

Burke High School Student-Parent Handbook 2021-2022

Success is Inevitable!



ACCELERATE-CELEBRATE-GRADUATE

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MESSAGE FROM THE PRINCIPAL



Dear Burke HS families,

Welcome to an exciting new school year, 2021-2022 at Burke High School. Our administration, faculty and staff are incredibly excited about the opportunity to engage you and to interact in-person.

We are confident that you will receive a world-class education at Burke High School in an environment led by nurturing and caring adults. However, we realize that your partnership and support of our students and school are key elements to having a successful and academically sound school year. Please know we have high expectations for academic growth and are committed to fostering a school culture that prepares students for college and career readiness.

This handbook is designed to acquaint you with the 2021-2022 school year's policies and procedures. However, it is not intended to be all-inclusive since changes may occur during the year. We encourage you to read it completely and to inform us of any questions or concerns you might have.

We commit to working everyday to empower all students with the academic and social-emotional skills necessary to become college and/or career ready. We believe success is inevitable at Burke High School and we invite you to join us as we commit to accelerate, celebrate, and graduate all students. Our hope is that you will remain healthy and safe.

Sincerely,

Handwritten signature of Cheryl F. Swinton.

Cheryl F. Swinton
Executive Principal

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GENERAL INFORMATION

School Address and Telephone Numbers

Burke High School
244 President Street
Charleston, South Carolina 29403
Phone: (843) 579-4815
Fax: (843) 722-3651

Charleston County School District Mission Statement

The mission of CCSD, a dynamic system of challenging educational choices, is to increase student achievement overall and close the achievement gaps in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

Charleston County School District Vision

Every child will graduate from CCSD with the critical skills and knowledge necessary to succeed in college and the 21st Century global workforce.

Burke High School Mission Statement

The mission of Burke High School is to foster independent and responsible lifelong learners so that upon graduation, students will enter college, the military, or the workforce with the necessary skills to compete with their peers and become positive members of society.

Acceleration Schools Mission

CCSD will empower teachers and school leaders to close the opportunity gap by equipping scholars with the skills needed to thrive and to make an impact in the world. We will prioritize equity, a bold and ambitious vision, and sustainable success over time to ensure endless possibilities for all scholars.

Equal Educational Opportunity/Nondiscrimination

All schools shall be operated with an atmosphere in which differences are understood and appreciated and shall treat all students fairly, with respect and without discrimination or threats of violence or abuse. Every student shall have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, gender preference, disability, immigrant status or English-speaking status, economic or social conditions. No student shall be admitted or excluded on these criteria. Equal educational opportunity shall guide decisions related to school facilities, personnel employment, selecting educational materials, selecting equipment, selecting curriculum and interpreting regulations affecting students. Each building principal shall be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

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FACULTY AND STAFF

ADMINISTRATION

Cheryl Swinton, Executive Principal
Alan V. Smith, Assistant Principal
Dana Rodgers, Assistant Principal
Michael McDonald, Assistant Principal

CURRICULUM AND INSTRUCTION TEAM

Robert Orr, Instructional Coach
Hailey Vinchiarello, Instructional Coach
Leslie Sinclair, Exceptional Needs Lead Teacher

SCHOOL COUNSELING DEPARTMENT

Dr. Michele Garris, School Counseling Director
Nicole Evans, Career Specialist
Leilani (Worrell) Sabb, School Counselor
Christy Bingley, School Psychologist
Leondra Stoney, Communities In Schools
Tyesha Seabrook, Counseling Receptionist

SUPPORT STAFF

Audrey Algere, Edgenuity Coordinator
Joseph Barranca, Autism Itinerant
John Bracey, Transition Specialist
Gloria Burnham, Bookkeeper
Anjene Davis, Auditorium Coordinator
Naquita Page-Dawson - Climate Coach
Carlaise Gadsden, Low Incidence Instructional Specialist
Faith Hawkins, School Receptionist
Judy Montgomery, Senior Administrative Support Assistant
Rita Pasley, ISS Facilitator
Penzola Scott, Childcare Assistant
Brittney Smalls, Social Worker
Latasha Taylor, TMD Assistant
Rodney Murphy, VSN Teacher Assistant
Charles White, Student Data Clerk
Lori Ireland, School Nurse

