

# SCHOOL SAFETY OVERVIEW

for Parents & Students





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## INTRODUCTION

Educators wear many different hats, but one of the most important responsibilities we have is assuring the safety of the students under our care. We believe that every one of us is a safety compliance officer and shares in this responsibility.

Our schools are safe, but not impenetrable. The good news is that we can mitigate risk through planning and preparation.

With each school shooting, we are consumed with a range of emotions. You may feel despair, rage, grief, numbness, or guilt. Perhaps the worst feeling is the desire to make a difference and not knowing how.

What our employees and students do each day in terms of safety makes a difference and will make us all feel safer. But parents, we need your help in making sure your students are aware of the contents of this safety plan.

There are three main objectives in any crisis: Ensure student Safety; notify/get help (9-1-1); and don't make the situation worse. It is our hope that the information within this document will help all of us achieve each objective.

We have committed ourselves to create a document that contains resources to help you do just that.

## APPROVED SAFETY PLANS

Bexley Schools works closely with the City of Bexley and the Bexley Police Department on crisis-planning measures. A Safety Committee, composed of the Director of Facilities and Operations, teachers, counselors, police and parents, meets regularly to address safety issues and review the district safety plan.

School principals regularly review procedures with their staff for the drills and/or threats likely to confront the school community: lockdown, bomb, or biohazard threat, as well as fire and tornado drills. Principals and staff members regularly provide pertinent information to their students in an age-appropriate manner.

Ohio schools must have a comprehensive school-safety plan that addresses their response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to school violence and various types of terrorist threats.

Our Emergency Operations Plan and Emergency Response Plan include comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide school personnel in addressing various emergency hazards that may affect the safety of our children and school community. Ohio law, for security purposes, prohibits schools from sharing these plans with the general public.

### Active-Threat Response

When keeping students safe we entrust school employees to make the best decision possible with the information available at the time. For an active-shooter situation, we have adopted the “Take Out, Get Out, or Lock Out” approach. Each of these options is available to school employees and students and one does not trump the other. The employee and student has discretion as to which of the three “outs” best affords the opportunity to keep themselves and others safe.

## Visitor Management & Staff ID

Bexley City Schools has several features in place in each school building to maintain students’ safety, including:

1. All Bexley school buildings have security systems and established check-in procedures. All visitors at the Cassingham Complex, Maryland Elementary, and Montrose Elementary must swipe into tracking-system software using a government-issued photo ID, such as a driver’s license. The district’s Main Entrance receptionist and building secretaries produce badges for visitors and volunteers, record and monitor volunteer hours and electronically check all visitors against registered-sex-offender and other databases. Visitors must wear a visible visitor badge while in the building.
2. Staff members are required to wear identification badges at all times when students are present.

### Swipe & Keypad Entry

Staff and students are assigned a six-digit passcode for entry into our buildings. Staff members have 24/7/365 access; secondary-level students' access times are limited to after-school hours for school activities.

KEYPAD ENTRY: After a user pushes the “START” button on the keypad, digital numbers are randomly displayed. The user then enters their personal six-digit code AND then pushes the bottom right key to enter the code. The bottom right button is unmarked, but serves as the “Enter” key.



Students must never give their access code to anyone. Any student who may have shared their access code or wants a new access code should see their building principal.

### Video Doorbell System



Building and district secretaries can view and communicate with guests who ring the doorbell while the visitors are outside of the building who ring the doorbell. Phones connect

with the doorbell system, allowing the secretary to unlock doors from their desks.

### District Notification System

The district’s notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in case of an emergency situation in one of the schools.

### See Something, Say Something

The saying, “See Something, Say Something” is an important component of our security plan. We encourage students, staff, families, and community members to speak up if they have safety concerns for themselves or others. The district also has a confidential reporting tool that anyone can utilize to share a safety concern. Go to <https://staysafespeakup.app/Welcome/district/BCSD> on the Bexley City Schools website.

### Bexley Police Partnership

All BCSD radios have an “SOS-911” channel. The dispatcher at the Bexley Police Department has a BCSD radio and monitors that channel 24/7/365.

Bexley Police officers also have 24/7/365 access to each school building by using a swipe card and access code.

## WARNING & ALARM DEVICES

### Room or Personal Cell Phones

Call 9-1-1 from your cell or classroom phone and then call the office to initiate the school intruder alarm.

