

# THE STANDARD RESPONSE PROTOCOL K12-T

K-12 Training Workbook Update  
The I Love U Guys Foundation  
SRP 2025 K12 Version 4.2 National

## INSTRUCTOR GUIDE



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



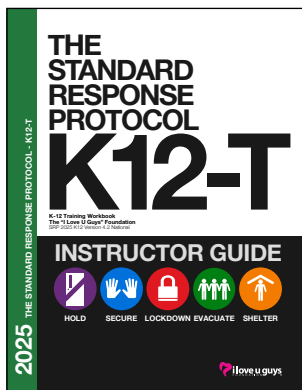
## **PEACE**

It does not mean to be in a place where there is no noise, trouble, or hard work. It means to be in the midst of those things and still be calm in your heart.



**STANDARD  
RESPONSE PROTOCOL®**

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	2009-03-02	Introducing the Standard Response Protocol
John-Michael Keyes	2.0	2015-02-05	Version update. See: The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol
I "Love U Guys" Foundation Staff Ellen Stoddard-Keyes John-Michael Keyes	4.0	2021-04-20	Introduced Hold as an additional action. Changed the "Term of Art" Lockout to Secure. Presentation Update Instructor Guide Update
John-Michael Keyes	4.01	2021-05-10	Re-synced slide numbers. Typographical corrections.
I "Love U Guys" Foundation	4.2	2025-01-24	Expanded Cell Phone Guidance. 2026 Update includes references to legislative updates.



**The Standard Response Protocol K12-T**  
Instructor Guide Update

**Extended Versioning System:**

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## **DEDICATION**

On September 27th, 2006, a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage, and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation. This book is dedicated to Emily.

## **PREFACE**

The original concept of this program came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in response. After a tragedy, it’s fairly common to hear someone say, “I didn’t think that would happen here,” so the assumption is that there was no response plan for it.

Many safety plans that The “I Love U Guys” Foundation reviewed contained similar response actions being used for a variety of incidents, but they were named different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond the school years.

This book contains guidance on using the actions, as well as discussions and other considerations when using the Standard Response Protocol.

## **ACKNOWLEDGMENTS**

The Keyes family is primarily grateful to responders A.J. DeAndrea (Jeffco Sheriff’s Office, Ret.) and Mike Denuzzi (Jeffco Sheriff’s Office) for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There’s a story there...)

Thanks to Heidi Walts (Broomfield Police Department, Ret.) for being the best sister and sister-in-law to John-Michael and Ellen, and also for giving excellent guidance when they needed it the most.

Additional thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

The Foundation is also appreciative of the many people who helped with the development and ongoing refinement of The Standard Response Protocol.

## **ABOUT THE “I LOVE U GUYS” FOUNDATION**

### **Mission**

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

### **COMMITMENT**

The “I Love U Guys” Foundation is committed to several guiding principles. Foremost among them is our dedication to continuously reviewing and updating all materials to ensure accuracy, clarity, and timeliness.

We are also committed to providing our programs and resources at no cost to schools, districts, departments, agencies, and organizations.

This work is made possible through the generosity of our donors and Mission Partners (see Partner with Love at [iloveguys.org](http://iloveguys.org)). Their support allows us to keep production costs low while extending the reach and impact of every contribution. Every gift, no matter the amount, helps advance our mission. Your support directly impacts students, educators, first responders, and the communities in which we live and work.

### **CONTACT INFORMATION**

The I Love U Guys Foundation can be reached online at [iloveguys.org](http://iloveguys.org).

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The I Love U Guys Foundation

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**“Tactics are intel driven.”**

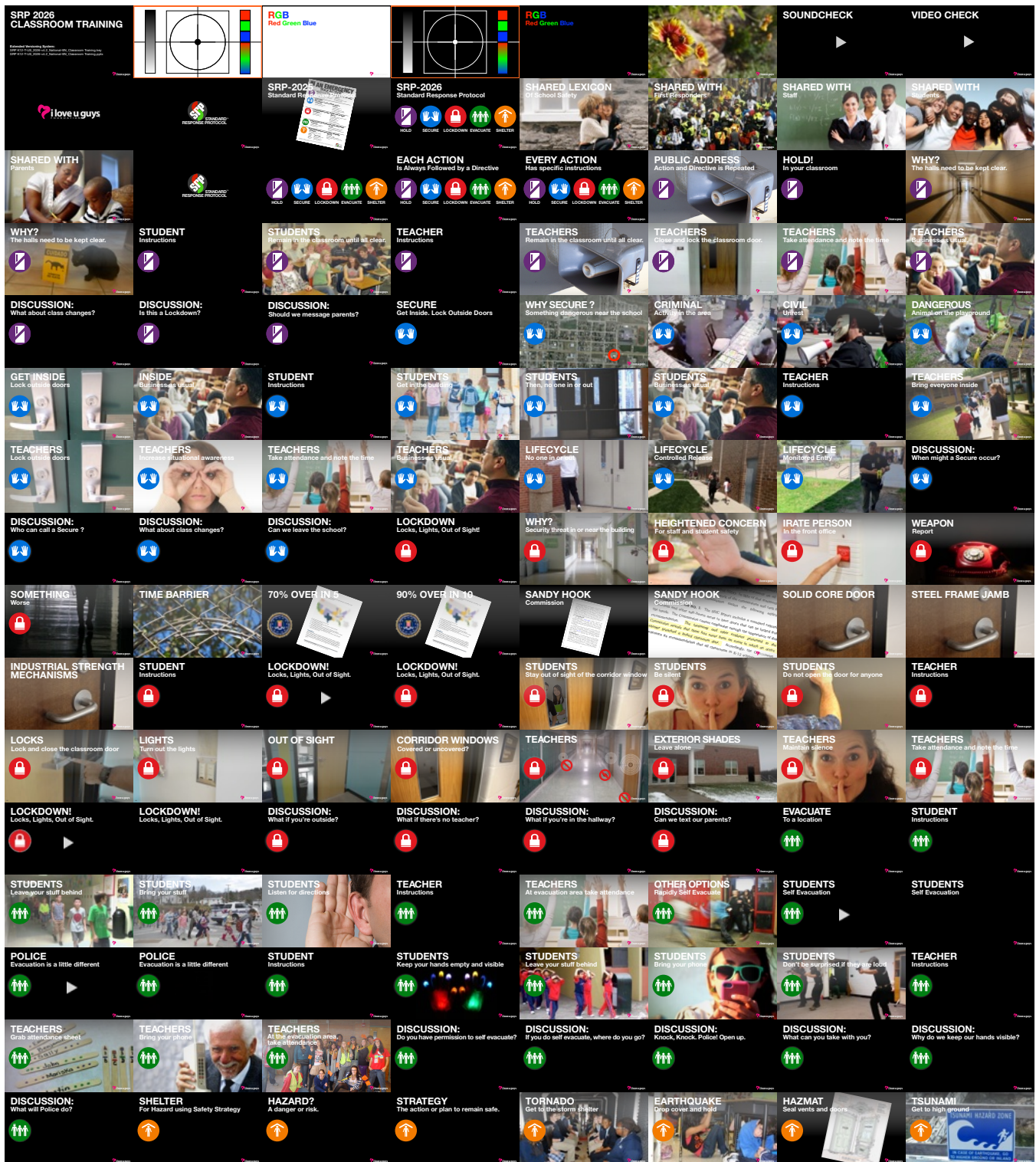
*What we plan is based on what we know.*

