

THE STANDARD RESPONSE PROTOCOL K12-T

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

INSTRUCTOR GUIDE



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



TEXAS STATE UNIVERSITY
Texas School Safety Center

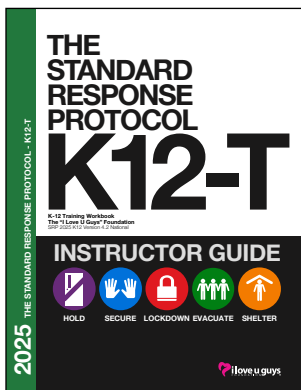


PEACE

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.



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	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



The Standard Response Protocol K12-T
Instructor Guide

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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 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 De-nuzzi (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 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 for 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). 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 <https://iloveguys.org>.

Email: srp@iloveguys.org

Mail to: The “I Love U Guys” Foundation

PO Box 489, Placitas, NM 87043

Answering service: 303.426.3100

INTRODUCTION FROM



TEXAS STATE UNIVERSITY Texas School Safety Center

The Texas School Safety Center (TxSSC) is an official university-level research center at Texas State University. The TxSSC is tasked in Chapter 37 of the Texas Education Code and the Governor's Homeland Security Strategic Plan with key school safety initiatives and mandates. Specifically, the TxSSC serves as a clearinghouse for the dissemination of safety and security information through research, training, and technical assistance for K-12 schools and junior colleges throughout the state of Texas. In addition, the TxSSC also builds partnerships among youth, adults, schools, law enforcement officers, and community stakeholders to reduce the impact of tobacco on all Texans through prevention, training and enforcement initiatives.

MISSION

The Texas School Safety Center serves schools and communities to create safe, secure, and healthy environments.

VISION

The Texas School Safety Center envisions a world where all schools and communities are safe, secure, and healthy.

DRILL REQUIREMENTS IN TEXAS

Secure Drill: 1 per school year

Lockdown Drill: 2 per school year (one per semester).

Evacuation Drill: 1 per school year

Shelter Drill for either severe weather or Hazmat:

1 per school year

Fire Evacuation Drill: School districts and open-enrollment charter schools should consult with their local fire marshal and comply with their local fire marshal's requirements and recommendations. If a district does not have a local fire marshal, it shall conduct four per school year (two per semester)

Please note that **"Hold"** is not a mandated drill per Texas Education Code 37.114 and the Texas Education Agency Commissioner's rules. However, "Hold" is considered an "I Love U Guys" best practice drill.

In 2025, legislation was added which enhances mandatory drill requirements for school districts to base, on the commissioner rules, their provisions for ensuring students and district personnel are provided equal access to safety during a disaster or emergency situation by ensuring accommodations are in place for a student with an individualized education program (IEP) or a 504 plan during a mandatory school drill.

[Click here for Guidance from the Texas School Safety Center](#)

NEW TEXAS LEGISLATION

House Bill 121: Emergency Operations Plans

Overview: Emergency operations plans (EOPs) must address prevention, mitigation, preparedness, response, reunification, and recovery. Each school district, open-enrollment charter school, and public junior college district must now address reunification as defined by the Texas School Safety Center.

Each school district and open-enrollment charter school must now include provisions as determined by the Texas Education Agency for ensuring the safety of students, staff, and spectators during extracurricular activities sponsored or sanctioned by the district.

The Texas School Safety Center shall provide to the superintendent of each school district and to the president of each public junior college notice of the any additional requirements established by the Texas School Safety Center in consultation with TEA and the Texas Higher Education Coordinating Board. (HB 121)

[Click here for details](#)

House Bill 1481 – Student Use of Personal Communication Devices on School Property

Overview: Requires all school systems to adopt and implement a policy prohibiting the use of personal communication devices by students on school property during the school day.

[Click here for details](#)

Public Information Officers

Overview: School systems are required to employ or appoint a public information officer who must obtain certification from the Texas Division of Emergency Management within one year of hiring or appointment. Continuing education is required annually. Compliance records of continuing education shall be provided to TDEM. (HB 33)

<https://txssc.txstate.edu/tools/emergency-comms-tool-kit/> (Click on section 2.0: Trainings)

Mutual Aid Agreements

Overview: Charges the Department of Public Safety (DPS) and each governmental entity identified by a sheriff to collectively enter into a mutual aid agreement for responding to critical incidents.