### Room Call Button

The Room Call Button serves a two-way communication device that connects the Cassingham Complex classrooms to the building office. The Montrose classrooms have a similar device. We intend to install a similar device at Maryland Elementary School soon.

### Hotline to Bexley PD

One or more Hotline Boxes are installed in each school building office. These Hotline Boxes provide two-way communication with the Bexley Police Department. Only the police department can end the connection once activated.

### Distress Whistle

School employees can use distress whistles when they face an immediate threat.

One blow means there is no threat, but everyone’s attention is needed.

Three blasts mean a threat is present. If students hear three whistle blasts, then they should initiate the LOCK OUT, GET OUT, TAKE OUT protocol or follow the lead of their teacher.



Room Call Button



Hotline to Bexley PD



Distress Whistle

## Emergency Glass Box (One-Step Activation)

Blue Emergency Break Glass boxes provide a one-time-use call for assistance and can send predefined location information to the Bexley Police upon activation. An automated text and email notification will be sent to those employees who opted to receive alerts through Staff Alerter. These alarm activators are placed throughout the hallways of each building. Most alarms are near existing fire-alarm pull stations. Students should acquaint themselves with the locations of Emergency Glass Boxes in their building. Snapping the glass releases a trigger that activates the alarm.

### Alarms

We have alarms throughout building hallways, outdoors, and in extracurricular venues. These wi-fi alarms provide audible and visual notification when activated. With a blue-white strobe light and a siren greater than 100db, these devices provide immediate notification when activated.

**Drills** - When in drill mode, the alarm emits a one-second “chirp” and sounds every 30 seconds for three minutes or until the drill is deactivated.



**Alarms** - When activated, alarms emit a loud siren that lasts for five seconds and then pauses for 55 seconds. This pattern continues until the siren is deactivated.



### Radios

We have multiple radios deployed throughout the district. District leaders, custodians, and Athletic Department staff members have Motorola radios. Each building also has a certain number to be used during recess. Each district radio has a channel that connects to the building office and a channel that connects directly to the Bexley Police dispatcher. When the Bexley Police channel is activated, the emergency message is broadcasted to all radios regardless of the channel they are on.

## STANDARD RESPONSE PROTOCOL

### Introduction

This section outlines the district’s Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical-incident response within BCSD schools.

The intent of this document is to provide basic guidance with respect for local conditions and authorities. It is simply a classroom-response enhancement for critical safety incidents and is designed to provide consistent and clear language and actions among all students, staff, and first responders.



Emergency Glass Box



Push Button Alarm



Alarm



Radio

## Time Barriers

We realize that our schools can be penetrated by those who wish to do harm. Our goal is to mitigate

risks and have a response plan in place should the unthinkable occur in one of our schools.

We know that Bexley Police will typically arrive at our schools within three minutes after receiving notification of an emergency situation. We also know that the average time of a school shooting lasts approximately 12 minutes, so time is crucial for safety.

Time barriers or measures taken beforehand to “harden the structure” can be an invaluable asset to safety – not only for staff and students, but also for visitors who expect a friendly and secure environment in our school buildings. Time barriers are best described as physical barriers that slow the entry into, or movement through, a facility. This is important because any additional delay allows trained persons to take protective action until first responders arrive.

Examples of time barriers that we have incorporated include keeping the exterior doors locked during the school day. Electronic keypads were installed at select doors allow staff and students to enter the building at designated times. The exterior doors remain locked after school hours, unless there is an event occurring in a building. We also installed a film or wire mesh on certain exterior window and glass-door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

Finally, the most powerful time barrier in an active-assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report stated, “The testimony and other evidence presented to the commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”

## Safety Teams

Bexley City Schools has a comprehensive safety program established and executed by a dedicated

team of volunteer employees in consultation with local safety or security personnel. That same Safety Team is responsible for incorporating the SRP into the safety plan.

## Standardized Responses

A critical ingredient in the safe-school recipe is a uniform response to an incident at school. Weather events, fires, accidents, intruders, and other threats to student safety are scenarios for which school and district administration and staff plan and train. The Standard Response Protocol is based not on individual scenarios, but on the response to any given scenario.

The SRP demands a specific vocabulary, but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident.

