COMPREHENSIVE
SAFETY PLAN

Volume I:
Overview

BALTIMORE COUNTY PUBLIC SCHOOLS

Seek Safety,

Aim Safety,

Follow Safety,

Ensure Safety,

Teach Safety,

Yield Safety

TEAM BCPS

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Overview

Introduction

The *Comprehensive Safety Plan,* organized into eight volumes, provides guidance for stakeholders in the creation and maintenance of safe and orderly environments. It also clearly communicates the responsibilities of key stakeholders, as school safety is the priority. Absent a safe learning, teaching, and working environment, students cannot achieve academically and will experience physical, social, and emotional consequences. Baltimore County Public Schools (BCPS) is charged with the responsibility of keeping its 113,000 students, 19,000 employees and service providers, and numerous visitors safe.

As an overview, Volume I is intended to provide assurance to all readers of the existence of a plan for keeping students, staff, and visitors safe. **For safety reasons, details of some components of the plan (Volumes IV-VIII) are not included for public viewing**. The overview provides a synopsis of information used by staff to prevent and respond to safety concerns.

The *Comprehensive Safety Plan* will be updated on a regular basis to include new procedures or protocols or to revise existing procedures and protocols. Notice of changes to the *Comprehensive Safety Plan* will be placed at a minimum in the Weekly Bulletin following the date of the change.

The *Comprehensive Safety Plan* focuses on the procedures, behaviors, materials, and beliefs necessary to ensure the safety and security of all. It was developed in alignment with *Blueprint 2.0,* Goal 2: Safety and Security – *"Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working."*

Assumptions inherent in the *Comprehensive Safety Plan* are:
- School and central office leadership must support creating, implementing, revising, and monitoring the *Comprehensive Safety Plan,* which addresses the needs of students, employees, service providers, and visitors.
- *Site-Based Emergency Plans* must address the specific needs of each school and office complex.
- The *Comprehensive Safety Plan* must address safety concerns for a variety of events in consideration of before, during, and after actions and their impact on crises and emergencies.
- The development of a *Comprehensive Safety Plan* is a collaborative process and requires collaborative oversight.

Background Information

In 2002, BCPS, in partnership with the Baltimore County Police Department (BCoPD), the Baltimore County Fire Department (BCoFD), the Baltimore County Emergency Operations Center, Baltimore County Government, and the community at large, developed the *Critical Incident Response and School Emergency Safety Management Guide* to assist in creating, reviewing, and/or updating schools' emergency and crisis response plans.

This *Comprehensive Safety Plan* builds upon the *Critical Incident Response and School Emergency Safety Management Guide* that was first developed in 2002 and updated periodically thereafter. The *Comprehensive Safety Plan* includes additional strategies to enhance school safety including prevention and intervention approaches with students, guidance in the development of emergency plans for office complexes, and the creation of a Continuity of Operations Plan for the aftermath of emergencies.

Prevention, preparedness, intervention, response, and recovery are the five guiding themes incorporated in this plan. These themes include proactive actions, as well as reactive strategies to address safety concerns. This plan is about more than responding to an emergency. Prevention, the first of the five themes, should receive significant attention to lessen the need for intervention, response, and recovery. The effectiveness of one's preparedness can be seen through interventions, responses, and recovery.

Terminology
The terminology listed below includes those frequently used in emergency management or are specific to the *Comprehensive Safety Plan*.

Emergency – A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a segment of the BCPS population.

Critical Incident Response Team (CIRT) – The group of central office employees identified to respond to a Level II or Level III emergency.

Critical Incident Response Plan (CIRP) – The plan for addressing emergencies that require the CIRT to be activated.

Incident Command System (ICS) – The national standard for emergency preparedness, management, and response. During an emergency, employees will transition from their day-to-day responsibilities to fulfill their predetermined functions that will address the emergency. Often, the functions assumed are similar to an individual's day-to-day functions.

Intervention – Action taken to improve a situation.

Mitigation – The proactive approach to reducing or eliminating adverse effects of an accident, emergency, or incident or the need for response.

Preparedness – The process of deciding and securing what will be needed in the event of an emergency, before the emergency occurs.

Prevention – Actions taken to decrease the likelihood of an accident, emergency, or negative incident from occurring.

Recovery – The process of assisting with the physical, psychological, and emotional trauma associated with an emergency.

Response – The process of implementing appropriate actions while an emergency is unfolding.