<https://txssc.txstate.edu/tools/safety-security-agreements/2-selecting-type/mutual-aid>

TERMS OF USE

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

1. Materials are not re-sold
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: 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 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.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of the Standard Response Protocol, The “I Love U Guys” Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use (details in the MOU, NOU, and NOI documents) or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a licensing agreement. Please contact The “I Love U Guys” Foundation for more information and costs.

MEMORANDUM OF UNDERSTANDING

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.iloveguys.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.iloveguys.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.iloveguys.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 opt-in from receiving 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 off-line, 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.

The I Love U Guys Foundation IRS 501(c)3 est. 2006 asserts this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, these materials are distributed without profit to those who have expressed a prior interest in receiving the included information for criticism, comment, news reporting, teaching, scholarship, education, and research.

If you wish to use copyrighted material from this book for purposes of your own that go beyond fair use, you must obtain permission from the copyright owner.

If your copyrighted material appears in our materials and you disagree with our assessment that it constitutes 'fair use', contact us.

USE OF MATERIALS IN TEXAS SCHOOLS

This agreement allows the use of these materials by Texas schools for crisis and emergency planning, prevention, response, and recovery at no additional cost and without further written obligation. However, previously documented copyright and trademark limitations still apply.

Questions related to this agreement may be directed to **The Texas School Safety Center**

Texas State University
601 University Drive
San Marcos, TX 78666.
512-245-8082

ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what's going on.

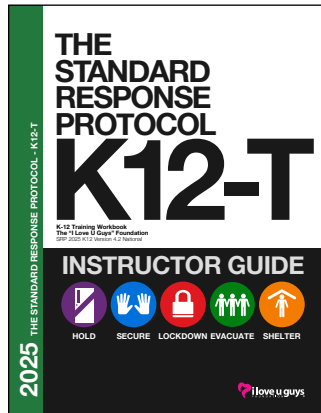
Certainly, temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including daytime phone.

ABOUT THE PRESENTATION

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



This workbook has been developed 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 over 100 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://iloveugays.org>.

ABOUT THE BOOK

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

Through Amazon you can also purchase physical books. All proceeds and/or royalties from these purchases go to the The "I Love U Guys" Foundation.

We recognize the budget constraints that many districts are feeling 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.

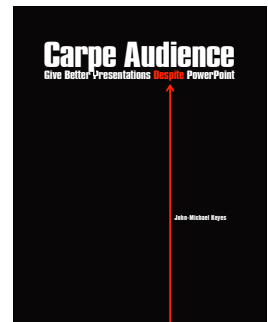
But the notion is simple. Too many words per slide causes cognitive overload and reduces your audience's learning capacity. By separating concepts, you give each concept time to sink in. It also means that some slides will only be shown for a few moments. You are going to get very good with a clicker.

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 iloveugays.org,



GETTING STARTED

Take a moment and 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 notes visible, take a moment and show them.

The presenter 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 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 5). 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 ok if any individual slide isn’t projected for a great period of time.

TRUST BUT VERIFY

Several of the slides should be verified with local authorities, district-wide school safety team 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 initially developed in Keynote 5.4 (iWork ’09) in January of 2015. The resolution is set to 1280 px. x 720 px. The font used is Helvetica Neue Bold 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 resolved. The font was embedded in its entirety as a PowerPoint option during file creation.

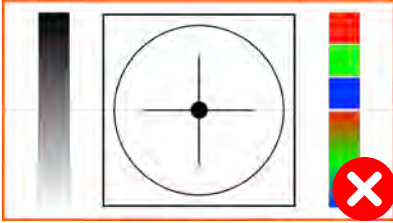
The video resources have been encoded for native display on both Windows and Mac.

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.



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This is a second 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



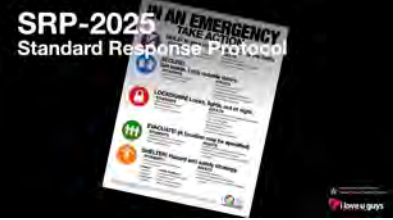
This is a neat snippet from the Aspen PD and Pitkin County Sheriff's Office in Colorado. If you are training little ones, view this first.



