of schools through policy and curricula are all important for preventing possible future crises.

Several law enforcement agencies were involved in writing the Summerville Catholic School Safety Plan. These agencies annually review the plan as well as inspect the school to ensure the safety of our students. The Safety Plan is also reviewed annually by the Diocese of Charleston Catholic School Office.

The faculty and staff at Summerville Catholic School are trained annually in CPR and First Aid. They also had Active Shooter Training which was presented by the Charleston County Law Enforcement Agency. Fire drills are held monthly as required by law to ensure that each student is aware of fire exits and alternate exits. Evacuation routes are posted in each room and students are instructed in proper procedures so that they can exit the building in a quiet and orderly manner. Other safety drills are conducted throughout the year.

## **RESPONSE TEAM MEMBERS**

**Charlie Tisdale**  
**Johnna Mathes**  
**Maureen Przybylowski**  
**Zara Rushin**  
**Jill Viapiano**

## GENERAL SAFETY GUIDELINES

### Visitors

Parents, guests, and volunteers are welcome to visit Summerville Catholic. All visitors and/or guests must first report to and sign in at the main office before entering the main building. Visitors will receive a "visitor" sticker that they must wear. They will then be escorted through the double doors into the main school building. These doors can only be opened by the office personnel.

### Emergency/Release Forms

At the beginning of each school year, parents are to complete an emergency/release form for each student containing contact information on parents/guardians, names of individuals given permission to pickup the child or be contacted as well as pertinent medical information via RenWeb.

### Classroom and Outside Doors

All exterior doors to the building will remain locked with the exception of the front door during morning carline and the middle school door during afternoon carline. Teachers can use their ID badges to swipe the electronic lock for entry. Any visitors are to be clicked in at the front desk after identifying themselves. They will further need to be clicked in to go through the locked doors leading to the building.

**Teachers are reminded it is best practice to keep classroom doors locked at all times.**

Teachers should carry keys as they travel in and out of the building, and outside in the case of a drill or evacuation. If you unlock a door, please be sure the door is locked as you reenter the building.

### Recess/Outside Communication

**Teachers on duty should have a walkie talkie when supervising recess.** A walkie talkie is available from the office. If there is a problem during recess, call the office immediately.

Please inform the office if you plan to take a class outside at another time besides recess. This will help the office in case they need to contact you for any reason.

Safety guidelines require that students must wear shoes when outside. This includes during recess or at any other time students are outside for an activity.

The office will inform the staff if any outside maintenance will be taking place so teachers are aware of construction workers that may be on the school grounds.

Deacon Sharkey soccer field will be closed to the community during school hours. If a stranger is noticed on the field, please notify the office immediately.

# Classroom Crisis Safety Kits

**Safety Kits** are to be used during a lockdown and/or taken outside in the case of an evacuation. Multiple safety kits will be available throughout the building containing necessary supplies. Response team leaders will be responsible for these kits during drills.

## PREPAREDNESS

Crises have the potential to affect every student and staff member in a school building. Despite the best efforts on the part of everyone involved with the school, it is a certainty that crises will occur. Good planning will facilitate a coordinated, effective response when a crisis does occur. Time and resources will need to be invested in the development of these plans, but the potential to reduce injury and to save lives is worth the effort.

### External Response Team

Colleen Donohoe Catholic Schools Office	843-261-0497
Kim Hopkins Administrative Assistant, Catholic Schools Office	843-261-0496
Eric Meister Risk Manager, Catholic Mutual	843-261-0472
Msgr. Anthony Droze Vicar General	
Maria Aselage Media Relations Officer	843-853-2130, ext. 218
Father Ray Carlo Pastor	843-873-0631

### Emergency Response Team

Fire	911
Ambulance	911
Police	911
Kristin Eyre Office of Child Protection Services	843-261-0430 ocyp@charlestandiocese.org
Environmental Protection Agency (SC)	803-898-3900
Poison Control	800-222-1222

Revised 7/2024

# Emergency Procedures

**Alternative Site** - If school building were no longer able to be safely used, SCS will be temporarily housed at St. John the Beloved.