Site-Based Emergency Management Team (SEMT) – The school or office team responsible for developing and/or revising the *Site-Based Emergency Plan* and managing an emergency based on the team members' designated roles.

Levels of Emergencies

Collectively, the scope and magnitude of an emergency, the availability of personnel, and the accessibility of resources will dictate the school system's response. Notably, there are three identified levels of emergencies.

Level I

A Level I emergency is a site-based event that affects only that site and requires little or no assistance from central office staff to manage the emergency. However, the principal or office head may request central office personnel or resources (e.g., the Office of Transportation) to assist. A Level I emergency is managed in accordance with the *Site-Based Emergency Plan.*

Level II

A Level II emergency is a local event that has a broad impact on more than one site **or** a significant impact on a single site, such as would result from a major fire, civil disturbance, hostage situation, shots fired, or widespread power outage. While a Level II emergency might be an event that affects only one site, the magnitude of the emergency might require the support of the CIRT. The *Site-Based Emergency Plan* must be implemented by the principal or office head as the CIRT is called to action.

Level III

A Level III emergency is a community or regional event that has a collateral impact on multiple sites (e.g., earthquake, chemical or biological related incident, mass exit from Baltimore City). The *Site-Based Emergency Plan* would be implemented, and the BCPS CIRT would be fully activated to coordinate systemwide response efforts.

Note: When a Level II or III emergency is declared, the Baltimore County's Emergency Operation Center (EOC) may be activated to coordinate the response. BCoPD and/or BCoFD protocols will supersede the procedures of a local site.

Guiding Principle

Each student, employee, service provider, visitor, and community partner has a responsibility to assure a safe and secure learning, teaching, and working environment.

Comprehensive Safety Plan Overview

This *Comprehensive Safety Plan* is organized into eight volumes. Each volume covers a specific safety and/or security topic. An electronic version of the plan can be found on the Internet or Intranet, depending on the audience to which the volume is targeted.

Volume I: Overview (Internet and Intranet)

The *Comprehensive Safety Plan,* organized into eight volumes, provides guidance for stakeholders in the creation and maintenance of safe and orderly environments. It also clearly communicates the responsibilities of key stakeholders, as school safety is priority one. Absent a safe learning, teaching, and working environment, students cannot achieve academically and will experience physical, social, and emotional consequences. BCPS is charged with the responsibility of keeping its 113,000 students, 19,000 employees and service providers, and numerous visitors safe.

Volume II: Student-Focused Prevention, Intervention, and Educational Supports (Internet and Intranet)

The purpose of implementing student-focused prevention, intervention, and support practices and programs is to facilitate the positive emotional, mental, and physical well-being of all students by creating safe and supportive learning environments. Safety concerns often arise when students behave inappropriately. This plan includes supports that will enhance school safety and climate.

Assumptions inherent in providing student-focused prevention, intervention, and support opportunities include:
- Teaching positive behavioral expectations and holding students accountable for their behaviors contributes to a safe and orderly learning environment.
- Positive school climates and cultures are essential to academic achievement.
- Partners in school safety include BCPS staff and external partners.
- "Student voice" is critical to creating positive school climates and cultures.

A safe and healthy environment is essential to promoting student achievement. All employees of the Board of Education of Baltimore County are required to comply with all applicable local, state, and federal health and safety laws and regulations; Board Policies and Superintendent's Rules; and procedures and guidelines established by the superintendent and his/her designees concerning safe and healthy school environments.

Volume III: Routine Safety and Security Personnel, Equipment, Standards, and Procedures (Internet and Intranet)

This section of the *Comprehensive Safety Plan* contains information concerning the personnel, operations, equipment, standards, and procedures that BCPS has put in place to keep students, employees, service providers, visitors, and buildings safe and secure. It establishes the minimum expectations for assuring that schools and offices are safe for teaching, learning, and working.

BCPS and Baltimore County government have invested heavily in providing for the safety and security of students, employees, service providers, and visitors. Investments include security officers, school resource officers, surveillance cameras, door swipe systems and locks, protective equipment, a visitor identification system, and identification badges for students, employees, and service providers.

Volume IV: Preventing and Mitigating Risks and Hazards (Intranet Only)

This section of the *Comprehensive Safety Plan* includes protocols to assist the reader in the prevention and mitigation of certain health and safety risks and hazards. Its guidance, unless specifically noted, is directed to the building administrator.