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



You have probably seen this poster around the school and noticed the icons.



We are going to talk about what these five icons mean. Schools are adopting a standard to enhance student and staff safety during an incident or emergency.



The key to the Standard Response Protocol is that there is a simple, shared lexicon between staff, parents, students, and first responders. And when used, everyone involved shares the same expectations. What is a lexicon? It is a vocabulary. Who are we sharing it with?



We start with first responders. So if something happens at our school, they'll know what to do.



Teachers and staff are given the same training.

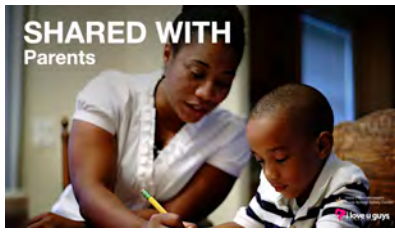
DIY: Replace this with a photo of your staff.



The same language is shared with students. So you know what to do.

DIY: Replace this with a photo of your students.





And it's also important to tell your parents what you will learn today.



Remember, it is called the Standard Response Protocol.



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



Each action is followed by a directive.



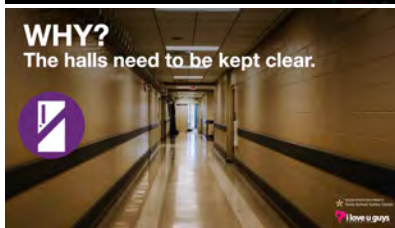
Every action then has specific instructions of what to do in an emergency.



When these are called on the PA, the action and directive are repeated.



Hold in your classroom.
Hold in your classroom.



It's used when we need to keep the corridors clear of students. It might be a medical emergency or a hazmat spill in the hallways.

Or something else that needs a cleanup.
A hold may be localized to one area of the school, or it could be for the entire school.



Here's what students do.



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.



Teachers, here's what you do.



Remain in the classroom with your students until the "All Clear" is announced.



Teachers should also close and lock the door. It can be opened for any student that needs to get out of the corridor.





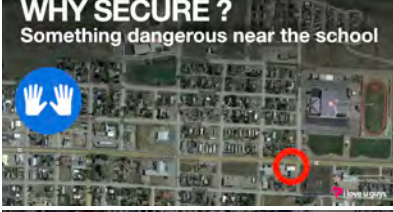










Teachers should also verify that everyone is still in class. It's a good idea to note the time that attendance was taken.



Continue teaching. Or if the lesson for the day is complete, offer time to read or study.



<p>DISCUSSION: What about class changes?</p> 	<p>What about class changes? You will remain in your class even if the bell rings. If you're in the hallway, public address might be made to go to the nearest classroom. Or, proceed to your next scheduled class.</p>
<p>DISCUSSION: Is this a Lockdown?</p> 	<p>Is this a Lockdown? No, we'll talk more about Lockdown in a bit. With the Hold protocol, we just don't want what's happening in the hallway to spill into the classroom. Students remain in their seats, continue lessons, or if lessons are done, students may be given time to read or study. No drama here.</p>
<p>SECURE Get Inside. Lock Outside Doors</p> 	<p>Secure! Get inside. Lock outside doors. Secure! Get inside. Lock outside doors.</p>
<p>WHY SECURE ? Something dangerous near the school</p>  	<p>Why? There is a threat outside of the building.</p>
<p>CRIMINAL Activity in the area</p>  	<p>Might be criminal activity.</p>
<p>CIVIL Unrest</p>  	<p>Or civil unrest.</p>
<p>DANGEROUS Animal on the playground</p>  	<p>Or a dangerous animal outside.</p>
<p>GET INSIDE Lock outside doors</p>  	<p>If there are exterior doors in the classroom, make sure they're locked. Teachers may also be asked to check if nearby exterior doors are locked.</p>

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



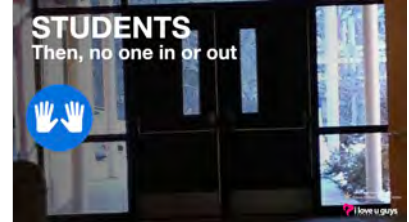
Let's start with student instructions on what to do in a Secure protocol.