SCHOOL RESOURCE OFFICER AND STUDENT CONCERN SPECIALIST

Anthony Powell, Student Resource Officer
James Edwards, Student Concern Specialist
James White, Student Concern Specialist

MEDIA CENTER

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David Matthews

ACADEMIC AND ELECTIVE DEPARTMENTS

CAREER TECHNOLOGY EDUCATION Micah Brown Pleshette Grant Aisha Jeffrey Emma Jette Roy Kemp April Mazyck Jonathan Mashack	ENGLISH/FOREIGN LANGUAGE Amanda Ballard Deborah Carico Patricia Joseph Olga Leon (Spanish) Zachary Morse Cody Norris R. Cameron Orr Laura Zaffore (Spanish)
MATHEMATICS Siddhartha Chowdri Margaret Lang Katherine McCullough Henrietta Rich Hailey Vinchiarello	SCIENCE John Poretto Jullianna Ridenhour Robert Van Orden
SOCIAL STUDIES Alexis Marianiello Benjamin Plants Daniel Ryan Danisha Nelson	EXCEPTIONAL NEEDS Janet Morrison Anastacia Parks Leslie Sinclair, Lead Teacher Anthony Sterling Karen Thompson Shannon Valle
FINE ARTS Madeline Hahn (Art) Linard McCloud (Band) Sonja Reed (Drama)	JROTC/HEALTH-PE Jason Jeffries (Health-PE) Ulises Miranda (JROTC) SFC Jerome Vanderhorst (JROTC) Deon Richardson (PE)

FOOD SERVICE STAFF

Elizabeth Brinson –Cafeteria Manager

LEAD DAY PORTER

TBD

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BURKE ACADEMICS

Burke High School is a partial magnet school with a STEAM focus (Science, Technology, Engineering, Art, and Math). At our core is personal attention, academic opportunity, authentic experience and community connection. Our four academies offer choices for all!

Graduate Prep Academy

Foundational courses at all levels
Visiting professors from our university partners
One-to-One technology enrichment
Extended offerings through virtual classes

Fine Arts Academy

Performing Arts (Band, Drama)
Fine Arts (Studio Art, AP Art, Digital Art)

Lowcountry Tech Academy (magnet)

Engineering, Robotics
Digital Art & Design, Business, Entrepreneurship,
Health Science, Culinary Arts, Building Construction

Advanced Placement/Scholars Academy (magnet)

Rigorous, relevant and advanced curriculum
Advanced Placement and Dual Credit choices
Supportive framework to tackle advanced studies
Competitive opportunities

Advanced Placement/Scholars Academy

Burke High School's Advanced Placement Academy (APA) is a challenging college preparatory/interdisciplinary program emphasizing academic rigor and focusing on the Liberal Arts through Honors and AP (Advanced Placement) courses. The APA is intended to prepare students to be successful upon entry into a selective four-year postsecondary institution and offers the potential for earning college credit while in high school.

The purpose of AP examinations is to allow students to demonstrate college-level achievement in certain subjects. Students who meet AP score exam requirements may receive college credit or advanced standing at a college or university. Juniors typically take the AP exams and seniors enrolled in AP

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courses, although freshmen and sophomores and students not enrolled in AP courses may also take the exams.

The test combines multiple choice, essay, problem-solving and other questions. Students receive a score on a scale of 1 to 5, with a 3 usually considered an indicator of college-level achievement. The exams are given during the month of May and scores reported in July.

By completing the requirements of the Advanced Placement Academy, students have the opportunity to earn prestigious designations, including state and national AP Scholar, AP Scholar with Honor, and AP Scholar with Distinction.

Admittance into the Advanced Placement Academy is by application. Additional Dual Enrollment opportunities also exist with Trident Technical College.

