

THE STANDARD RESPONSE PROTOCOL K12-T

K12 Training Workbook
The I Love U Guys Foundation
SRP 2025 K12 Version 4.2 **VCSCS 1.0**

INSTRUCTOR GUIDE



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

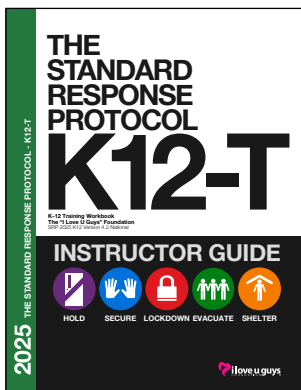


PEACE

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.



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	Resynced 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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FORWARD

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. It is fairly common, after a tragedy, 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 Foundation looked at contained similar actions being used for the various incidents, but they were called 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 school.

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

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.

ACKNOWLEDGMENTS

The Keyes family is primarily grateful to responders Deputy Chief A.J. DeAndrea and Deputy Mike Denuzzi 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 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.

STAFF

The Foundation employees bring unique skills, curiosity and intelligence to these materials, so it’s all hands on deck.

BOARD OF DIRECTORS

Sometimes nonprofits have a variety of relationships with their Boards. We have always treasured ours for their dedication and wisdom. The Foundation strives for diversity and relevant professional skills in their board of directors.

AUTHORS AND CONTRIBUTORS

The Foundation is grateful to the people who have helped with the development of the programs. For contributions to content we are grateful to the following people:

Dr. David Benke (former teacher and former Board member) for Teacher Guidance;

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting) for content contribution and training expertise;

Russell Deffner (Advisor/Contractor/Volunteer) for Incident Command Guidance;

Pat Hamilton (Chief Operating Officer, Adams 12 Five Star School District Ret.) for years of content contributions;

Tom Kelley (Director of Readiness, Texas Education Agency) for content contributions;

Ian Lopez (Director of Safety & Security, Cherry Creek Schools) for content contributions;

John McDonald (Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools, Ret.) for ongoing discussion and input on what’s really going on in the world;

Joleen Reeve (City and County of Broomfield Ret.) for the phrase, “Locks, Lights, Out of Sight”;

Jaclyn Schildkraut PhD, (Executive Director, Regional Gun Violence Research Consortium, Rockefeller Institute of Government) for accuracy and research on drills and drill guidance;

Heidi Walts (Commander, Firestone Police Department) 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.

CONTACT INFORMATION

The “I Love U Guys” Foundation can be reached online at <https://iloveuguy.org>.