1. STAY PUT is followed by “in your room or area” and is the protocol used when the hallways need to be kept clear of people.
2. REVERSE EVACUATION is followed by “get Inside, lock outside doors” and is the protocol used to safeguard students and staff within a building.
3. LOCKDOWN is followed by “LOCK OUT, GET OUT, TAKE OUT” and is the protocol used to secure individual rooms, keep students quiet, and in place.
4. EVACUATE may be followed by a location and is the protocol used to move students and staff from one location to a different location inside or outside of a building.
5. SHELTER IN PLACE always is followed by the hazard and a safety strategy and is the protocol for group- and self-protection.

## Benefits

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event.

For students, this provides continuity of expectations and actions throughout their educational career.

For teachers, this becomes a simpler process to train and drill.

For first responders, the common vocabulary and protocols establish greater predictability that persists through the duration of an incident.

Parents can easily understand the practices and reinforce the protocol.

Additionally, this protocol enables rapid-response determination when an unforeseen event occurs. The protocol also allows for a predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but when an intruder is isolated, first responders would assist as parts of the school proceed to an order to “evacuate to the gym and LOCKDOWN,” and later “evacuate to the bus zone.”

## REVERSE EVACUATION VS. LOCKDOWN

The differentiation between REVERSE EVACUATION and LOCKDOWN is a critical element in SRP.

REVERSE EVACUATION recovers people from outside a building, secures the building perimeter, and locks all exterior doors. This would be implemented when there is a threat or hazard outside of the building, such as criminal activity, dangerous events in the community, or even a vicious dog on the playground. While the REVERSE-EVACUATION response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

LOCKDOWN is a classroom-based protocol that has the option of LOCK OUT, which requires locking the classroom door, turning off the lights, and placing students out of sight of corridor windows. Student action during LOCKDOWN is to remain quiet.

## Doors, Locks & Stress

All classroom doors have a metal frame and door windows have protective screens. This means it would be nearly impossible for anyone to knock down the door or break the door’s glass window and unlock the door.

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. Thus, we installed interior quick-locks on all classroom doors because an otherwise simple task of locking a classroom door may become difficult for a teacher who just heard a LOCKDOWN order.

## Communication

Every school’s Emergency Operations Plan (EOP) contains a section for communicating both internally and externally during an emergency situation. In any type of event, clear and well-planned communication is essential.

Primarily, we will give the staff and students as much information as possible so they can make informed decisions about their actions. If little is known about a situation, we will attempt to tell them that too. We recognize it is important to communicate with parents and guardians too, but our priority always will be the safety of those in our buildings.

## Plain Language

The National Incident Management System and Incident Command System 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. Our SRP uses shared, plain, natural language between students, staff, and first responders.



## STAY PUT

There may be situations that require students to remain in their classrooms. For example, an altercation in a hallway may require keeping students out of the halls until it is resolved. A medical issue may require an area to be cleared, with halls still open in case outside medical assistance is required. Another scenario involves the search for an unknown person who may have entered a building, which would require 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: “STAY PUT in your room or area. Clear the halls.” This is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, are at lunch, or in some other location where they should remain until the STAY-PUT order is lifted.

### Public-Address Release

A STAY-PUT order can be released by public address. “The STAY-PUT order is released. All clear. The STAY-PUT order is released. All clear.”

### Actions

Students and teachers are to remain in their classroom or area behind a locked door, even if there is a scheduled class change, until an all-clear announcement is made. 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 they are directed otherwise.

### Responsibility

Typically, an administrator is responsible for initiating a STAY-PUT order. However, any employee can call for a STAY-PUT order if they observe something happening that would require this action.

## Contingencies

Students are trained that if they are not in a classroom, then they may be asked to find the nearest classroom and join that class for the duration of the STAY-PUT order.

## REVERSE EVACUATION

### Get Inside, Lock Outside Doors

The REVERSE-EVACUATION protocol is called when there is a threat or hazard outside of a school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal on the playground, the security of the physical facility acts as protection for students and staff.

### Public Address

The public address for REVERSE EVACUATION is: “REVERSE EVACUATION! Get inside. Lock outside doors.” This is repeated twice each time a public address is performed.

### Actions

The REVERSE-EVACUATION protocol requires bringing people into a secure building. When possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building. If students are off-campus when a REVERSE-EVACUATION order is initiated, they should seek safety and avoid the campus area.

There may be occasions when students expect to be able to leave the building (i.e., end of classes, job commitment, etc.). Depending on the condition, this may need to be delayed until the area is safe. We need to emphasize to students, as well as their parents/guardians, that you or your students may be inconvenienced by these directives, but your cooperation is important to ensure your safety.