School Grading Norms

Academic Grading

- **Summative Assessments** (End of Unit Test, Chapter Test, Labs, & Final Projects) **50%**
- **Formative Assessments** (Quizzes, Projects, and/or performance-based assessments, Exit Tickets) **30%**
- **Coursework** (formative assessments that provide support for academic skill-building and work toward mastery of course standards / *Homework*: any assignments or practice given to complete at home) **20%**

Subject	Required Number of Units	End of Course Examination
English	4.0	English 2
Mathematics	4.0	Algebra 1
*Science	3.0	Biology 1
U.S. History and Constitution	1.0	USHC
Economics	0.5	NONE
U.S. Government	0.5	
Other Social Studies	1.0	
Computer Science	1.0	
Physical Education or JROTC	1.0	NONE
** Foreign Language or Career and Technology Education	1.0	

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*** Electives	7.0	
**** TOTAL	24	

* The South Carolina Commission on Higher Education and the South Carolina Department of Education recommend that college bound students earn three units in laboratory science.

** For Students in a college preparatory program, two units are required.

*** A unit of study, which meets the Comprehensive Health Requirements, must be included in a course completed by the student prior to graduation.

**** Students planning to attend a four -year public college and university in South Carolina might need to meet specific requirements. Please see your School Counselor for the requirements. All curriculum information is subject to change pending school district action.

Promotion Policy for students:

Grade 9

The individual must have met the requirements of the Grade 8 Promotion Standard.

Grade 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include: one unit in English and one unit in mathematics.

Grade 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include: one unit in English I, one unit in English II, two units in mathematics, and one unit in science.

Grade 12

In order to be classified as a twelfth grade student, the student must have completed eighteen (18) units to include: one unit in English I, once unit in English II, one unit in English III, three units in mathematics, and two units in science. Additionally, the student must be enrolled in all other units (required electives) needed to complete requirements for graduation. Students enrolled in English 2, Algebra I, Biology, and US History must take a state-mandated end-of-course (EOC) exam, which constitutes 20% of the student's yearly average.

Grading

The South Carolina Uniform Grading Policy utilizes the numeric grade as the basis for grade point averages throughout their high school careers. This system is as follows:

Number Grade	Letter Grade	Grade Point Average
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
Below 60	F	0.0

Textbooks/Chromebooks

DISTRIBUTION OF SCHOOL-OWNED TEXTBOOKS/CHROMEBOOKS

Textbooks are checked out to each teacher individually. You are financially responsible for all of your materials so please keep track of them. If a student needs to check out a textbook for home, please make arrangements with Mr. Smith. Chromebooks will be assigned to individual students. Each student is responsible (financially as well) for his/her chromebook. Minor damages will be fixed by the district technology team. Lost or totaled (not able to be fixed) chromebooks are the student/family's responsibility.

TEXTBOOK/CHROMEBOOK CHECKS

Textbook checks will be conducted at least once per nine weeks. A textbook check is conducted by verifying the name, bar code number, and condition of the textbook issued to each student. The classroom teacher will maintain a list of students without textbooks during this process. Chromebook checks will be conducted at least once a semester. A chromebook check is conducted by verifying the name, bar code, and condition of the chromebook issued to each student. Mr. McDonald and Mr. Matthews will have a list of distributed chromebooks and will conduct chromebook checks.

TEXTBOOKS/CHROMEBOOKS OF TRANSFERRED OR WITHDRAWN STUDENTS

When a student officially withdraws from school, his or her textbooks/chromebook should be returned to the School Counseling Office or Textbook Coordinator (Mr. Smith) or Technology Coordinator (Mr. McDonald). If a student drops a class, the student must return the textbook to the issuing teacher. Similarly, when a student is transferred to another class, the student must return his or her textbook to the previous teacher or Textbook Coordinator.

ATTENDANCE POLICY– STUDENTS

In accordance with state law, all children between the ages of five and sixteen must be enrolled in school. It is expected that they will be in regular attendance, as student achievement begins with regular attendance. Students may be counted present only when they are actually at school, receiving homebound instruction, or are present at a school activity that has been authorized by the school. To receive credit, students must successfully pass the course *and* be present for:

Eighty-five (85) days of each ninety-day semester course to receive a half credit;

OR

eighty-five (85) days of a four by four course to receive one credit;

OR

eighty-five (85) days of a ninety-day course offered on an A/B schedule to receive one credit;

OR

one hundred seventy (170) days of a yearly course to receive one credit.