Email: srp@iloveuguy.org

Mail to: The “I Love U Guys” Foundation

PO Box 489, Placitas, NM 87043

Answering service: 303.426.3100

**“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

SRP 2025 CLASSROOM TRAINING	RGB Red Green Blue	SRP-2025 Standard Response Protocol	SRP-2025 Standard Response Protocol	SHARED LEXICON Of School Safety	SHARED WITH First Responders	SHARED WITH Staff	SHARED WITH Students	SOUNDCHECK	VIDEO CHECK
SHARED WITH Parents	WHY? The halls need to be kept clear.	STUDENT Instructions	STUDENTS Remain in the classroom until all clear.	TEACHER Instructions	TEACHERS Remain in the classrooms until all clear.	TEACHERS Close and lock the classroom door.	TEACHERS Take attendance and note the time.	TEACHERS Why?	TEACHERS Why?
DISCUSSION: What about class changes?	DISCUSSION: Is this a Lockdown?	SECURE Get Inside, Lock Outside Doors	WHY SECURE? Something dangerous near the school.	CRIMINAL Activity in B's area	CIVIL Unrest	DANGEROUS Animal on the playground	GET INSIDE Lock outside doors	INSIDE Business as Usual	STUDENT Instructions
TEACHERS Increase situational awareness	TEACHERS Take attendance and note the time	TEACHERS Business as Usual	STUDENTS Then, no one in or out	STUDENTS Business as Usual	TEACHER Instructions	TEACHERS Bring everyone inside	TEACHERS Lock outside doors	DISCUSSION: What about class changes?	DISCUSSION: Can we leave the school?
DISCUSSION: What about class changes?	DISCUSSION: Can we leave the school?	LOCKDOWN! Locks, Lights, Out of Sight.	WHY? Something dangerous inside the building	WRONG Person	WEAPON Report	SOMETHING Worse	TIME BARRIER	70% OVER IN 5	90% OVER IN 10
STUDENT Instructions	LOCKDOWN! Locks, Lights, Out of Sight.	LOCKDOWN Locks, Lights, Out of Sight!	SANDY HOOK Commission	SANDY HOOK Commission	SANDY HOOK Commission	SOLID CORE DOOR	STEEL FRAME JAMB	STUDENT Instructions	LOCKDOWN! Locks, Lights, Out of Sight!
LIGHTS Turn out the lights	OUT OF SIGHT If you can't see the corridor window... you're safe now.	TEACHERS	EXTERIOR SHADES Lock them	TEACHERS Take attendance and note the time	TEACHERS Maintain silence	TEACHERS Covered or uncovered	LOCKDOWN! Locks, Lights, Out of Sight.	LOCKDOWN! Locks, Lights, Out of Sight.	LOCKDOWN! Locks, Lights, Out of Sight.
LOCKDOWN! Locks, Lights, Out of Sight.	DISCUSSION: What if there's no teacher?	DISCUSSION: What if you're in the hallway?	DISCUSSION: What if the fire alarm sounds?	DISCUSSION: Can we text our parents?	DISCUSSION: What if you're outside?	EVACUATE To a location	STUDENT Instructions	STUDENTS Bring your stuff behind	STUDENTS Bring your stuff
STUDENTS Leave your stuff behind	STUDENTS Bring your stuff	STUDENTS Listen for directions	TEACHER Instructions	TEACHERS At evacuation area, take attendance	OTHER OPTIONS Rapidly Self Evacuate	STUDENTS Self Evacuation	STUDENTS Self Evacuation	POLICE Evacuation is a little different	POLICE Evacuation is a little different
TEACHERS Grab attendance sheet	TEACHERS Bring your phone	TEACHERS At evacuation area take attendance	DISCUSSION: Do you have permission to self evacuate?	DISCUSSION: If you do self evacuate, where do you go?	DISCUSSION: Knock, Knock, Police! Open up.	DISCUSSION: What can you take with you?	DISCUSSION: Why do we keep our hands visible?	TEACHERS Evacuation is a little different	STUDENT Instructions
DISCUSSION: What will Police do?	SHELTER For Hazard using Safety Strategy	HAZARD? A danger or risk.	STRATEGY The action or plan to remain safe.	TORNADO Get to the storm shelter	EARTHQUAKE Drop cover and hold	HAZMAT Seal vents and doors	TSUNAMI Get to high ground	TEACHERS Bring your phone	TEACHERS At evacuation area take attendance
DURING SHELTER Always listen for instructions	DURING SHELTER Be prepared for the unexpected	TEACHERS If possible, take attendance	SRP-2025 Standard Response Protocol	HANDOUTS Share with parents	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.				

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.

THE “I LOVE U GUYS” FOUNDATION

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.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, divisions, departments, agencies, and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

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 our website (iloveguys.org) for the 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 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.

ABOUT SRP 2025

The “I Love U Guys” Foundation is committed to reviewing Standard Response Protocol materials every two years. For SRP 2023, there was expanded guidance, the introduction of the “SRP Lockdown Drill,” and new communications guidance. SRP 2025 builds on 2023 and offers further guidance on each the use of each action. As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

USE OF MATERIALS IN VIRGINIA SCHOOLS

The Virginia Department of Criminal Justice Services has contracted with The “I Love U Guys” Foundation for licensing of the SRP and SRM. This agreement allows the use of these materials by Virginia 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 vcscs@dcjs.virginia.gov.

ALL OTHER USERS

THE “I LOVE U GUYS” FOUNDATION MOU

Some schools, divisions, departments, and agencies may desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. For a current version of the MOU, please visit iloveguys.org.

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, divisions, departments, and agencies. It also confirms the online availability of the Foundation’s materials. An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness. This can be emailed to srp@iloveguys.org.

NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website. Minimally, schools, divisions, departments, and agencies that are assessing the SRP and plan to incorporate the program into their safety plans and practices should email srp@iloveguys.org and let The Foundation know.