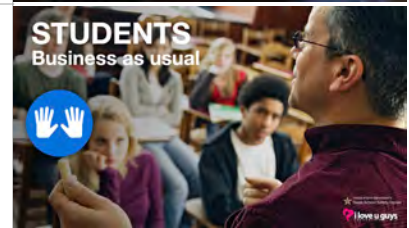
First one is simple. Get in the building.
For the most part, it is business as usual inside the building.



If Secure lasts into recess or lunch, no one in or out. So we're staying in the building. Same thing 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 that walk home may have to call their parents to be picked up.



Business as usual inside the school building.



Let's look at what a teacher 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? Radio system? PA system? Make sure the staff knows what you'll use in your school.



If there are exterior doors in the classroom, make sure they're locked.
Teachers may also be asked to check if nearby exterior doors are locked.





Increase situational awareness. You know, be attentive.



Teachers should also verify that everyone is still in class. It's a good idea to note the time that attendance was taken.



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



There is a lifecycle during Secure. Staff will lock all outside doors. And initially no one is allowed in or out.



Secure can evolve into a controlled release. Depending on the incident, it can eventually be safe to release students to parents. We call that a controlled release.



Or Secure can evolve into a monitored entry. Depending on the incident, it might be safe to monitor who is allowed to enter the school building.



What are the reasons for Secure?

When there is a threat or danger outside of the school.





















We talked about some, here are some more. Bank robbery, high speed chase, suspicious person, riots, demonstrations, custody issue, maybe a fire in the neighborhood.



Who can call Secure? Student: by reporting to staff member

Teacher: by reporting to main office

More likely, the school receives the call from police and should initiate the Secure protocol within the school. This should occur without having to go through a chain of command.

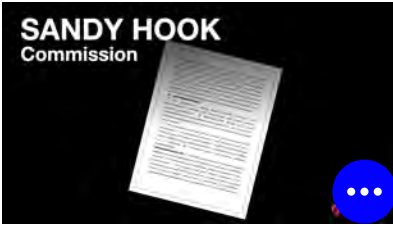
<p>What about class changes?</p> <p>Most of the time, it is business as usual. Normal, in-building class changes occur. If a threat is very close to the school, the response may be to go into Secure rather than Lockdown.</p> <p>If a school has modular buildings, students and staff may be brought into the main building.</p>	<p>DISCUSSION: What about class changes?</p>  
<p>Can we leave the school?</p> <p>Usually not. 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 threat is mitigated.</p>	<p>DISCUSSION: Can we leave the school?</p>  
<p>Lockdown is more serious.</p> <p>Lockdown. Locks, lights, out of sight.</p> <p>Lockdown. Locks, lights, out of sight.</p>	<p>LOCKDOWN Locks, Lights, Out of Sight!</p>  
<p>Lockdown is used when there is a threat inside the school building.</p>	<p>WHY? Something dangerous inside the building</p>   
<p>Could be the wrong person.</p>	<p>WRONG Person</p>   
<p>Maybe a weapon report.</p>	<p>WEAPON Report</p>   
<p>Or something worse. An armed intruder or some other threat inside the building.</p>	<p>SOMETHING Worse</p>   
<p>We want to introduce the notion of time barriers. And it turns out that a locked classroom door is a proven time barrier.</p>	<p>TIME BARRIER</p>  



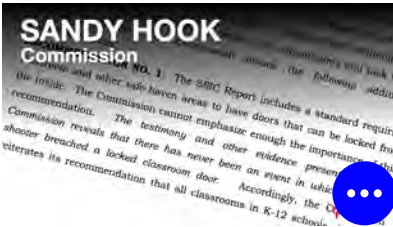
The US Department of Justice has studied these events. 70% are over in 5 minutes.



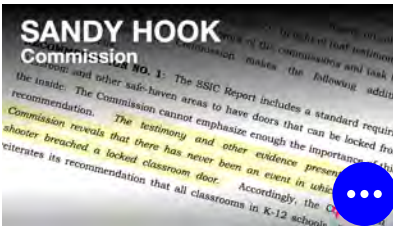
90% are over in 10.