## RenWeb-Immediate Response Information/Emergency

In the modern world, schools sometimes need to get information to parents as soon as possible. To facilitate this need, SCS has partnered with RenWeb. This system will deliver emergency messages to parents individually by phone or email. All SCS students are entered into the system at the beginning of the school year. A test of the system will take place at the beginning of the school year.

## Terms of Use

As part of our Standard Response Protocol, developed with the I Love You Guys Foundation in 2023, we will be using terms to alert teachers to specific actions. More information in Appendix

- HOLD – “In your Room or Area”
- SECURE – “Get Inside, Lock Outside Doors”
- LOCKDOWN – “Locks, Lights, Out of Sight”
- EVACUATE – “A Location may be specified
- SHELTER – Office will State the Hazard and Safety Strategy

## Command Site

In the event there is a real emergency, the principal will operate from a central location. This is where all communication with emergency services, media, and/or other pertinent personnel will take place. Our command site will be at the SCS blue sign found at the main driveway entrance.

## Students with Disabilities:

Communication between home and school has identified students needing special assistance during emergency drills. Teachers have been instructed on how to best handle the individual in the event of an emergency. The office will follow-up with the teacher after the drill to evaluate any necessary changes that need to be made.

## Fire Drill:

1. Fire drills are practiced monthly.
2. Report fire to office, pull alarm.
3. Office staff will radio and/or call modular units to alert teachers of alarm in main building.
4. Be sure all windows and doors are closed, but not locked, to confine the fire.
5. Evacuate occupants to the assigned safe places.
6. Have students leave building silently. Designated staff should check the restrooms and other areas for students.
7. Be sure students are facing away from the building in case of an explosion.

Teachers should take a class roster to take attendance outside and make sure everyone is accounted for. Megan, Maureen, and Jill will radio notify the office when all classes are present, or relay the names of any missing students as necessary.

8. The office will issue an all clear signal when it is safe to return to the classroom.

**In the event of a real fire, an announcement will be made over the radios to begin evacuation procedures.**

At that point, teachers will:

9. Move the class to the evacuation center that is located at the SCS marquee at the corner of Gahagan Road and Black Oak Blvd. Students should remain quiet and stand in a single file line facing Black Oak Blvd. The K3 class will stand furthest from the marquee.

When all classes arrive at the evacuation site, we will sit quietly and wait for further instructions.

**Evacuation Procedures**

- When walking from your fire drill location to the marquee, *please be on the lookout for ant holes and ant hills.*
- Be sure to have your safety kits.
- The office will bring a list outside during the drill of students who are absent and/or left early.
- The office staff will position themselves at or near the evacuation site to oversee emergency procedures.
- Special area teachers are to take the students outside during the drill. The homeroom teacher will meet the special area teacher and both teachers will escort the class to the marquee.
- Middle school students will line up closest to the marquee. When they arrive at the marquee, they will report in an orderly fashion to the location of their homeroom according to the layout below.
- When all students arrive at the marquee, teachers should take attendance again. If a child is missing, the teacher will notify the closest staff member with a radio, and notify office staff immediately.

K3 K4 K5V K5F 1O 1B 2P 2C 3A 3B 4S 4G 5 6 7 8

Each group line up with post  
Students face Black Oak  
Black Oak Blvd.

SCS  
Marquee



## Earthquake:

The Summerville area is located within the area of the 1886 Charleston earthquakes. These earthquakes were some of the largest in eastern North America (magnitude 7.3 - 7.6). Local seismicity is still occurring. An earthquake can be accompanied by shaking, rumbling noises, and property destruction.

### When shaking occurs, students and staff should quickly and quietly:

1. Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
2. Cover your head and neck with your arms to protect yourself from falling debris.
3. If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
4. If no sturdy shelter is nearby, crawl away from windows, next to an interior wall. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.
5. Hold on to any sturdy covering so you can move with it until the shaking stops.
6. Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
7. After the shaking, and on order of the principal, students and staff should evacuate the building to the SCS marquee.