Volume V: Site-Based Emergency Planning, Practice, and Procedures (Intranet Only)

The purpose of site-based emergency planning is to provide emergency preparedness and response instructions, information, and guidelines to protect the safety and well-being of students, employees, service providers, and visitors during an emergency. *Code of Maryland Regulations 13A.02.02.01-.04 – Emergency Plans*, sets forth the requirements for emergency plans that will be developed and implemented by each of Maryland's 24 local school systems.

Each principal and office head must develop his or her own *Site-Based Emergency Plan* to promote coordinated preparedness measures and integrated emergency response procedures, and submit it via the Intranet. The plan must be adapted to the capabilities and special needs of each site. Differences in the needs and requirements of the site must be addressed throughout the plan.

Volume VI: Situational Response Guidance Protocols (Intranet Only)

The protocols in this section provide guidance for administrators in handling specific site-based emergencies and/or significant disruptions to daily activities. The principal or office head will need to determine if a situation is an emergency and requires activation of the Safety and Emergency Management Team (SEMT) or if a more limited response is needed. Should this team be activated, it will implement necessary steps until assistance arrives, if assistance is requested. If outside assistance is not required, response is to be enacted in accordance with the *Site-Based Emergency Plan*. Guidance covers many topics including responding to an active shooter, bomb threats, fire emergencies, and social media threats.

Volume VII: Critical Incident Response (Intranet Only)

A standardized *Site-Based Emergency Plan* development process has been communicated to all principals and office heads to promote coordinated preparedness measures and integrated response procedures. Each plan must be adapted to the capabilities and special needs of the site, addressing differences in the site occupants' needs and requirements. When an emergency requires support beyond what an individual school or office staff can provide, a Level II or Level III emergency might be declared and the CIRT called upon for support. This volume contains information vital to that process.

Volume VIII: Continuity of Operations Planning (Intranet Only)

A standardized continuity of operations planning process has been developed to assure that BCPS remains capable of continuing essential functions across a wide range of potential emergencies and disasters. The plan may be implemented when a recovery effort is needed after a disastrous event or at the end of the activation of the CIRT.

The scope and magnitude of a recovery process, the availability of employees and service providers, and the accessibility of other resources are factors that will impact the school system's response. The recovery process is governed by BCPS policies, rules, and procedures. A component of continuity of operations planning relates to the ability to quickly rebound from an unforeseen event to normal operations. Advanced planning will make recovery less difficult and more efficient. This effort will translate into fewer losses and shorter non-operational time.

Comprehensive Safety Plan Oversight

Oversight of the *Comprehensive Safety Plan* will come from the Safety and Emergency Management Steering Committee (SEMSC). The SEMSC meets monthly to discuss issues and concerns related to school safety; review technology enhancements, equipment, and programs; and recommend updates to safety and security policies, rules, procedures, protocols, and practices.

The steering committee boasts diverse representation from BCPS divisions, departments, and offices and community agency partners.

Baltimore County Fire Department

Baltimore County Department of Health and Human Services

Baltimore County Police Department

Division of Human Resources

Division of Research, Accountability, and Assessment

Division of Business Services
- Department of Administrative Services
- Department of Information Technology
- Department of Facilities Management

Division of Curriculum and Instruction
- Office of Special Education
- Office of Student Support Services

Division of School Climate and Safety
- Department of School Safety
- Department of Social and Emotional Support

Parent Teacher Association (PTA) Council of Baltimore County

School-Based Administrators

Stakeholder Involvement and Responsibilities (Alphabetical Listing)

Board of Education of Baltimore County
The Board of Education of Baltimore County is responsible for creating all Board of Education policies, including those that have an impact on school safety. Policies include a vision statement, goals, principles, or position of the Board. Most policies are scheduled for review every five years. All policies are posted on the BCPS Web site.

Community Agencies and Partners

Baltimore County Fire Department (BCoFD)
The BCoFD provides fire protection, emergency medical, and emergency rescue to the county's more than 800,000 citizens. The mission of the BCoFD is to provide the highest quality fire protection, emergency medical services, fire prevention, safety education, community services, and mitigation of emergency and nonemergency incidents to the citizens of, and visitors to, Baltimore County. Members of the BCoFD:

- Assure adherence to Baltimore County fire codes through routine inspections.
- Respond to fire alarms and calls for service.
- Serve on the BCPS interagency SEMSC, participate in monthly meetings, advise the steering committee, and participate in the revision of emergency management protocols.
- Serve on the BCPS CIRT and participate in debriefing emergency situations that require their involvement.