**“But the environment dictates tactics.”**

*What we do is based on where we are.*

**– Deputy Chief A.J. DeAndrea**  
– *Civilian Translation: John-Michael Keyes*

# LIGHT TABLE



## **TERMS OF USE**

Schools, districts, departments, agencies, and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not resold
2. Core actions and directives are not modified
  - 2.1 Hold - “In Your Room or Area.”
  - 2.2 Secure - “Get Inside, Lock Outside Doors.”
  - 2.3 Lockdown - “Locks, Lights, Out of Sight.”
  - 2.4 Evacuate - A Location may be stated
  - 2.5 Shelter - State the Hazard and the Safety Strategy
3. Let us know if you’re using the SRP. For details, read about the options on the facing page. An MOU, NOU, or NOI can be generated here <https://bold.iloveguys.org/> after creating an account.
4. The following modifications to the materials are allowable:
  - 4.1 Localization of Evacuation events
  - 4.2 Localization of Shelter events
  - 4.3 Addition of organization logo

## **WARNINGS AND DISCLAIMER**

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an “as is” basis. Please visit [iloveguys.org](http://iloveguys.org) for detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but the Foundation cannot guarantee that the actual source is still available at that site.

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## **COMMERCIAL LICENSING**

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Some schools, districts, departments, and agencies may desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. To begin this process, create an account at [bold.loveguys.org](http://bold.loveguys.org) and complete the MOU submission within the platform.

The purpose of an MOU is to define the responsibilities of each party and provide scope and clarity of expectations. It affirms the agreement of stated protocol by schools, districts, departments, and agencies, and confirms the use of the Foundation’s materials.

An additional benefit for the Foundation is in seeking funding, as some private grantors view the MOU as a demonstration of program implementation and effectiveness.

## **NOTICE OF USE**

Organizations that prefer a less formal method of notification may submit a Notice of Use through [bold.loveguys.org](http://bold.loveguys.org). This submission informally indicates that the organization is actively using the Standard Response Protocol (SRP).

## **NOTICE OF INTENT**

Organizations that are reviewing the materials but have not yet adopted them may submit a Notice of Intent (NOI) through [bold.loveguys.org](http://bold.loveguys.org). This indicates that the SRP is under consideration.

At a minimum, schools, districts, departments, and agencies assessing the SRP and planning to incorporate it into their safety practices are encouraged to create an account and notify the Foundation through the platform.

## **PRIVACY POLICY**

When you agree to the Terms of Use by sending an MOU, NOU, or NOI, your contact information is entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt in to receive periodic blog posts and newsletters via email.

### **Our Commitment to Program Users:**

We will not sell, share, or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations. This policy applies to all information received by The “I Love U Guys” Foundation, both online and offline, as well as any electronic, written, or verbal communications. Please see our website for the full Privacy text.

## **FAIR USE POLICY AND DMCA DISCLAIMER**

These materials are for educational and informational purposes only and may contain copyrighted material, the use of which has not always been specifically authorized by the copyright owner. In accord with our nonprofit mission, we are making such material available for the public good to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

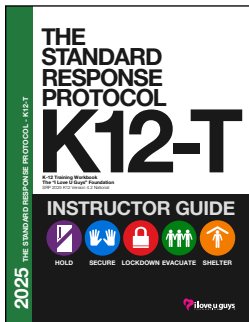
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## ABOUT THE PRESENTATION

The presentation was developed to assist law enforcement, school, or district personnel in rapidly training students, teachers, and other stakeholders in the common language, actions, and expectations of The Standard Response Protocol (SRP).



This workbook was created to assist presenters in learning the SRP presentation. It replaces the first version of the training presentation, and the changes are based on the experience of hundreds of personally-delivered presentations. You can download a PDF of this workbook and the associated presentation in PowerPoint or Keynote, at no charge, by visiting <http://iloveguys.org>.

The presentation and this accompanying book have been updated to reflect some changes in the National SRP presentation which are largely around cell phone usage in schools and districts.

## ABOUT THIS BOOK

The “I Love U Guys” Foundation is committed to providing digital material online, at no charge to districts, departments, or agencies.

Through the Lulu publishing site, you can also purchase physical books. All proceeds and/or royalties from these purchases go to The “I Love U Guys” Foundation.