\*earthquake drills are practiced several times a year

## Tornado Drill:

1. When severe weather is forecast, the office will monitor the situation on the radio or television.
2. When a tornado warning is issued by the National Weather Association, office staff will announce "Enact tornado procedures."
3. Students should proceed to their designated location in the hallways and as far away from exterior doors and windows as possible. Modular units will come inside the main building once a warning is issued.
4. The safe spot for the office staff will be inside the vault.
5. Students will assume a kneeling position, with their head down, and their hands covering their head.
6. Teachers must close classroom windows and doors, and take attendance.
7. One designated teacher will relay the "all present" signal to the office staff.
  - a. Johnna: junior high wing, great room/library/computer area

- b. Maureen: elementary wing
- c. Jill: primary wing
- 8. An "all clear" will be issued over the radio when it is safe to return to class.  
\*\*\*\* Carol Schelke will close the fire doors during a tornado drill.

If damage has occurred to the building due to a tornado, begin evacuation procedures. Proceed to the evacuation site that is located at the SCS marquee.

\*tornado drills are practiced several times a year.

## **Intruder/Lockdown:**

1. When an intruder is detected, call office.
2. Office staff will activate the "lockdown" siren.
3. Office will call 911, the Diocese, and the pastor.
4. Teachers will immediately close the classroom door making sure that the door is locked. Window shades should be closed and the lights out.
5. Place the black door window covering over the door window.
6. Gather the students in your designated "safe spot" that is out of sight from windows and doors.
7. Teachers should take attendance.
8. Special area teachers should secure their room.
9. Under no circumstances will an "all clear" signal will be given. Classrooms will be unlocked by administration or the police when the situation is all clear.
10. "Lockdown Lollipops" are provided by the school for each classroom to assist in keeping students calm and quiet.