In 2015, the Sandy Hook Commission released their summary report. The number 1 environmental design recommendation was the ability to lock the classroom door from inside the classroom.



Not just teachers but subs as well. Why? Their testimony, their research found zero cases of a gunman breaching a locked classroom door. Zero.



The Foundation expanded the scope and there is an edge case. Red Lake Minnesota the gunman breached the side windows by the classroom door to gain entry.



Classroom doors for the last 30 years have had solid core doors...



...steel frame jambs...



...and industrial strength locking mechanisms.



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.

A locked door is proven time barrier. In active violence events, rarely, if ever, has someone been hurt who was behind a locked classroom door.

Be absolutely silent. Turn your phone off in the initial stages of a Lockdown. (If there is an actual Lockdown, you may get a chance to text your parents in a while.)

Do not open the door for anyone. Law Enforcement will unlock the door and release the room.

In the case of a room having students or staff with special needs or abilities, an Administrator may offer a familiar face and will accompany Law Enforcement.

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

When you hear “Lockdown! Locks, lights out of sight,” sweep the hallway for students. If the threat is close to your classroom, focus on getting the door locked and closed as quickly as possible. A locked classroom door is a proven lifesaver.

STUDENT Instructions

LOCKDOWN!
Locks, Lights, Out of Sight.

LOCKDOWN!
Locks, Lights, Out of Sight.

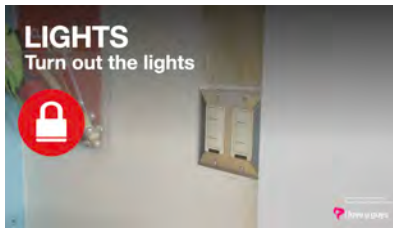
STUDENTS
Stay out of sight of the corridor window

STUDENTS
Be silent

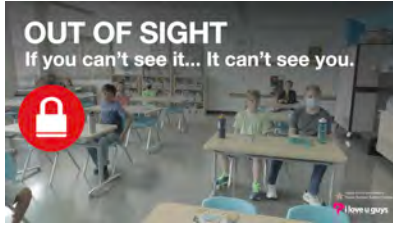
STUDENTS
Do not open the door for anyone

TEACHER Instructions

LOCKS
Lock and close the classroom door



Turn out the lights.



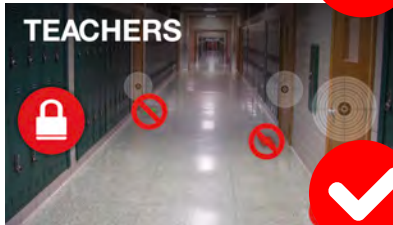
Be silent and maintain student silence. Turn off your phone.



Leave the corridor window as it is. In general, you should leave these door window panels uncovered so that in an emergency, first responders can see into the room from the hallway.

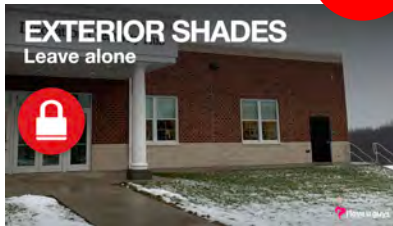
Law enforcement needs to see into the room from the hallway. Science rooms often have two doors with corridor windows, making it difficult to get out of sight. In this case, it may be beneficial to cover one of the corridor windows.

Verify this direction with local law enforcement.



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. And, you are giving too much information to the bad guy.

Verify this direction with local law enforcement.



If it is open leave it open, if it is closed leave it closed. You would probably be in sight of the corridor window when you are adjusting the shades.



Turn off your phone. If you are with young students, it may be soothing to very quietly read to them.

A Lockdown cannot be ended with a PA announcement. It only ends with police opening the door and releasing the room.



If you can, take attendance. Note if you have missing students, or extra students swept 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 will be useful over the lifecycle of the event.



Let's look at this.



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.

What if you're outside?

If you're outside and a Lockdown is called, do not go back 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?

Getting 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 check the halls quickly before they lock the door and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lockdown.
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?



What if the fire alarm sounds?

Stay in the classroom unless you see fire or if smoke is filling your classroom. If you must evacuate due to a fire or smoke, the hallway may not be your best option. Consider using an alternate door, window, or any other exterior exit.