We recognize the budget constraints that many districts are experiencing and have attempted to keep prices reasonable. We strongly suggest that you compare costs and use the downloadable versions of all materials since those are free.

## NOT YOUR TYPICAL POWERPOINT

You’ve probably noticed that the presentation isn’t your “typical” PowerPoint. No bullet lists. Lots of images. In fact, with only a couple of exceptions, slides have no more than seven words. Per slide! There are reasons for this. In fact, there is science behind it.

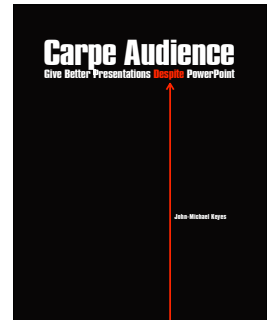
But the notion is simple. Too many words per slide causes cognitive overload and reduces your audience’s learning capacity. By separating concepts, you give each concept time to sink in. It also means that some slides will only be shown for a few moments. You are going to get very good at using a clicker.

## AN AWKWARD INTRODUCTION

John-Michael Keyes did a ton of research on presentation development and multimedia learning theory when creating his presentations on the SRP and the training materials. In 2010, he wrote “*Carpe Audience – Deliver Better Presentations, Despite PowerPoint*,” documenting both the method and the madness... uh... science behind the technique.

It was, and is, not his intent to use the SRP to promote his book, but an interesting thing happened. School Resource Officers became interested in the method. It makes sense. They are often in the classroom or the training room delivering presentations. Educators got interested. Even the local Chamber of Commerce.

That’s our awkward introduction to a valuable resource: “Carpe Audience.” You can download the PDF version, at no cost, from [iloveguys.org](http://iloveguys.org).



## GETTING STARTED

Take a moment to page through this book. You’ll see the slides presented on the outside edge with the spoken script on the inside of the page. We’ve deliberately left some room if you need to add your own notes.

It’s not a bad idea to fire up PowerPoint (or Keynote on the Mac) at this point and familiarize yourself with the slides. If the presentation didn’t open with the presenter’s notes visible, toggle it so they’re visible.

The presenter’s notes are the same as the script in this book. An often overlooked feature with both PowerPoint and Keynote is the presenter display. By configuring your computer for a multi-monitor display, the projector can display your slides, and the laptop can display your presenter notes. If you haven’t used the presenter notes feature in PowerPoint or Keynote while delivering a presentation, it’s worth the effort to figure out how to enable the feature.

## THE SETUP SLIDES

The first few slides are designed to help you achieve the best audio and visual support for your presentation. These are for setup only and should be advanced prior to the audience being in the room. These slides also provide another purpose. With larger venues, there is often an AV technician or IT person assigned to assist in setup. These slides demonstrate that this is an important presentation, and you are concerned about the audience getting the best experience.



## CUSTOMIZE

There is an option to customize the slides. Localizing some of the images or introducing some site-specific challenges or opportunities can increase effectiveness. Look for the “Do-it-yourself” icon on the slides that should be localized. That said, please respect the Terms of Use (Page 8). Please don’t use these or other Foundation SRP materials if you change the five actions and directives.



There is another aspect of customization. If you are adding your own content, use the Master Slides so the formatting matches. And please, resist the bullet list. Really. Presentations are far more effective when there are fewer words on screen. Instead, separate your concepts and find some images that support them. It’s okay if any individual slide isn’t projected for a long period of time.

## TRUST BUT VERIFY

Several of the slides should be verified with local authorities, district-wide school safety teams, and/or building-level emergency response team(s), as appropriate. The SRP offers instructions for each action and directive. It also suggests current guidance regarding some generic hazards and safety strategies. Look for the “Trust but verify” icon on a slide. Your training for students and staff should include any specific details that are unique to your district or school.



## VIDEO CLIPS

When video clips are used, look for the “Play” icon. We’ve included the transcript of the video as well. As you start working with the slides, you’ll notice that, prior to any video playing, the “Play” triangle cues you that the next slide will autostart a video.



## OPTIONAL

Some sections of the presentation are optional. The slides that are optional are indicated with the “Optional” icon on the slide.



When presenting to younger audiences, feel free to hide any slide that isn’t age-appropriate.

## MECHANICALS

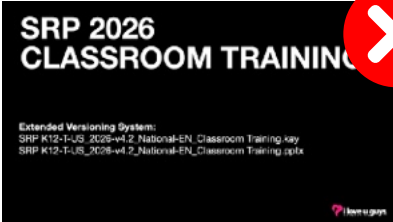
This version of the presentation was developed in Keynote 14.2 in May of 2026. The resolution is set to 1920 px. x 1080 px. The font used is Helvetica Neue sized at either 144 pt. or 64 pt. This font ships with recent Macintosh computers or is installed by recent OS X updates.

The Windows version of this presentation has been exported to PowerPoint, and any conversion issues have been resolved. The font was embedded in its entirety as a PowerPoint option during file creation.

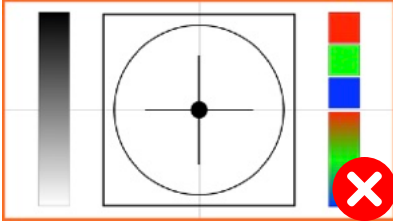
The video resources have been encoded for native display on both Windows and Mac.

## DON'T FORGET TO REHEARSE

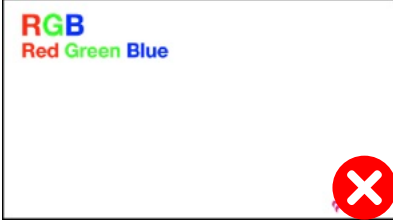
If you haven’t delivered this presentation before, take 20 or 30 minutes to rehearse it. Not just sit there and read it, but stand up and say it out loud. Launch PowerPoint or Keynote on your computer, and go through the presentation as if your screen was your audience.