Students will be counted absent for a full period if they miss more than half of the period. The principal may determine the lawful or unlawful nature of the absences.

CCSD is requiring parents/guardians to produce a written excuse within three school days of the absence; the written excuse must include the student's name, the parent's/guardian's full name, dates of absence, and the reason for the absence. Absences in excess of 10 days will not be considered excused, even with a written note from a parent/guardian; a legal notification (i.e. doctor's note or court documentation) would be required instead. These changes align with state regulation.

MAKE-UP WORK

Students with an excused absence have five (5) school days to make up work missed. Make-up work should be completed and recorded during the nine weeks period that it was due, unless the absence occurs so late in the nine-week period as to warrant special consideration. In such events, the teacher should seek written approval from the guidance director. If approved the student may receive a grade of "Incomplete" and the teacher may then change the grade as soon as the work is turned in. This exception may not be exercised without the approval of the guidance director.

Students who have advanced notice of an absence should check with their teachers about upcoming assignments they will miss. **STUDENTS ARE REMINDED THAT THEY ARE RESPONSIBLE FOR ACQUIRING ASSIGNMENTS AND FUTURE WORK WHEN THEY KNOW THEY ARE GOING TO BE ABSENT FOR LAWFUL PURPOSES.**

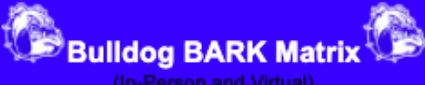

STUDENT FEES

Student fees are \$20.00. These fees support activities and special services our students enjoy throughout the school year. Fees may be paid by check, cash, or online at burkehigh.revtrak.net.

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SCHOOL-WIDE EXPECTATIONS

Burke High School Behavior Matrix

 Bulldog BARK Matrix (In-Person and Virtual)					
	Person to Person	Learning from Home	Classroom and Learning Areas	Common Areas	Activities, Assemblies & Sports
Be Your Best Self	Speak openly and kindly	Create a healthy routine	Engage positively and purposefully	Display positivity	Be involved
Act Responsibly	Engage and interact maturely	Tune in prepared and be on time	Arrive prepared and on time	Promote a proud Burke culture	Show Burke pride appropriately
Respect Self and Others	Embrace others' individuality	Mute your microphone Listen actively and contribute appropriately Use respectful language and tone	Ready to learn, ready to engage, willing to share	Communicate and engage with courtesy	Look attentive and uplift others
Keep Growing Your Mind	Learn from the experiences of others	Collaborate intentionally (work together!)	Show grit	Be a leader and set good examples	Meet, greet, and welcome peers, visitors, and community members

Student Dress Code and Uniform Policy

CCSD STUDENT DRESS CODE

Students are responsible for dressing in an appropriate manner at all times while on a school campus or while involved in a school or district sponsored event/activity. Wearing appropriate attire promotes a positive influence on the school climate. In addition to clothing, hats, and shoes, student attire includes any jewelry, emblem, badge, symbol, sign, comment, or other items worn or displayed by an individual. Each school principal has the discretion to determine appropriate or inappropriate attire. Please refer to your school's dress code for further clarification and site-specific guidelines.

Guidelines for Attire

- Clothing is to be worn appropriately and in the manner for which it was designed.
- Pants shall be worn at waist level.

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- Undergarments shall not be exposed at any time.
- Clothing shall not reveal bare skin between upper chest and mid thigh.
- Shorts, skirts, and dresses shall be of adequate length to assure modesty.
- Hats shall not be worn in school (unless approved for health or religious reasons).
- Shoes shall be worn at all times.

Prohibited Attire

- Clothing or other attire with words or images depicting or relating to tobacco, drugs, or alcohol
- Clothing or other attire displaying inflammatory, suggestive, racial, or other inappropriate writing, advertisement, or artwork
- Clothing or other attire displaying profanity, obscenity, violence, weapons, symbols of hate, or offensive content
- Clothing, jewelry, accessories, and/or manner of grooming that indicates or implies gang membership or affiliation
- Loungewear, pajamas, and bedroom slippers
- Shirts, tops, or dresses that are backless, strapless, halter-style, cut-out, bare-shouldered, or spaghetti straps
- Extreme clothing or other attire that would interfere with the learning process, cause a disruption of the educational environment, or be a health or safety hazard

Students found to be in violation of the dress code will be subject to disciplinary action.