Baltimore County Department of Health
The mission of the Baltimore County Department of Health is to promote health and prevent disease through education, advocacy, and linkages to resources and treatment to improve the quality of life for Baltimore County residents. The Baltimore County Department of Health provides a representative to the BCPS interagency SEMSC, participates in monthly meetings, advise the steering committee, and participates in the revision of emergency management protocols. Only the Baltimore County Department of Health may activate the process for deployment of resources for the distribution of medications through Points of Dispensing (POD) sites during an emergency.

Baltimore County Police Department (BCoPD)
The mission of the BCoPD is the enforcement of the laws and ordinances of Maryland and Baltimore County; protection of life and property; prevention and detection of crime; preservation of the peace; and protection of the rights of all citizens. Members of the BCoPD:

- Oversee the Safe Schools Program, which includes the assignment of school resource officers to secondary schools.
- Provide ongoing consultation to BCPS in handling emergencies and safety concerns.
- Serve on the BCPS interagency SEMSC, participate in monthly meetings, advise the steering committee, and participate in the revision of emergency management protocols.
- Serve on the BCPS CIRT and participate in debriefing emergencies that require their involvement.

Office of Homeland Security and Emergency Management
The Office of Homeland Security and Emergency Management coordinates the Baltimore County's EOC. This is a central command and control facility responsible for carrying out the principles of emergency preparedness and emergency management or disaster management functions at a strategic level during an emergency and ensuring the continuity of operations of the county. A member of the BCPS CIRT can be dispatched to the Baltimore County EOC if an event has an impact on schools.

Employees and Service Providers

Employees and service providers should inform their family members in advance of their duties and responsibilities in the event of an emergency, which might include remaining at their work locations beyond the normal work day. They should have their own personal emergency plans to handle responsibilities such as child, elder, and pet care and should make sure their families know what to do and expect in an emergency. A checklist for items to maintain at home is included in Appendix A: Home Checklist for Home Preparedness. Employees and service providers participate in drills with students or colleagues to familiarize themselves with the appropriate responses in the event of an emergency.

During an emergency, employees and service providers should remain calm and follow the directives of their incident commanders. In the case of school employees and service providers, those responsibilities include assuring the safety of students and others under their care, directing students in their charge, accounting for the whereabouts of students, reporting missing students per the school's accounting procedures, and rendering first aid that is within their abilities.

Employees and service providers with specific areas of responsibility such as school nurses, cafeteria workers, school social workers, and school psychologists may be assigned duties based on their knowledge and skills and the emergency. Following an emergency, employees and service providers should assist in the return to normal operations as their roles dictate and participate in debriefing the incident as necessary.

Maryland Center for School Safety

The Maryland Center for School Safety was established to provide a coordinated and comprehensive policy for school safety in Maryland. The center collaborates with local school systems, law enforcement agencies, state and local government, community organizations, parents, and other groups. With those partners, the center disseminates information on best practices, programs, and resources; provides technical assistance and training; collects, analyzes, and integrates statewide data; and promotes interagency efforts to ensure safe schools.

Parents

Parents should address individual student behaviors that can prevent many emergencies from occurring by reviewing the *Student Handbook* with their children so that they are clear about the behavioral expectations outlined. Parents should stress the importance of remaining calm and following the directions of their administrators, teachers, employees, and service providers during an emergency. Information regarding what parents need to know about universal response protocols – Alert Status; Drop, Cover, and Hold; Evacuation; Lockdown; Severe Weather Safe Area; and Shelter in Place – can be found in Appendix B: Universal Response Procedures: What Parents Need to Know. Upon notice of an emergency response, parents should wait for contact from the school to alert them to next steps, such as reporting to a different site for reunification or the conclusion of an emergency. Parents can expect to receive written communication from the school for any serious situations that occur that could impact students, employees, service providers, visitors, or the school building.

Students

Students should participate in drill activities to prepare for emergencies. They should remain calm during an emergency and follow the emergency procedures they have been given. Students should also not engage in behaviors that pose a safety or security threat to themselves or others. Students are responsible for understanding the contents of the *Student Handbook* regarding behavioral expectations.

Superintendent

The superintendent establishes the manner in which policies of the Board of Education are to be executed through Superintendent's Rules. All rules are posted on the BCPS Web site. The superintendent approves the *Comprehensive Safety Plan* and serves as the CIRT leader.