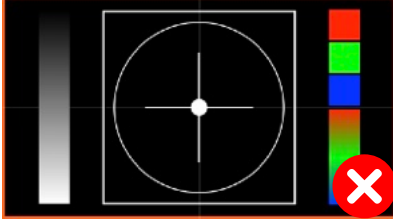
The first few slides are provided to assist in setup and not for use with the actual presentation



This is a projector calibration slide. The squares in the upper right should be red, green, blue from top down. If any of these are black, then the projector lamp is faulty. The center circle and square should not be an oval or rectangle. If they are, then you may need to change the resolution for the projector on your laptop.



This is a second RGB verification. If any of the colors are black, then replace the lamp or projector.



This is a projector calibration slide. The squares in the upper right should be red, green, blue from top down. If any of these are black, then the projector lamp is faulty. The center circle and square should not be an oval or rectangle. If they are, then you may need to change the resolution for the projector on your laptop.



This is another RGB verification. If any of the colors are black, then replace the lamp or projector.



Image test  
DIY: Replace this with a photo of your own.



Sound check



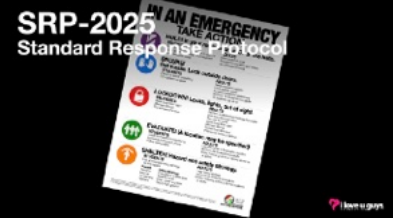
This is a neat snippet from the Aspen PD and Pitkin County Sheriff's Office in Colorado. If you are training little ones, view this first.



We are going to spend a few minutes talking about the Standard Response Protocol.



You may have seen this poster around the school and noticed the icons. (See appendix A)



We're going to talk about what these five icons mean. Our school is adopting a standard to enhance student and staff safety during everything from everyday incidents to emergencies.



The key to the Standard Response Protocol is that it's a simple, shared lexicon between staff, parents, students, and first responders. When these terms are used, everyone knows what's happening and what actions are expected.  
Who are we sharing it with?



We start with first responders. If something happens at our school, we're sharing common words and expectations with them, so they know how to respond.



Teachers and staff are given the same training.

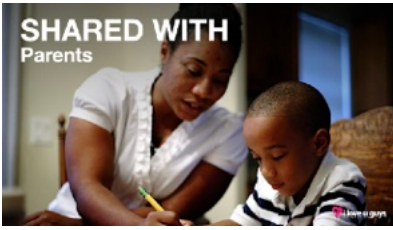
DIY: Replace this with a photo of your staff.



The same language is shared with students, so everyone knows what to do.

DIY: Replace this with a photo of your students.





And it's also important to tell the students' parents what we're talking about today.



Again, it's The Standard Response Protocol.



It is based on these five actions that we take during an incident or an emergency. Hold, Secure, Lockdown, Evacuate, and Shelter.



Each action is followed by a directive.



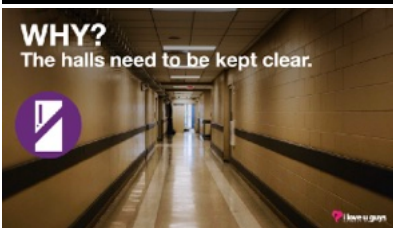
Every action has specific instructions on what to do.









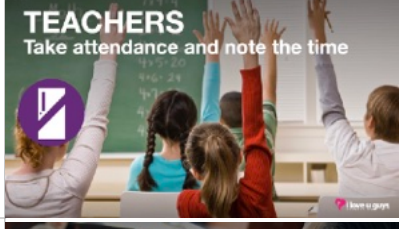

When we announce it, we're going to repeat it. The first time gets your attention, the second time clarifies the action and directive.








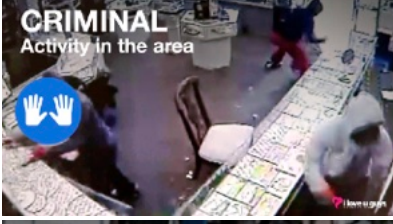






Let's start with:  
"Hold, in your classroom or area".  
"Hold, in your classroom or area".



It's used when we need to keep the hallways clear. There might be an altercation, or a medical emergency...

<p>...or something that needs to be cleaned up.</p> <p>A hold may be localized to one area of the school, or it could be for the entire school.</p>	 <p><b>WHY?</b> The halls need to be kept clear.</p>
<p>Here's what students do.</p>	 <p><b>STUDENT</b> Instructions</p>
<p>If you're in the hallway, go to your assigned classroom. Otherwise, students and teachers remain in their classrooms until the "All Clear" is announced.</p>	 <p><b>STUDENTS</b> Remain in the classroom until all clear.</p>
<p>Teachers, here's what you do.</p>	 <p><b>TEACHER</b> Instructions</p>
<p>Clear the hallways and return to, or remain in, the classroom or area until the "All Clear" is announced.</p> <p>And, unlike a Lockdown, we can clear a Hold with a public address announcement.</p>	 <p><b>TEACHERS</b> Remain in the classroom until all clear.</p>
<p>Teachers should also close and lock the door. You don't want whatever's happening in the hall to spill into a classroom.</p> <p>You can open it for anyone needing to get out of the hall.</p>	 <p><b>TEACHERS</b> Close and lock the classroom door.</p>
<p>Teachers should also take attendance and note the time.</p> <p>A Hold could turn into an evacuation and/or reunification, so start the accountability process in case the situation changes.</p>	 <p><b>TEACHERS</b> Take attendance and note the time</p>
<p>Continue with class, or offer time to read or study.</p>	 <p><b>TEACHERS</b> Business as usual.</p>