Efforts will be made to notify parents of a REVERSE EVACUATION as soon as possible. Parents should not go to the school during the REVERSE EVACUATION. Every effort is made to conduct classes as normal during a REVERSE EVACUATION event. Additionally, parents may be asked to remain outside during a REVERSE-EVACUATION event. No students will be released from school during a REVERSE-EVACUATION event until the situation changes and allows for a monitored entry or controlled release.

### Controlled Release

Circumstances when a threat is perceived, but not directly evident may warrant a controlled release. During a CONTROLLED-RELEASE situation, parents or guardians may be asked to pick up students rather than allow students to walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There also may be additional law enforcement presence.

### Reported By

A REVERSE EVACUATION typically is reported by emergency dispatch to the school office. Office staff then make a public address and informs administrative officials. It also may be reported by students, staff, or teachers if a threat is directly observed outside of the building.

At times during an open lunch, we will communicate via Staff Alerter and email, providing as much detail as possible to students who are temporarily off campus.

## LOCKDOWN

### Lock Out, Get Out, Take Out

A LOCKDOWN is called when there is a threat or hazard inside a school building, such as parental custody disputes, intruders, or possible violence. A LOCKDOWN uses classroom and school security actions to protect students and staff from the threat. The goal is to quickly get all student, school personnel, and visitors to a secure place.

### Lockdown Notification

- Public Address
- Three long blasts of a distress whistle
- Radios
- Calls to the office
- Staff Alerter wall alarm
- Staff Alerter personal alarm device
- Staff Alerter desk button
- Staff Alerter website/app

### Overview

For a succinct overview of our LOCK OUT, GET OUT, TAKE OUT protocols, go to <https://tinyurl.com/yan7molm>.

There is not a priority among the LOCK-OUT, GET-OUT, and TAKE-OUT options. The situation students are in and what they observe will guide them in selecting which option is best for them, fellow students, and teachers. Likewise, all teachers and staff will consider the same situation and actions, depending upon the situation.

We know that people who LOCK OUT are safe and those able to GET OUT and away from danger also are safe. We trust our teachers' discretion in keeping students safe each and every day. We will not abandon that in the event of an emergency.

## LOCK-OUT ACTIONS

The LOCK-OUT protocol demands school personnel to safely and immediately gather as many nearby students and staff from hallways and into their classrooms or offices once a threat is identified in school.

Once the decision is made to lock the classroom door, a teacher should call 9-1-1 and the school office to notify them of the threat. They also should cover the classroom door window and turn off lights to make the room look unoccupied. **THEY SHOULD NOT OPEN THE DOOR FOR ANYONE.**



Teachers and students may use classroom furniture to create a barricade in front of the door and grab something to use to defend themselves should the intruder gain access to the room. Occupants must stand (not sit) out of the line of sight of corridor windows, turn off their phones, and maintain silence.

Some rooms may have an attached room with an interior door. If in such a room, teachers and students can move to that room, but first ensure the exterior door is locked.

Teachers and staff always are in command of the room. Students must follow their lead.

Staff and students outside of the school should "GET OUT" and find safety. They should not enter the building. If a threat is outside of the school, then we will conduct a REVERSE EVACUATION and move everyone inside behind locked, exterior doors.

There may be a natural inclination for parents is to go to a school during a LOCKDOWN. While understandable, it may be problematic. If there is a threat inside a school building, then law enforcement will be responding. It is unlikely parents will be granted access to the building or area surrounding the building. If parents are in the building at the time of the LOCKDOWN, then they will be instructed to LOCKDOWN as well.

We recognize the importance of communication between the school and parents and between parents and students during a LOCKDOWN. Please be aware that communication from the school will occur as soon as possible, but our priority is to keep students safe.

Parents should be aware that 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.

We always will announce a scheduled LOCKDOWN drill to our students. We always will treat a false alarm as a LOCKDOWN event until we are cleared by local law enforcement.