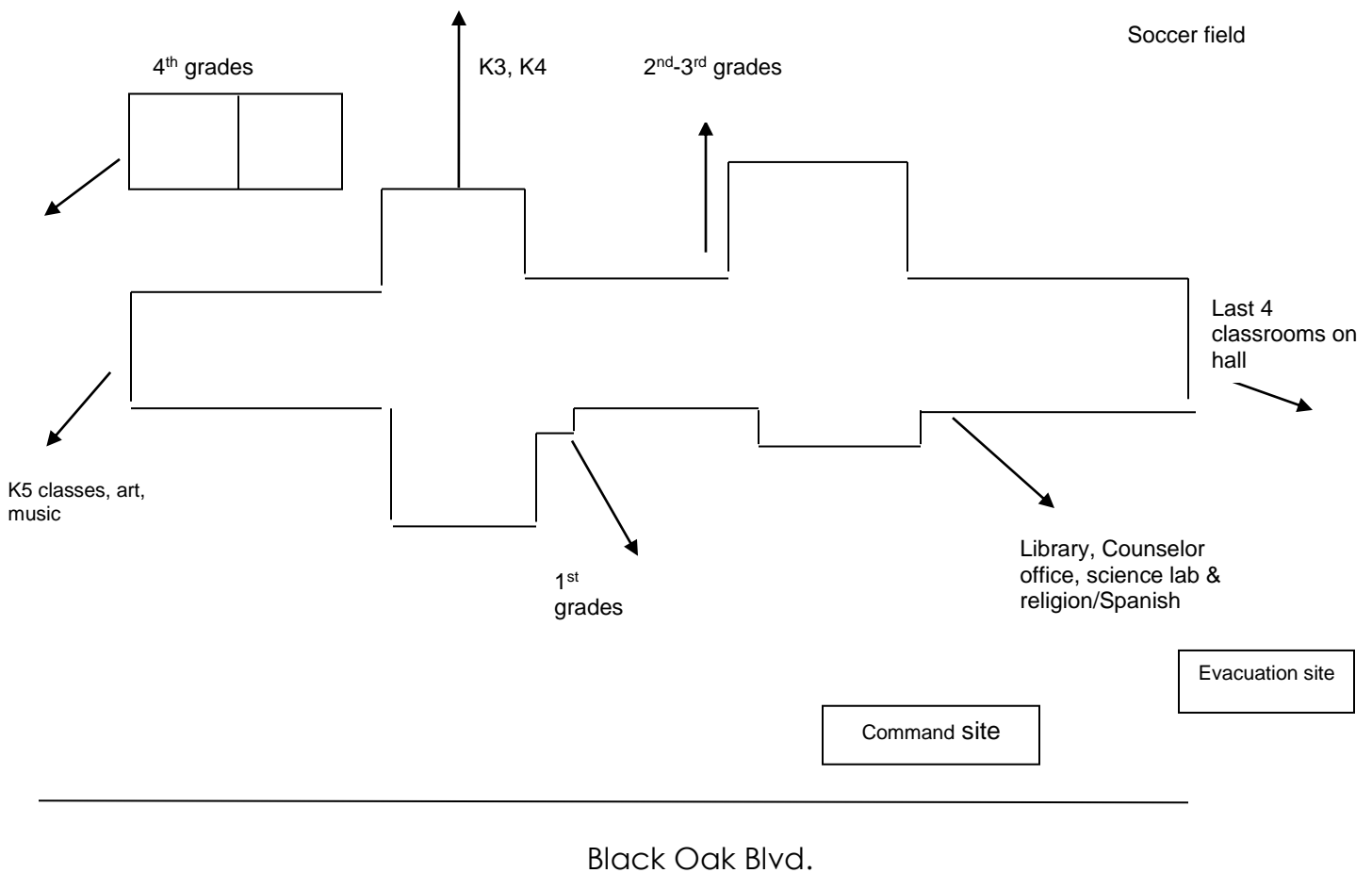
## **No Intruder/Lockdown**

- If a safety concern were to arise within the community (example: gun shots heard) the school will be placed on lockdown. An announcement will be made stating we are in a "community situation."
- Students are not to go outside for PE, recess, or other academic related activities until the situation has been cleared.

## **Bomb Threat/Evacuation:**

1. If a threat is received by telephone, obtain as many details as possible.
2. Do not use radios, walkie talkies, cell phones or turn on/off any switches. These transmissions can set off a bomb.
3. The administration will call 911, the Diocese, and the head of the pastoral board.
4. The office will make an announcement to begin full evacuation procedures.
5. The administration will pull the fire alarm bell to begin evacuation procedures.
6. All teachers, students, and staff should immediately evacuate directly to the marquee.
7. Teachers should take class rosters to take attendance and notify area team leader or the nearest office staff member of any missing students.
8. Await all clear signal over the intercom.

## FIRE DRILL AND EVACUATION LAYOUT



### Utility Emergency

- If the building needs to be evacuated due to electrical failure, gas line break, water main or sewer break, SCS will follow the fire drill procedures. A visual check of all school areas will be conducted by the principal, maintenance director and other designated personnel.

### Hazardous Materials

- Identify the potential threat to the school. If a transport vehicle is involved, look for an insignia or the chemical codes of the potential health threats being routed. Report the type of hazardous threat to the office who will call 911.
- Decide with the fire department personnel whether to shelter in place or to evacuate the school building/campus.
- All media inquiries should be directed to the Diocese.

## **Student runaway/Abduction**

- The staff will notify the administration and provide a description of the student
- If an abduction occurs, go to lockdown, account for students
- If a student is running away, follow them if possible
- Call 911 and parents/guardians
- Document the incident in writing, including pertinent times.
- Direct all media inquiries to the Diocese.

## **Student Release**

In school safety, especially during a crisis, student release procedures are crucial. During a crisis, traditional student release procedures are frequently unsafe or otherwise inoperable.

As part of the crisis planning, student release procedures include:

### **1. Updated student rosters:**

Rosters should be updated at least twice a year. At the beginning of the school year, rosters may need to be updated more frequently.

### **2. Classroom rosters:**

Teachers should have an updated roster stored within the classroom so that it is readily available for substitute teachers. A duplicate classroom roster may be kept close to your emergency evacuation chart for quick use during a drill.

### **3. Office Safety Kit roster:**

A complete copy of all rosters should be stored in the office safety kit as well as with the principal. It is critical to know which students are present during a crisis. In the event of an evacuation, the office will take the absentee list outside.

### **4. Emergency card and Student Release Form**

In the case of an emergency where releasing students is required, the staff of SCS will use RenWeb to establish which adult students may be released to. Students are not to be released to people not listed in RenWeb. It is also important not to release a student to a noncustodial guardian if custody is a family issue. Although family friends may be well intentioned, it is the responsibility of the school staff to make certain that students are only released to the appropriate people so that student's families will know where they are located. A photo ID should be used when releasing students to adults.