BURKE HIGH SCHOOL DRESS CODE & UNIFORM POLICY (2021-2022)

Burke High School seeks to maintain a safe and orderly environment for learning. To assist in accomplishing this goal, a school uniform policy has been established along with the CCSD Dress Code Policy. All students are expected to adhere to the school uniform policy daily starting the first day of school. The Burke High School uniform consists of the following:

- Students may wear any color bottoms-skirts, pants, or shorts as long as they are an adequate length to assure modesty. If pants or jeans are distressed or have holes, leggings or tights must be worn underneath. At no time should students expose undergarments or bare skin.
- Students may not wear midriffs or tops/shirts which expose their body or display alcohol, tobacco, and/or drug messages or paraphernalia.
- It is also important that students dress appropriately when engaged in remote/virtual learning. Students may wear any color bottom or top, however they may not wear midriffs or tops/shirts which expose their body or display alcohol, tobacco, and /or drug messages or paraphernalia. They may not enter class while in bed or dressed for bed.

All students are subject to uniform inspections as deemed necessary by the school administration. Failure to comply with the student dress code will result in consequences aligned with CCSD Progressive Discipline Plan

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Electronic Device Policy

Electronic Devices: Cellular Phones, Headphones/Earbuds, iPads/Tablets, CD/MP3 Players, iPods.

During the school day, cellular phones and devices may be used during lunch and before and after school but never during class, transitions, assemblies, or After School Program without the explicit, direct permission of the teacher. We will strongly enforce our "No See" policy for all electronic devices.

When can communication devices be used?

1. Prior to 8:35am
2. During assigned lunch period
3. After 3:15pm unless in an after-school class or detention

Where can communication devices be used?

Common Areas: Cafeteria and Courtyard.

The Media Center is an instructional area for students who are using the library/media center with a class or who are sent by teachers for classroom assignments. Students may use communication devices in offices only with the permission of the staff member present.

Who is responsible if the device is lost or stolen?

The student must secure his/her device at all times and never leave it unattended. Students should guard against theft as they would in any public building or area. Theft of such devices is a major problem in schools, and often the devices cannot be recovered. Students should keep the devices on their persons at all times or locked away. School personnel and/or administrators are not responsible for the loss or damage of any cell phone or device brought on school property. Learning will not be interrupted to locate electronic devices or chargers, earbuds, etc.

Clarifications:

1. Communication Devices may not be used during instructional time*
2. Students may use communication devices during instructional time **ONLY** if the classroom teacher gives explicit permission for such things as lesson enhancement, assessment, student organization, etc.
3. Speaker functions may not be used at any time. Others should not hear music or conversations.
4. Earphones, earbuds, and Bluetooth devices must be removed during instructional time and during class transitions.
5. Ringtones have to be placed on "vibrate" or "silent."
6. Students may not activate the video, camera, or sound recording function of the device at any time unless they are acting pursuant to the explicit instructions of a teacher or administrator.



What is Bullying?

Bullying is defined as a deliberate, repeated act with intention to hurt, insult or threaten another person in school, on school grounds, in school vehicles, or at school events. Bullying consists of an imbalance of power.

Harassment, Intimidation, or Bullying - CCSD Policy JICFAA

The board prohibits acts of harassment, intimidation, or bullying of a student by students, staff, and third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student. Harassment, intimidation, or bullying is defined as a gesture, electronic communication, or a written, verbal, physical, emotional, or sexual act reasonably perceived to have the effect of any of the following:

- Harming a student physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school
- Demonstrates motivation by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic.

BHS is a Safe School, No Bully Zone!
Stand Up, Speak Out!