DISCUSSION:
What if the fire alarm sounds?



Can we text our parents?

Craft this messaging per local or state guidelines



DISCUSSION:
Can we text our parents?



Evacuate is how to move students 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, you leave your stuff behind.



Sometimes, you may be asked to bring your stuff.



Be sure to listen for any new directions.



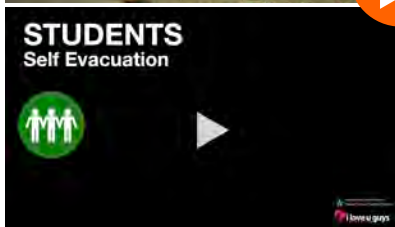
Teachers, there may be times when you lead the students out, but sometimes you may be asked to follow your students out.
In a police led evacuation, you'll probably be asked to lead the students.



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



During an active violence event, another option is to rapidly self evacuate.



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.

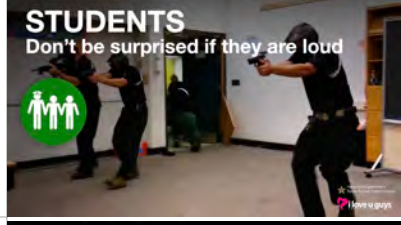
When capable, it’s important to keep your hands visible to the officers.

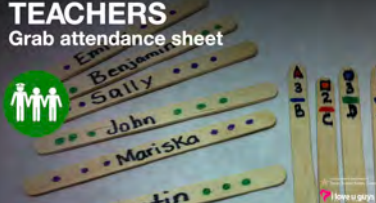







Most likely, you will be asked to leave your stuff behind.









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







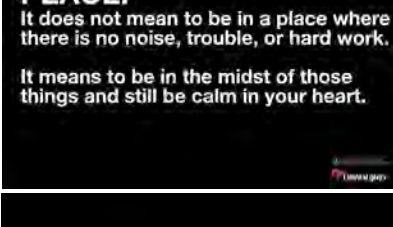
Don’t be surprised if the officers are loud and demanding. They don’t know the extent of the incident yet. They will give direct instructions that you should follow. Again be sure to keep your hands visible.

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.



<p>TEACHERS Grab attendance sheet</p> 	<p>Also, grab the attendance sheet.</p>
<p>TEACHERS Bring your phone</p> 	<p>And your phone.</p>
<p>TEACHERS At evacuation area, take attendance</p> 	<p>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.</p>
<p>DISCUSSION: Do you have permission to self evacuate?</p> 	<p>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 though, a locked door is proven time barrier. Staff, same answer. But don't leave the students.</p>
<p>DISCUSSION: If you do self evacuate, where do you go?</p> 	<p>If you do self evacuate, where do you go? Another school or nearby business Recreational center A friend's house Your house or a family member's house. Be sure to let your parents and the school know.</p>
<p>DISCUSSION: Knock, Knock. Police! Open up.</p> 	<p>Knock, Knock. Police! Open up. In a Lockdown, prior to a police led evacuation, don't open the door for anyone. Police or administration will unlock the door.</p>
<p>DISCUSSION: What can you take with you?</p> 	<p>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 police enter the room. But if you can, bring your phone, wallet, and keys.</p>
<p>DISCUSSION: Why do we keep our hands visible?</p> 	<p>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>

<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 other dangerous items.</p>	
<p>Some of you may have heard the term "Shelter-in-place."</p> <p>If you deep dive the FEMA web site, you'll find over a dozen different things to do for Shelter-in-place.</p> <p>Why not go directly to the Hazard and 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>Your safety strategy is what you do in response to the hazard.</p> <p>Public address 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>For example. "Tornado, get to the storm shelter. Tornado, get to the storm shelter."</p> <p>DIY: Please localize these conversations to safety strategies for your hazards.</p> <p>Verify this direction with local emergency planner.</p>	
<p>In earthquake country, the safety strategy is 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>In coastal areas, tsunamis are a possibility after an earthquake. Going to high ground or further inland is that hazard's safety strategy.</p>	

	<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>Please go home and share what you learned with your parents. The “I Love U Guys” Foundation has parent handouts on the website.</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>