# RESPONSE

## Communication

### Before:

- A brief explanation of safety procedures is provided in the parent/student handbook.
- All families should complete a student release information via RenWeb indicating who their child/children may be released with in the case of an emergency.
- Students will be instructed on safety procedures at the beginning of the year and reminded throughout the year.

### During:

- The school will have no contact with local media. All communication with the media will be handled by the Diocese of Charleston.
- In the case of an extended crisis situation, a letter or an email may be sent to families on a regular basis to update them on safety measures as they relate to the safety of their children,
- Volunteers may be solicited to communicate with non-English speaking families.
- Parents will be notified by RenWeb if we need to relocate to our alternate site for pick up. The alternate site is St. John the Beloved parish.

### After:

- It is important for families to remain calm, yet be compassionate listeners to their child/children in the aftermath of a crisis.
- Individuals recover from crisis situations at their own pace. Some children, regardless of whether they were directly or indirectly involved in the incident, may benefit from mental health services. The office has the names of people to contact.
- Return children to their normal routine as quickly as possible.
- The media will try to interview families and children during or after a crisis. Families can assist the school by referring the media to the administration for comments.
- The school will assess the emotional needs of the students and staff. The pastor and the Catholic Schools Office will be included in the assessment.

# RECOVERY

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus on students and the physical plan, and to take as much time as needed for recovery.

**One of the major goals of recovery is to provide a caring and supportive school environment.**

## Action Steps:

### **1. Return to the “business of learning” as soon as possible.**

Experts agree that the first order of business for a school should be to return students to learning as quickly as possible. This may involve assisting families who may have difficulty coping with separations from one another when the school reopens.

### **2. Keep students, families, and Diocese informed.**

Be clear about what steps have been taken to attend to student safety. Let families and others involved know what support services are being provided.

### **3. Focus on the building, as well as people, during recovery.**

Following some crisis, buildings and grounds may need repairing. Conduct an audit and determine the parts of the building that can be used and plan for repairing those that are damaged.

### **4. Provide assessment of emotional needs of the staff, students, families, and responders.**

The emotional needs of all students and staff should be assessed in order to determine who needs the intervention of a counselor, social worker, psychologist, or other health professional. Arrange for appropriate interventions. The school has the names and numbers of people available to help.

If the school were to experience a traumatic event such as the death of a student, parent or faculty member, the school community would be notified by the principal.

### **5. Provide stress management during class time.**

Allow students time to talk about what they felt and experienced during the traumatic event.

### **6. Conduct debriefing for staff and others assisting in the recovery.**

Keeping the staff updated will help reduce feelings of vulnerability. Mental health workers stress the importance of ensuring that those who are providing “psychological first aid” are supported with stress debriefings.

### **7. Remember anniversaries of crises.**

The anniversary of crisis will stimulate memories and feelings about the incident. Include in schools calendars appropriate memorial serviced or other activities, such as planting a tree, to commemorate the event.

# APPENDIX

## CODE OF CONDUCT, DISCIPLINARY PROCEDURES, GUIDELINES

Since the Christian spirit is one of peace, community, love, patience and respect for others, the challenge of a Summerville Catholic student is to explore ways in which he/she, together with fellow students, can learn of the needs of one another, the community and the world. Through this learning, the student can respond to these needs with Christian understanding and service. In fulfilling these goals, a student at Summerville Catholic will:

Treat others as they would like to be treated.

Show respect for their parents, teachers, school personnel, and classmates.

Perform to the best of their ability while honoring their own work and the work of others.

Develop good study habits.

Show respect for school property and the property of others.

Follow the rules of the school and home, and the laws of the state and nation.

Strive to be honest.

Use language appropriate to a Christian.

Maintain high standards of good sportsmanship.

Student discipline flows directly from the mission of Summerville Catholic School, specifically from the provision that the school "nurtures the academic, spiritual, cultural, moral and physical growth of each student within a Catholic, Christian environment." To ensure the cooperation and order required for an atmosphere of learning, the school has established certain rules and guidelines. We expect all members of the Summerville Catholic community (faculty, staff, parents and students) to contribute to this atmosphere. Students are expected to be honest and forthright when asked to be accountable for their actions and decisions. Consequences for not following the rules and guidelines have been established. The Administration is responsible for overseeing the general school order and for administering disciplinary measures when necessary. Out of respect for those families involved in behavior and/or academic issues, disciplinary actions are kept confidential.