<p><b>DISCUSSION:</b> What about class changes?</p> 	<p>What about class changes?</p> <p>Even if the bell rings, stay in the room or area until there's an "All Clear" announcement.</p> <p>If a Hold is called during a class change, you may get directions about where to go, or if you should stay where you are.</p>
<p><b>DISCUSSION:</b> Is this a Lockdown?</p> 	<p>Is this a Lockdown?</p> <p>No, it's business as usual, to the extent possible, in the classroom or area. A Lockdown is for a Security Threat in or near the building, and additional actions are taken. No drama with a Hold.</p>
<p><b>DISCUSSION:</b> Should we message parents?</p> 	<p>Currently, some schools don't send messaging home about a Hold, but let's look at it as an opportunity to educate the parents. Maybe take a moment and send a note home with a Parent Handout.</p>
<p><b>SECURE</b> Get Inside. Lock Outside Doors</p> 	<p>Next is Secure.</p> <p>"Secure. Get inside. Lock outside doors."</p> <p>"Secure. Get inside. Lock outside doors."</p>
<p><b>WHY SECURE ?</b> Something dangerous near the school</p>  	<p>Why?</p> <p>There is a safety concern somewhere near the school or campus.</p>
<p><b>CRIMINAL</b> Activity in the area</p>  	<p>It might be criminal activity,</p>
<p><b>CIVIL</b> Unrest</p>  	<p>Or civil unrest,</p>
<p><b>DANGEROUS</b> Animal on the playground</p>  	<p>or It might be a dangerous creature on the playground.</p> <p>Here's what we're going to do:</p>

We're going to get inside and make sure the outside doors are locked.  
Teachers may be asked to check if nearby exterior doors are locked.



It's almost always "business as usual" inside the building.



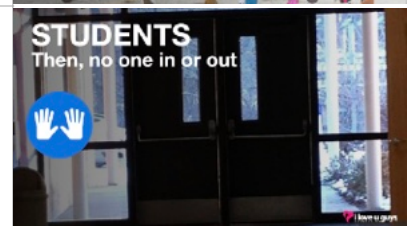
So, here's what students do:



It's easy. Get in the building.



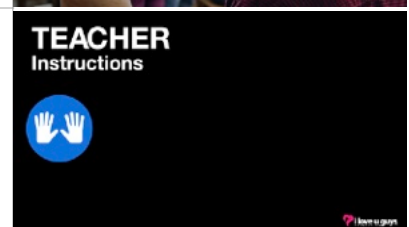
Initially, no one in or out. If a Secure lasts into recess or lunch, stay inside.  
The same is true at the end of the school day.  
Depending on what's going on, we may have to stay in the building, or students who walk home may need to be picked up.



Business as usual inside the school building.



Let's look at what teachers should do during Secure.

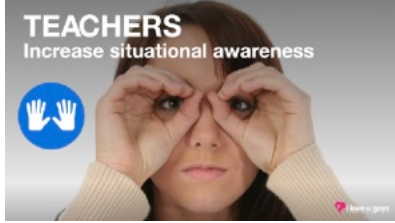


Bring everyone inside.  
But that brings up a question about notification when students or staff are outside. How are they notified? Radios? PA system?  
Make sure the staff knows what you'll use in your school.





Check exterior doors.



Increase situational awareness. You know, be attentive.



Verify that everyone is still in class, and note the time.



Almost always, it's business as usual in the building.



There is a lifecycle during the Secure action. Initially, no one is allowed in or out.























But at some point, if we have law enforcement support, and we get more information about the situation, this might change to a Controlled Release. We're maintaining the Secure protocol. Depending on the incident, it may eventually be safe to release students to parents and guardians.



Or, Secure can evolve into a monitored entry if you can have extra eyes and ears at the entry and exit areas.



What are the reasons for Secure?  
When there's a safety concern near the building or campus. It also may occur when a nearby school goes into a Lockdown or Secure.

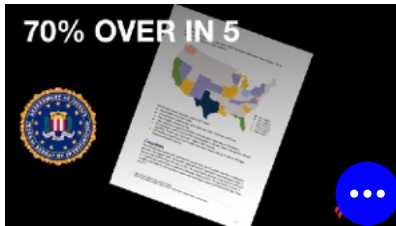
<p>Who can call Secure? Student: by reporting to staff member.</p> <p>Teacher: by reporting to main office. Public safety may notify the school or district that something's going on in the neighborhood.</p> <p>This should occur without having to go through a chain of command.</p>	<p><b>DISCUSSION:</b> Who can call a Secure ?</p>  
<p>What about class changes?</p> <p>Most of the time, it's business as usual. Normal, in-building class changes occur. If a threat is very close, the response may be to go from Secure to Hold or even Lockdown.</p> <p>If a school has modular buildings, students and staff may be brought into the main building.</p>	<p><b>DISCUSSION:</b> What about class changes?</p>  
<p>Can we leave the school?</p> <p>Initially, no. There is something dangerous near the school. This means that even if the school day ends, we may have to stay in the building until the danger is mitigated.</p>	<p><b>DISCUSSION:</b> Can we leave the school?</p>  
<p>Now, a Lockdown is more serious. You'll hear:</p> <p>"Lockdown. Locks, lights, out of sight."</p> <p>"Lockdown. Locks, lights, out of sight."</p>	<p><b>LOCKDOWN</b> Locks, Lights, Out of Sight!</p>  
<p>Why do we go into a Lockdown? There's a security threat in or very close to the building.</p>	<p><b>WHY?</b> Security threat in or near the building</p>   
<p>There is a heightened concern for the safety of staff and students.</p>	<p><b>HEIGHTENED CONCERN</b> For staff and student safety</p>   
<p>It could be an irate or hostile person in the front office.</p> <p>A non-custodial parent, contractor, or an upset parent or guardian.</p>	<p><b>IRATE PERSON</b> In the front office</p>   
<p>Report of a weapon on the student...or staff member.</p>	<p><b>WEAPON</b> Report</p>   



Or something worse. An armed intruder or some other security threat inside the building.