## RALLY POINTS

- Montrose Elementary: Use the Bexley Library
- Maryland Elementary: Use Paramount Church
- Cassingham Elementary: Use Bexley United Methodist Church
- Middle School: Use Bexley United Methodist Church
- High School: Use St. Catharine Church

**NOTE: It is acceptable for all staff and students in the Cassingham Complex to use either Bexley United Methodist Church or St. Catharine Church, as both serve as safe areas for those who opt to GET OUT.**

## GET-OUT ACTIONS

If a student is unable to get behind a locked door during a LOCKDOWN, is near an exterior door when an alarm sounds and the location of the threat is apparent, then staff and students have the option to hide or self-evacuate. Those who opt to self-evacuate (GET OUT) should report to a safe location away from campus or to a designated rally point.

Once safe, students should phone or email the school to announce they are safe and state their location. Students should receive a text message with instructions on how to make contact if they opted to GET OUT.

During an announced LOCKDOWN drill, staff and students who opt to GET OUT should exit the building and report to the main entrance of their school building.

## TAKE-OUT ACTIONS

As a last resort, if staff or students cannot LOCK OUT, GET OUT, or HIDE and are confronted by an intruder, they should defend themselves with anything that can be used as a weapon (chairs, flagpoles, etc.). This is a personal choice.

### Fire Alarm During Lockdown

Teachers, staff, and students should ignore a fire alarm unless there is imminent danger and must not open the classroom door once it is locked. No indication of occupancy should be revealed until first responders open the door. Parents/guardians and students should be advised that a LOCKDOWN may persist for several hours, during which an incident silence is recommended.

### Reported By

When there is a life-safety threat on campus, a LOCKDOWN order should be initiated immediately by any student or staff member. Initiating a LOCKDOWN may happen through various methods, or a combination of methods, depending on the procedures and alert systems available at the time. LOCKDOWN alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology.

### Cell Phones

To avoid overwhelming the 9-1-1 system during an emergency, only one person per classroom should call 9-1-1. That person should only call if it is safe to do so and should be prepared to answer questions about any injuries and any identifying information about an intruder.

Certainly, if a threat is imminent, texting is discouraged. It also may be beneficial to turn off both WIFI and cellular data services while the threat exists. This frees up bandwidth for first responders, while still allowing SMS text messaging.

In evaluating actual LOCKDOWN events, the initial crisis may only take minutes. After a threat is mitigated, law enforcement typically clears a 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.

## SHELTER IN PLACE

A SHELTER IN-PLACE order 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.

Using the SHELTER IN-PLACE protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the SHELTER IN-PLACE order is utilized for tornadoes and other severe weather, in which case it would

include the SHELTER location for students and staff, and the 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, turn off heating and air conditioning units, and seal windows and doors to preserve good inside air while restricting the entry of contaminated outside air. Listening to specific directives is critical to a successful emergency response.

### Hazards May Include

- Tornado
- Severe weather
- Wildfire
- Flooding
- Hazmat spill or release

### Safety Strategies May Include

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

## Responsibility

SHELTERING requires all students and staff to know the alarms and take initiative once a SHELTER IN-PLACE hazard is identified. Students must follow adult directives when applicable. Tornado safe signs are installed throughout the district to identify safe areas.



## Severe Weather

A tornado warning or the Bexley Tornado Alarm (Tested each Wednesday at noon) activates the SHELTER IN-PLACE protocol. When a SHELTER IN-PLACE order occurs at dismissal time or after school hours, students are kept indoors until danger passes. Parents/guardians should wait to pick up students until students exit the building.

DANGER areas in our schools include cafeterias, gyms and auditoriums. These large, open-span areas can be dangerous even during weak tornadoes and should not be used for sheltering people. This type of room has inherent structural weaknesses because of lack of roof support, making them especially prone to collapse with weaker wind loading than more compact areas of the same school building.

## Evacuation to Rally Point

An EVACUATION is initiated either through the fire alarm or the public-address system and signals the need to move people from one location to another. Most often, EVACUATIONS are necessary when there's a fire, heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to take their personal items in their possession with them.

## Actions

The EVACUATION protocol requires students and staff move in a safe and orderly fashion to a designated student assembly area or rally point. Students must remain in line and quiet.

## Steps:

1. An EVACUATION drill will be announced by public address (PA) system or other form of communication.
2. Teachers will instruct students to exit the building using designated emergency exit routes or as directed by the administrator. Emergency exit routes used for fire drills would be typical exits for evacuation. If the alarm is signaled during a class change, students should exit the building immediately and report to their designated assembly area.
3. Use a secondary route if the primary route is blocked or hazardous.
4. Students should remain SILENT at all times.
5. Do not stop for student or staff belongings.
6. Go to a designated EVACUATION assembly area (minimum of 50 feet from the building is required in fire evacuation and 300 feet from the building for a bomb threat, chemical spill inside the building, or other evacuation types).
7. Wait for further instructions or the ALL-CLEAR notice.