## BULLY PREVENTION POLICY

Summerville Catholic School makes every attempt to provide a safe environment for all individuals. Bullying is NOT an acceptable behavior for members of our school community and will not be tolerated. Bullying and intimidation are actions that are contrary to the teachings of Jesus Christ. This behavior is against the fundamental tenet of "Love your neighbor as yourself", and destroys respect for the dignity of the student, undermines the Christian atmosphere of the school, and deprives the student of a safe and caring learning environment.

**Bullying** shall mean:

(direct or indirect) unwelcome verbal, written or physical conduct directed at another member of the school community. Through investigation, the act is determined to be persistent, reoccurring over time and the targeted person has difficulty defending

him/herself. **An isolated incident of misconduct, however troublesome or offensive, is not "bullying" under school policy.** While serious, isolated incidences of misconduct will be appropriately addressed under the school's discipline policy and will be entered in a log to ensure that a pattern of bullying behavior does not develop.

**Bullying is NOT** conflict, disagreement or aggression between students who are reasonably capable of defending or speaking up for themselves.

**Cyber bullying** includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings which has the effect of creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

In cases of reported bullying, the principal or designee shall interview all students involved (i.e. the aggressor(s) and the victim(s)) and investigate, as appropriate. This investigation may include interviews with students, parents and school staff; review of school records; and identification of parent and family issues. Any student who retaliates against another for reporting bullying may be subject to appropriate consequences.

If a bullying allegation is proven to be true, the principal will take action as follows:

- Parent conference with an appropriate consequence/s.

- Attempts may be made to help the student change his/her behavior through counseling and corrective discipline. Consequences can included but are not limited to denial of privileges, in-school or out of school suspension and expulsion if the bullying is proven to be serious enough.

- Depending on the severity of the incident(s), the principal may also report incidents of bullying to law enforcement if appropriate.

This policy provides opportunities for the principal to exercise fairness, common sense, discretion and alternatives for inappropriate behavior.

### **Conduct off Campus**

Behavior should reflect that of Christian students who are aware of their obligations to respect other people and property. Students should keep in mind that their behavior reflects not only on them, but also on their families and the entire school community. Therefore, whether on campus or not, a student should be aware that if the school gains knowledge of any inappropriate behavior, that behavior may be reported to the student's parents. In addition, the students are subject to disciplinary consequences as determined by the administration.





# HOLD

## In Your Room or Area

### HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear."

Thank you for your assistance in making this Hold work smoothly."

### PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.  
The Hold is released. All Clear."

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

### RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### PREPARATION

Student, teacher, and administrator training.

### DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

### CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



# SECURE

Get inside Lock Outside Doors

## SECURE GET INSIDE, LOCK OUTSIDE DOORS.

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

### PUBLIC ADDRESS

The public address for Secure is: "Secure! Get inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get inside, Lock outside doors.  
Secure! Get inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

### PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.  
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

### ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

## NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

## CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

## MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

## REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

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

## PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

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

## DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

## CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.



## EXAMPLES OF SECURE CONDITIONS

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

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

## SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.





# LOCKDOWN

## Locks, Lights, Out of Sight

### LOCKDOWN

#### LOCKS, LIGHTS, OUT OF SIGHT

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

#### PUBLIC ADDRESS

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

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

#### ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

#### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

#### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

#### PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

#### DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



# LOCKDOWN

Locks, Lights, Out of Sight

## CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

## CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

## EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



# EVACUATE

A Location may also be provided

## EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

## REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://loveugays.org/The-Standard-Reunification-Method.html>

## PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

## ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

## PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from [loveugays.org/The-Standard-Response-Protocol.html](https://loveugays.org/The-Standard-Response-Protocol.html)

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

## EVACUATION ASSEMBLY

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

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

## DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

## CONTINGENCIES

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

## RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.





# SHELTER

## State the Hazard and Safety Strategy

### SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

#### PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.  
Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.  
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear."

Thank you for your assistance and patience during the Shelter."

#### HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

#### SAFETY STRATEGIES MAY INCLUDE

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

#### ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

#### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

#### RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

#### PREPARATION

Identification and marking of facility Shelter areas.

#### DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

#### STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

#### PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

#### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).