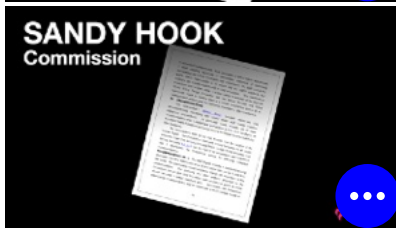
When a school goes into a Lockdown, we're creating time barriers. We are preventing or delaying the threat from gaining access to your school or your classrooms, and allowing first responders, staff, and students time to take action.



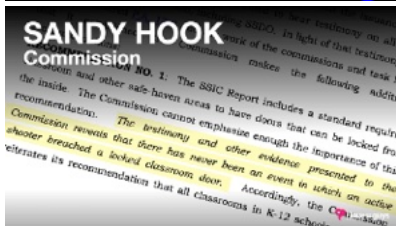
The US Department of Justice has studied active killer events. 70% are over in 5 minutes.



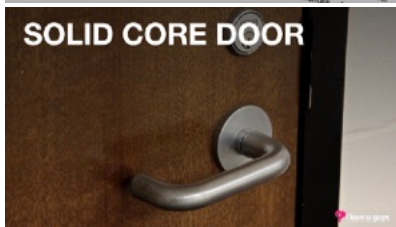
90% are over in 10 minutes.



In 2015, the Sandy Hook Commission released their report.



The number 1 environmental design recommendation was the ability to lock the classroom door from inside the classroom.



Those classroom doors are typically solid core doors...



...with steel frame jambs...

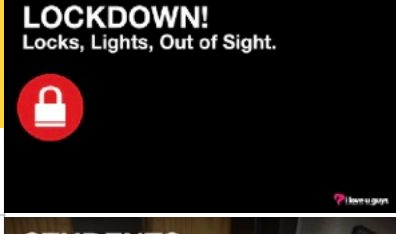
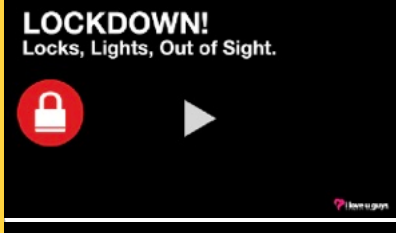
...and industrial strength hardware and locking mechanisms.



Okay. Let's look at what students should do.



**Voice Over:**  
If you are in a classroom when a Lockdown is called, the main thing to remember is "Locks. Lights. Out of sight."  
As students gather in a safe area of the room, lock the door and turn off all lights.  
Have everyone in the room move to a location that is out of sight. Pick an area of the room that can't be seen from any interior window.  
An actual lockdown may not be resolved for several hours.  
Here's how you should wait: Stay in the safe location. Don't move around the room. Remain silent.  
Staff: Take written attendance of who is in the room. Note anyone missing or any extra students or staff.



Locks, lights, out of sight.

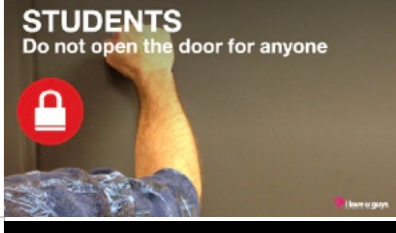
First, stay out of sight from the corridor window. How do you know you're out of sight? If you can't see out the corridor window, no one in the hall can see you. Also, sit on the floor and get low.



Be quiet. Silence or turn your phone off in the initial stages of a Lockdown.





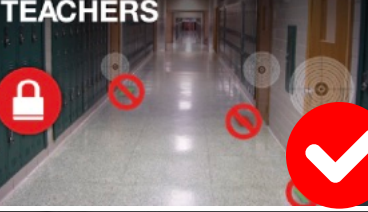
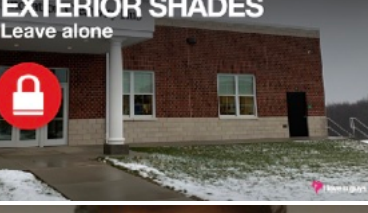
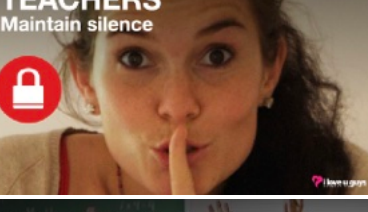




Do not open the door for anyone. The only way to clear a Lockdown is if Administrators or Law Enforcement - someone with a key - opens that door.  
When students or staff with special needs or abilities are in a room, having an Administrator or someone familiar open the door is a good idea.




Let's look at what teachers should do in a Lockdown.



<p><b>LOCKS</b> Lock and close the classroom door</p> 	<p>When you hear “Lockdown! Locks, lights out of sight,” if it’s safe to do so, you may decide to “sweep” the hallway and bring people in. Ensure the door is locked.</p>
<p><b>LIGHTS</b> Turn out the lights</p> 	<p>If it’s safe to do so, turn those lights off...</p>
<p><b>OUT OF SIGHT</b></p> 	<p>...and get out of sight. Be silent and maintain student silence. Turn off phones if you have them.</p>
<p><b>CORRIDOR WINDOWS</b> Covered or uncovered?</p> 	<p>Corridor windows. Should we keep them covered or uncovered? It depends. Let’s talk with Law Enforcement and consider the environment.</p>
<p><b>TEACHERS</b></p> 	<p>More law enforcement agencies are recommending not sliding red/green cards under the door. The reasoning is two-fold. First, they won’t believe the message until they have verified the status of the classroom. The guidance is not to do that. And, you’re giving too much information to the bad guy.</p>
<p><b>EXTERIOR SHADES</b> Leave alone</p> 	<p>If it’s open, leave it open. If it’s closed, leave it closed. You’re probably in sight of the corridor window when you’re adjusting the shades.</p>
<p><b>TEACHERS</b> Maintain silence</p> 	<p>Be silent and maintain student silence the best you can. If you have phones, turn them off or silence them, and remind students to do the same. If you’re with young students, quietly reading to them may be soothing.</p>
<p><b>TEACHERS</b> Take attendance and note the time</p> 	<p>If you can, take attendance. Note if you have missing students, or extra students from the hall. Note the time. You probably won’t need to do anything with the roster at this point, but we’re creating a chain of custody, and this may be useful over the lifecycle of the event.</p>

 **Verify this direction with local law enforcement.**

 **Verify this direction with local law enforcement.**



**Voice Over:**

If a fire alarm sounds, do not leave your safe location unless you are certain a fire is threatening your room.  
If you are forced to evacuate due to a fire, keep in mind that the hall may not be your best escape route.