Visitors

Visitors must sign in upon entry to a school or office per Board Policy and Superintendent's Rule 1240, *Visitors to Schools and Offices* which allows office employees and service providers to quickly identify all visitors to the building and account for them in an emergency. In the event of an emergency, visitors are to follow the directives of the incident commander and engage in the protective measures announced. Visitors are to conduct themselves in an appropriate manner while on BCPS property.

Communicating Before, During, and After an Emergency

Communication is a critical component of emergency management.

Before an Emergency

Principals and office heads are responsible for communicating information about the *Site-Based Emergency Plan* to students, employees, service providers, and parents through orientation meetings held at the beginning of each school year. School staff can also post general information about drill preparation and expectations on their Web sites or communicate through newsletters or fact sheets, but cannot post specific plan information. Information regarding what parents need to know about universal response protocols – Alert Status; Drop, Cover, and Hold; Evacuation; Lockdown; Severe Weather Safe Area; and Shelter in Place – can be found in Appendix B.

During an Emergency

Communication may be limited during an emergency as employees and service providers work with first responders to handle the situation and focus on the safety of students, employees, service providers, and visitors. Staff may communicate internally using School Messenger, text messages, e-mail, walkie-talkies, and intercom systems.

The Department of Communications and Community Outreach will keep media officials informed, as well as the public. All stakeholders are encouraged to be patient during an emergency and can be confident that appropriate information will be released as quickly as possible.

After an Emergency

Principals, in consultation with their community superintendents, are responsible for communicating with students, employees, service providers, and parents after an emergency is concluded. A variety of mechanisms may be used, including:
- Electronic message.
- Faculty meeting (morning or end of day).
- Letter to parents, employees, and service providers.
- Telephone tree for employees and service providers.

Professional Preparation for Enhancing Safety and Security

Multiple opportunities are provided to employees and service providers annually to enhance their knowledge of policies, rules, protocols, and procedures to enhance school safety.

ALICE
During summer 2018, over 300 administrators, law enforcement officials, and central office staff received training as instructors in the ALICE (alert, lockdown, inform, counter, evacuate) protocol. to provide training for other staff in responding to an active assailant. An online training describing the protocol was provided to 17,500 employees initially and will be provided to new employees as they are hired. In addition to the online training, face-to-face training will be provided for all staff beginning with school-based staff.

Annual Safe Schools Conference
Each year, administrators and teams from their schools (teachers, counselors, athletic directors, and school resource officers) are invited to the annual Safe Schools Conference. This conference, led by staff in the Department of School Safety, is planned over a ten-month period and includes representation from the Division of Business Services, the Division of Curriculum and Instruction, the Division of Human Resources, the Office of Law, and BCoPD. Participants select from a variety of workshop sessions that address their interests, needs, and concerns.

Customized Professional Learning
Staff in the Department of School Safety will provide customized training to employees and service providers upon request.

ICS-100.SCA: Introduction to the Incident Command System (ICS) for Schools
All administrators who serve as incident commanders in an emergency, as well as members of the CIRT, are required to participate in a three-hour online course to familiarize themselves with the incident command system. The Emergency Management Institute developed the course in collaboration with the U.S. Department of Education. The course is designed primarily for Kindergarten through high school personnel. The overall course goal is to promote school safety by familiarizing individuals with how ICS principles can be applied in school-based incidents and preparing them to interface with community response personnel. A quiz is administered at the end of the course to assess participant knowledge.

PowerPoint Presentations
Employees can view PowerPoint presentations on a variety of topics by accessing them on the Department of School Safety's Intranet Web site.

Safe Schools Online Training
Through the Safe Schools online training program, all or selected employees are notified of their requirements or opportunities to participate in training on topics such as bullying prevention and intervention, gang awareness, sexual harassment, and crowd management. Upon successful completion, participants receive certificates of completion. All BCPS employees are required to complete sexual harassment training as a component of the onboarding process.

Safe Schools Summer Academy

Each summer, staff from the Department of School Safety and BCoPD provide two opportunities for newly appointed administrators to participate in the academy to learn about BCPS policies, rules, protocols, and procedures related to school safety. Participants respond to scenarios that they might encounter in their school settings.

Universal Emergency Warning and Notification Procedures

If an emergency requires immediate action to protect the safety of students, employees, service providers, and visitors, the administrator in charge will activate the appropriate Universal Response Procedure. Students, employees, and service providers practice 19 drills annually to prepare themselves for an actual event. Upon hearing an announcement of one of the responses, all building occupants are to immediately comply with the directions of the administrator in charge or office head, who likely will serve as the incident commander for the event.