FAIR USE POLICY

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 site for purposes of your own that go beyond fair use, you must obtain permission from copyright owner.

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

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be 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 off-line, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

TERMS OF USE

Schools, divisions, 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. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The “I Love U Guys” Foundation through one of the following:
 - 3.1. Complete the NOI and email it to srp@iloveguys.org.
 - 3.2. Send an email to srp@iloveguys.org.
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

STUDENT AND STAFF TRAINING RESOURCES

Please see the Virginia-specific resources at www.d-cjs.virginia.gov/standard-response-protocol-and-standard-reunification-method-materials and reach out to VCSCS at vcscs@dcjs.virginia.gov for additional information on adoption and next steps.



INTRODUCTION FROM VIRGINIA CENTER FOR SCHOOL AND CAMPUS SAFETY (VCSCS)

When a crisis occurs, a division's ability or school's ability to respond quickly and effectively will likely de-

termine the outcome in terms of protecting lives and property. The strategic thinking and planning efforts we undertake ahead of a potential crisis can make a difference when the unthinkable happens.

At the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS) the focus is to continuously improve and enhance school safety in our schools across the Commonwealth by addressing topics which affect Virginia law enforcement, schools, and institutions of higher education. As a resource, technical assistance, and training center, VCSCS provides necessary training based on best practice information and research about national and statewide initiatives in K-12 schools and institutions of higher education.

The *Code of Virginia* § 9.1-184 enables VCSCS to collect, analyze, and disseminate various school safety data to include school safety audit information through the school safety audit program, designed to guide school safety audit committees through periodic collection, review, and reporting of critical safety information. There are five components for the school safety audit program:

- 4.1. Virginia School Safety Survey (annually)
- 4.2. Division Safety Survey (annually)
- 4.3. Virginia School Crisis Management Plan Review and Certification (annually)
- 4.4. Virginia School Survey of Climate and Working Conditions (administered each Spring)
- 4.5. School Safety Inspection Checklist (due every three years)

School leaders are encouraged to gather these elements from your division, along with any other relevant data unique to your division as you embark on this journey to protect all members of our school community from all threats and hazards. Please know that the VCSCS is here to support school staff every step of the way to create a climate and culture of safety in our schools across Virginia. Thank you in advance for your hard work and dedication.

The VCSCS is honored to serve the 131 divisions in the Commonwealth of Virginia that are responsible for caring for nearly 1.3 million school-aged children. The VCSCS proudly works with federal, state, and local partners to keep Virginia students safe. History has delivered some hard lessons. An important take away is that it takes everyone to create a climate and culture of safety in school communities to support the growth and development of students.

TOGETHER

This document, the Standard Response Protocol, Operational Guidance, has been developed in collaboration with state and national practitioners and the national not-for-profit The "I Love U Guys" Foundation. We thank these practitioners and organizations for bringing their passion, commitment, and shared vision to prepare our divisions for all threats and hazards to protect all people in our schools and on our campuses. We are also appreciative of the ongoing efforts of our federal partners to provide resources and technical assistance to schools across the nation. Of particular note, the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, National School Safety Center, and

SchoolSafety.gov also provide free and valuable resources for schools. Together we are striving to make our schools and campuses safe places to learn and work.

As you begin this important work, keep in mind that school safety is a process, not a product. DCJS Virginia Center for School and Campus Safety works continuously to improve our support and technical assistance to better serve division and building leaders.

CELL PHONES DURING A CRISIS

In July 2024, Governor Youngkin issued **Executive Order 33** around cell phone use. Subsequently, **guidance** was issued in September from the Virginia Department of Education. This guidance provides for emergency-related information.

Additionally, proposed changes to the *Code of Virginia* § 22.1-79.3:1, effective July 1, 2025, would require school boards to develop and implement age-appropriate and developmentally appropriate policies relating to student cell phone and smart device possession and use on school property during regular school hours.

School divisions should use the best practices outlined by the current DCJS **Division Guide for Crisis Management Planning** and **Model Crisis Management Plan**. Best practices include staff training, student drills, and parent reunification and communication plans, as well as also ensuring that parents of students who are directly impacted or critically injured are contacted directly versus through a mass communication or recording.