Verify this direction with local fire department.

**LOCKDOWN!**  
Locks, Lights, Out of Sight.





**LOCKDOWN!**  
Locks, Lights, Out of Sight.





What if you're outside?

If people are outside when a Lockdown is called, they shouldn't go into the building. Rather, go to a safe location. Make sure you notify the school of your location.

**DISCUSSION:**  
What if you're outside?




What if there is no teacher?

Get behind a locked door if possible. If not, close the door and get out of sight.  
Or you may try to evacuate if the threat is not in your immediate vicinity.

**DISCUSSION:**  
What if there's no teacher?




What if you're in the hallway?

Teachers should quickly check the halls before locking the door and turning lights off. Get to a classroom, any classroom, as quickly as you can and lock down.  
If the classroom is already locked, then find a place to hide. Do not go from classroom to classroom. Evacuating may be another option.

**DISCUSSION:**  
What if you're in the hallway?




Can we text our parents?

Craft this messaging per local or state guidelines

**DISCUSSION:**  
Can we text our parents?




We'll talk about Evacuate. We're moving people in an orderly fashion from point A to point B. A fire drill is really: "Evacuate Out of the Building." With the SRP, Evacuate is always followed by a predetermined safe location. For instance:

"Evacuate to the Gym."  
"Evacuate to the Gym."

**EVACUATE**  
To a location




So, here's what students do.

**STUDENT**  
Instructions






Usually, we'll ask them to leave their stuff behind.



If it's a power outage or HVAC issue, and we know we're done for the day, they'll bring their things with them.



Be sure to listen for any new directions.



There may be times when teachers lead the students out, but sometimes they're asked to follow the students out.

In a police-led evacuation, teachers will probably be asked to lead the students.



Teachers at the evacuation area should take attendance and note the time.



Let's also talk to our students about another option, and that's Self Evacuation. If it's safer to get out of the building, you should do so.

And that isn't just students, it's teachers as well. Although if teachers self-evacuate, you're encouraged to bring the kiddos.



**Voice Over:**

During the initial moments of a school violence situation, the official call for a lockdown may not have occurred or may not have been heard by everyone.

You need to assess your personal safety. Consider your best option.

This may include staying in a classroom behind a locked door, hiding or self evacuating.

Self Evacuation, which means exiting the school and leaving the campus, is an option.

If you're in a hallway, a common area or near an exterior door, Self Evacuation may be your best choice.

Once you've arrived at a safe location, you should immediately check in with your parents and the school district to let them know you are safe.





### Voice Over:

When law enforcement begins the evacuation, here is what to expect: An officer will unlock your door and enter the room. Stay where you are. An officer will give you specific instructions you must follow.

“It’s Broomfield Police Department. You’re safe, everything is OK, we’re going to get you out of the building. I need everyone to follow my instructions. I need a single file line, leave all of your personal property on the floor where it is. Form a single file line, right here at the door. Teacher, I need you in front please.”

You’ll be asked to leave your stuff behind, form a line at the door with the teacher in front... “I need everyone to hold hands with the person to the right and left.” Hold hands with the person in front of and behind you until you reach your final destination. Wait quietly for further instructions from the officer.

“Teacher, I need you to walk out and follow the instructions of that officer right there. Go ahead.” You will be told to proceed to the next officer. Walk, do not run and do not talk. “Walk towards the stairs.”

Follow the directions of the officers guiding you during the evacuation. They could be giving you verbal directions or hand signals. Watch the pace of your line. Be aware of obstacles, such as corners, fallen objects, debris or stairs, which may affect the speed your line can move.

Don’t stop till you reach the location you were directed to.

“Keep moving. All the way to the end of the fence.”

Verify attendance and wait for further instructions.

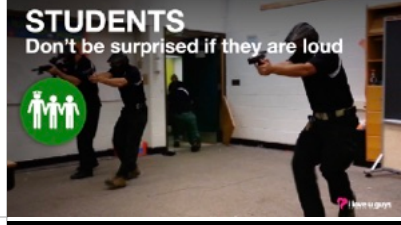
Here’s what students need to do during a police-led evacuation. Law Enforcement may ask if everyone is ok, is anyone missing or other questions. Teachers may be asked to lead the students out to an assigned area or secure assembly area. Try to keep your hands visible to the officers.

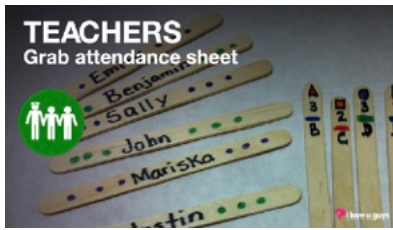
Most likely, you will be asked to leave your stuff behind.

If your phone is in your pocket, bring it. If it’s in your purse or backpack, you may not have the opportunity to get it.

Don’t be surprised if the officers are loud and demanding. They don’t know the extent of the incident yet. They’ll give direct instructions that you should follow. Again, be sure to keep your hands visible.

All of that goes for teachers as well. There may be circumstances where you can’t bring your purse, briefcase, or backpack. Try to bring your keys and wallet.





Bring the attendance sheet.



And your phone.