Upon learning of an event and the called response, parents are encouraged to remain at home or their current locations until follow-up information is provided, such as the location of a reunification site, pick up information if school closes early, or information that normal activities have resumed. Individuals who come to an emergency site during an emergency will be denied entry until the situation is resolved. This is for the protection and safety of all involved in the emergency, as well as those attempting to gain access during the event.

Appendix A:

Checklist for Home Preparedness

Listed below are recommended items for preparation for an emergency. Customize this list by adding items to the bottom of the list as needed.

	SUPPLIES
☐	Water and food for three days
☐	Can opener (manual)
☐	Utensils
☐	First aid kit
☐	At least a 30-day supply of all needed medications
☐	Fire extinguisher
☐	Extra pair of glasses (If you wear contact lenses, have a pair of glasses too because dust or smoke in the air following some types of disasters makes contacts uncomfortable.)
☐	Flashlight(s) with extra batteries
☐	Flares
☐	Portable AM/FM radio with extra batteries (A weather radio is also helpful in areas served by NOAA Weather radio.)
☐	Communication kit (phone numbers of out-of-state relatives, coins for a pay phone, cash, pre-charged charger for a cell phone, pre-addressed, stamped postcards)
☐	Weather protection (gloves, jacket, raincoat, sunscreen, hat, etc. Rotate as necessary for the season.)
☐	Plastic trash bags
☐	Complete change of clothing
☐	Comfortable shoes and practical shoes (steel-toed) and extra socks • Comfortable shoes for those not involved in search and rescue • Steel-toed shoes for those exposed to debris
☐	Sanitation supplies (toothbrush, toothpaste, soap, comb, plastic bags, tissues, sanitary napkins)
☐	Heavy-duty work gloves
☐	Shovels
☐	Sleeping bag, pillow, blankets
☐	Full tank of gas
☐	
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Modified from a checklist provided by the Maryland State Department of Education in *Emergency Planning Guidelines for Local School Systems and Schools*, April 2003

Appendix B:
Universal Emergency Response Procedures – What Parents Need to Know

Once an administrator calls for one of the universal emergency responses below, students, employees, service providers, and visitors are to immediately follow the procedures provided. Notification is to be given in an age-appropriate manner.

ALERT STATUS – For use in securing access to buildings, usually a community event.

When a school or office building is under alert status, no one can enter or leave the building without the principal's or office head's permission. This permission is granted on a case-by-case basis and usually granted in conjunction with approval by the Baltimore County Police Department (BCoPD). Parents should not come to a school while the occupants are on alert status as this might place them at risk by doing so while the event in the community is being investigated or handled by the BCoPD.

EVACUATION – For use when conditions outside are safer than conditions inside.

When a school's or office's occupants are told to follow their evacuation procedures, there is a condition within the building that makes it safer for them to be out of the building. Each school or office building has designated meeting locations for an evacuation with alternate locations, if necessary. Parents should not come to a school that has evacuated and remove students, as this can disrupt the accounting procedures that are in place.

DROP, COVER, AND HOLD – For use in earthquakes or other imminent danger to a building or its immediate surroundings.

When the drop, cover, hold response is called, occupants of a building will take cover away from windows or any areas that are likely to be affected. Parents should not come to a school while the occupants are under this universal response as this might place them at risk by doing so under adverse environmental conditions that led to the response.

LOCKDOWN – For use in protecting building occupants from potential dangers in the building or outside.

When a school or office building is on lockdown, no one can enter or leave the building. Movement within the building is restricted and individuals within the building remain behind locked doors until cleared to move by first responders or the event is deemed over. Parents should not come to a school while the occupants are on lockdown as this might place themselves at risk by doing so.

SEVERE WEATHER SAFE AREA – For use in severe weather emergencies.

When a severe weather response is called, occupants of a building will take cover away from windows or any areas that are likely to be affected. Parents should not come to a school while the occupants are under this universal response, as this might place them at risk by doing so under adverse environmental conditions that led to the response.

SHELTER IN PLACE – For use in external gas or chemical releases.

When occupants of a building are told to shelter in place, they make every effort to seal the building from outside toxins by shutting down their air handling systems and blocking fumes from entering the building. Parents should not come to a school while the occupants are under this universal response, as opening doors will expose the occupants to outside toxins of concern.