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Cyberbullying

CCSD and Burke High School prohibit acts of cyberbullying. Cyberbullying is willful harassment, threat and/or intimidation of a person through the use of digital technologies, including but not limited to email, blogs, texting, social media, chat rooms, sexting, instant messaging, or video voyeurism. Students will be subject to disciplinary action for a cyberbullying offense committed off-campus that can be directly related to a safety and security risk at the school. In some cases, cyberbullying may be considered a crime.

CAMPUS SAFETY AND SECURITY

ID BADGES

Safety, security, and the welfare of students is the first priority on campus. In order to quickly recognize intruders and identify Burke High School students and staff, it is mandatory for all STUDENTS, TEACHERS, and STAFF to wear ID badges. ID badges must be worn using the school-issued lanyard around the neck with the picture visible.

Students may be denied entry into the classroom if he/she does not have a valid ID (appropriately displayed). Students are required to wear his/her ID badge throughout the school day, including inside the classroom. Students are also now required to wear and have their ID scanned before traveling on the school bus.

ID Violation Consequences

1. Students will be allowed a maximum of 5 temporary badges per the entire school year.
2. After a student has acquired 5 temporary badges, the student must purchase a permanent ID badge at the cost of **\$5.00**.
3. Failure to comply with the above expectations will result in Parent Shared Responsibility (Shadowing) or Conditional Suspension.
4. Further violations will result in Other Administrative Discretionary Consequences.

VISITORS

All visitors should report immediately to the Welcome Center to request permission to be on campus and to secure a visitor's pass. When visiting a classroom during instructional hours, visitors are requested to not engage in conversations or any activities that may disrupt instruction. Conferences and other meetings should be scheduled through the School Counseling Department as needed.

SMOKE-FREE CAMPUS

Burke High School is a smoke-free campus, and smoking is prohibited anywhere on campus at any time by adults and students. This includes all tobacco products, E-CIGS, and other Electronic Vapor Pens.

AFTER SCHOOL/DISMISSAL

At the end of the instructional day, students are expected to leave campus within 15-30 minutes after dismissal. Only students who are participating in adult-supervised activities (Tutoring, Sports, Band, JROTC, Robotics, etc.) will be allowed to remain on campus in a designated area.

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SCHOOL EMERGENCY PLAN

The safety of our students and staff is top priority in CCSD. National incidents of violence have heightened our focus on enhancing the safety and welfare of the students and staff in our building. The following emergency plan has been developed with the assistance of CCSD Security and Emergency Management. This plan is intended to be as complete as possible, dealing with all types of emergencies. All staff members should be familiar with the guidelines listed in the Standard Response Protocol (SRP). Please see Mr. Smith with any questions or concerns.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

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

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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ALARM SIGNALS

All students and personnel will be familiar with the alarm signals used for specific reasons. Drills and practices will be used to teach each of these alarms and the appropriate response to each alarm. The following alarms will be used for the stated emergency:

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1. **Fire:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.
2. **Bomb or bomb threat:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.
3. **Tornado or Inclement Weather:** Short, intermittent ringing of the bell will signal that tornado or inclement weather procedures are to be followed.
4. **Earthquake:** A continuous ringing of the bell will signal immediate evacuation of the building, using the posted routes from each classroom and building.

FIRE, BOMB, AND EARTHQUAKE ALARMS ARE THE SAME SINCE THEY WILL ALL NECESSITATE EVACUATION.

BURKE ALMA MATER

**HAIL! DEAR OLD BURKE SCHOOL,
WE'LL BOW TO HONOR THEE,
THY SPIRIT LEADS US ON
THRU ALL THE YEARS.**

**IN VICTORY OR DEFEAT,
LOYAL WE'LL EVER BE,
THY PRAISE WE'LL EVER SING,
DEAR BURKE TO THEE.**

**HAIL DEAR OLD BURKE SCHOOL,
WE'LL RALLY TO THY CALL,
AND FROM THE CLASSIC HALLS,
ONWARD WE'LL GO.**

**MEMORIES WILL LINGER ON,
WE'LL DEFEND AND FIGHT FOR THEE,
PROUD TO OWN THE NAME
WE BEAR, ALL HAIL TO THEE.**

Composed by Mr. A. D. Greene