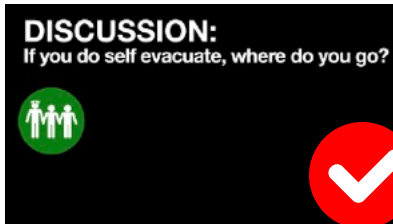
At the evacuation assembly area, take attendance. If you were able to take attendance during Lockdown, verify students in the assembly area against the roster you created during Lockdown. If everything is OK, show the green card.



Do you have permission to self-evacuate?

Yes. Pay attention to the situation. Do you know where the threat is? Can you see the exit? Is it away from the threat, noise, or commotion? Remember, a locked door is a proven time barrier.

Staff, same answer. But don't leave the students.



If you do self-evacuate, where do you go, and who do you call or notify?



**Have this conversation with your public safety contacts. Get their guidance for rally point locations**



In a Lockdown, and prior to a Police-Led Evacuation, don't open the door for anyone. Police or administrators - someone with a key - will unlock the door when it's safe.



























What can you take with you?

It's unlikely that you can bring your backpack. You may not even be able to get into it once the police enter the room. But if you can, bring your phone, wallet, and keys.




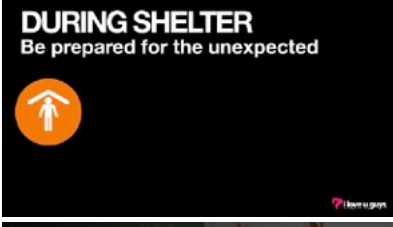



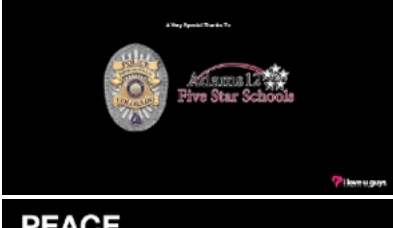
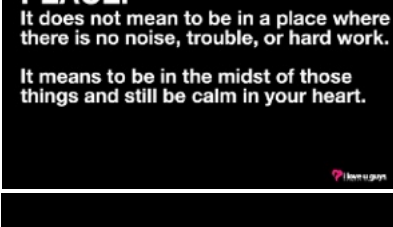

Why do we keep our hands visible?

Law enforcement officers are trained that hands can hold dangerous things. They will want to see your hands. You might be asked to evacuate hand in hand, or with your hands on your head.

<p>What will police do?</p> <p>In some cases, during the evacuation assembly, officers will want to verify that students aren't at further risk. They may search students and staff for any dangerous items.</p>	<p><b>DISCUSSION:</b> What will Police do?</p>  
<p>Now, Shelter. Some of you may have heard the term "Shelter-in-place."</p> <p>If you deep dive the FEMA website, you'll find over a dozen different things to do for Shelter-in-place.</p> <p>We're going to be direct: state the Hazard and the Safety Strategy.</p>	<p><b>SHELTER</b> For Hazard using Safety Strategy</p>  
<p>So, what's a hazard? Something dangerous. It could be environmental, like a tornado or earthquake. It might be something like a chemical spill nearby.</p>	<p><b>HAZARD?</b> A danger or risk.</p>  
<p>Your safety strategy is what you do in response to the hazard.</p> <p>The Public address message might be just the hazard and safety strategy. Or it could be "Shelter for the stated hazard using the stated safety strategy." In either case, we repeat it.</p>	<p><b>STRATEGY</b> The action or plan to remain safe.</p>  
<p>For example:</p> <p>"Shelter for tornado. Get to the storm shelter." "Shelter for tornado. Get to the storm shelter."</p>	<p><b>TORNADO</b> Get to the storm shelter</p>  
<p>In earthquake country, the safety strategy is drop, cover, and hold.</p>	<p><b>EARTHQUAKE</b> Drop cover and hold</p>    
<p>For a hazmat risk, we would seal the room by taping plastic around doors, vents, and windows.</p>	<p><b>HAZMAT</b> Seal vents and doors</p>     
<p>In coastal areas, tsunamis are a possibility after an earthquake. Going to high ground or further inland is the safety strategy.</p>	<p><b>TSUNAMI</b> Get to high ground</p>     

**DIY: Please localize these conversations to safety strategies for your hazards.**

**Verify this direction with a local emergency planner.**

	<p>Listen for instructions. The situation may be very dynamic.</p>
	<p>Always be prepared for the unexpected.</p>
	<p>During a shelter event, teachers should try to take attendance and note the time.</p>
	<p>Those are all five actions in the Standard Response Protocol</p>
	<p>Share this information with families and parents. The “I Love U Guys” Foundation has parent handouts ready for download on the website: <a href="http://iloveuguy.org">iloveuguy.org</a> (See appendix B)</p>
	<p>This presentation would not be possible without the materials originated by Adams 12, Five Star Schools and the City and County of Broomfield Police and Emergency Manager’s office.</p>
	<p>Peace. It does not mean to be in a place where there is no noise, trouble, or hard work. It means to be in the midst of those things and still be calm in your heart.</p>
	

# 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

## APPENDIX B



### INFORMATION FOR PARENTS AND GUARDIANS

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

### COMMON LANGUAGE

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

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

### “In Your Classroom or Area”

**Students** are trained to:

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

**Adults and staff** are trained to:

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



## SECURE

### “Get Inside. Lock outside doors”

Students are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

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



## LOCKDOWN

### “Locks, Lights, Out of Sight”

**Students** are trained to:

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

**Adults and staff** are trained to:

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



## EVACUATE

### “To a Location”

**Students** are trained to:

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

**Adults and staff** are trained to:

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



## SHELTER

### “State Hazard and Safety Strategy”

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

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

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

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





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

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

## SECURE

“Get Inside. Lock outside doors”



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

### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

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

### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

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

### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

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

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

## LOCKDOWN

“Locks, Lights, Out of Sight”



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

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

### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

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

### SHOULD PARENTS TEXT THEIR STUDENTS?

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

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

### WHAT ABOUT UNANNOUNCED DRILLS?

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

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

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

### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

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