## POLICE-LED EVACUATION

In the rare situations when law enforcement clears classrooms and escorts students and staff out of the classroom and through the building, it is important to provide advance instruction on what to expect.

## Actions

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to take backpacks, purses, or other personal items with them during a POLICE-LED EVACUATION. Students may be instructed to form a single-file line and hold hands front and back or they may be asked to put their hands on their heads while EVACUATING.

## What to Expect

Prepare students that during a POLICE-LED EVACUATION, officers may be loud, direct, and commanding. Students and staff also may be searched both in the classroom and again at the assembly area.

## REUNIFICATION

### Process Overview

1. When parents/guardians arrive at a reunification site, “greeters” will distribute Reunification Cards, direct parents/guardians to the parent check-in location, and help them understand the process.

**Reunification Information** USE THIS FORM TO GIVE US YOUR PHOTO IDENTIFICATION OUT AND READY TO SHOW SCHOOL DISTRICT PERSONNEL.

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Student Cell Phone Number: \_\_\_\_\_

Name of person picking up student: \_\_\_\_\_

Signature: \_\_\_\_\_

Phone Number of person picking up student: \_\_\_\_\_

Responsibility to student being picked up: \_\_\_\_\_  
Photo identification matches name of person picking up student? Y or N

---

Print Student Name Again: \_\_\_\_\_

Student Grade: \_\_\_\_\_ **When personnel complete upon release of student.**

Student Number: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Reunification**  
 First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that requires me personally verify you with your child.

**Instructions**

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Stand the check-in line based on either student last name or student grade.
4. After check-in, staff will call this card and a runner will be sent to recover your student. Please stay near to the Reunification location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout or disturb others. We'll get through this as quickly as possible.

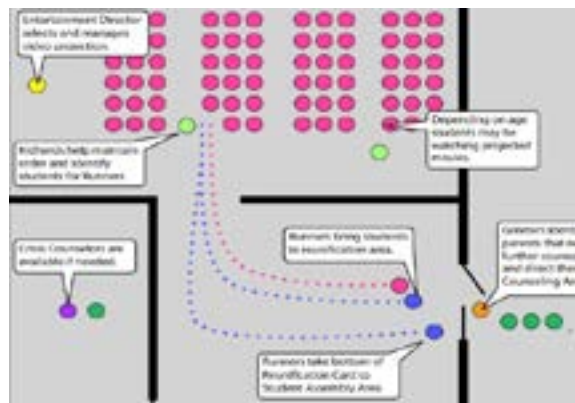
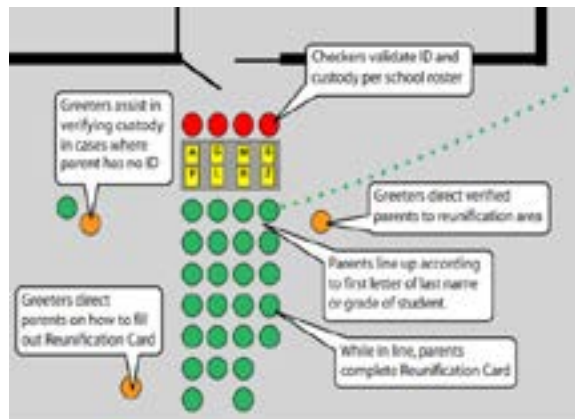
**Parent Guardian Sign Off**  
 I have read and understand these instructions.

Print Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

2. Parents/guardians will complete the Reunification Cards, self-sort, and report to the appropriate check-in table to present the Reunification Card and show their photo ID. (We prefer to use Reunification Cards than relying on PowerSchool.)

3. Checkers will verify ID and custody. The Reunification Card is torn and the bottom is returned to the parent. The top is given to the accountant. The accountant verifies cards against a master roster.
4. At the reunification area, parents will give the card bottom to a reunifier. The reunifier will go to the assembly area to get the student.
5. The reunifier gets students from the student-staging area and takes them to parents at the reunification site. The reunifier asks each student if they are comfortable leaving with that adult.





BEXLEY CITY SCHOOLS  
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