STATE AND LOCAL CONTACTS Virginia Department of Criminal Justice Services (DCJS)

Physical and Mailing Addresses: 1100 Bank Street, Richmond, VA 23219 (804) 786-4000
www.dcjs.virginia.gov

DCJS – Virginia Center for School and Campus Safety (VCSCS)

Physical and Mailing Addresses: see DCJS above
www.dcjs.virginia.gov/virginia-center-school-and-campus-safety

Virginia Department of Behavioral Health and Developmental Services (DBHDS)

Physical Address: 1220 Bank Street, Richmond, VA, 23219 Mailing Address: PO Box 1797, Richmond, VA 23218-1797 (804) 786-3921

www.dbhds.virginia.gov

Virginia Department of Education (DOE)

Physical Address: James Monroe Building, 101 N. 14th Street, Richmond, VA 23219 Mailing Address: PO Box 2120, Richmond, VA 23218

(804) 225-2818

www.doe.virginia.gov

Virginia Department of Emergency Management (VDEM)

Physical and Mailing Addresses: 10501 Trade Court, North Chesterfield, VA 23236 (804) 897-6500

www.vaemergency.gov

- Preparedness Division: for technical assistance with crisis management plans (CMPs) and other preparedness actions
- Office of Training and Exercises: for technical assistance in developing, designing and improving CMPs and exercise schedules and tracking
- Regional Coordinators
- CERT program for individuals: training for citizens www.vaemergency.gov/divisions/training

VDEM Local Emergency Manager/Coordinator
<https://lemd.vdem.virginia.gov/Public/Default.aspx>

Virginia Department of Health (VDH)

Physical Address: James Madison Building, 109 Governor Street, Richmond, VA 23219 Mailing Address: PO Box 2448, Richmond, VA 23218-2448

Office of Emergency Preparedness (804) 864-7026

www.vdh.virginia.gov

Virginia State Police (VSP)

Physical Address: 7700 Midlothian Turnpike, North Chesterfield, VA 23235 Mailing Address: PO Box 27472, Richmond, VA 23261

(804) 674-2000

<https://vsp.virginia.gov>

State Fire Marshal's Office (VDFP)

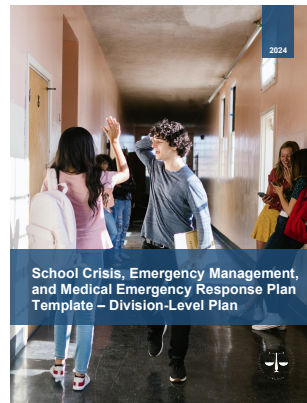
Physical and Mailing Addresses: 1005 Technology Park Drive, Glen Allen, VA 23059 (804) 371-0220

www.vafire.com/state-fire-marshals-office

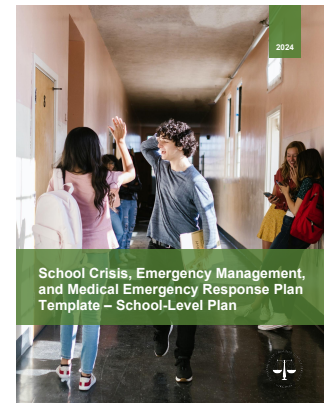
ADDITIONAL RESOURCES

DCJS provides a number of resources around crisis and emergency planning, including those listed below.

The purpose of the School Crisis, Emergency Management, and Medical Emergency Response Plan Division and School templates are to provide a framework for legislative requirements around crisis and emergency preparedness and response by specifying actions to be taken by school division officials during certain times. These templates facilitate discussion and planning around all phases of emergency management including before, during, and after an emergency.



School Crisis, Emergency Management, and Medical Emergency Response Plan Template - Division-Level Plan

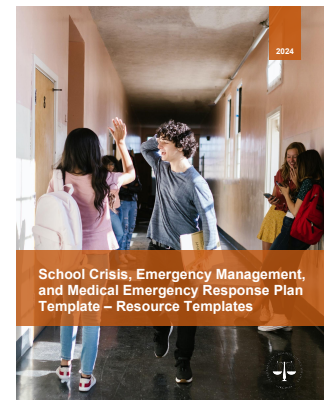


School Crisis, Emergency Management, and Medical Emergency Response Plan Template - School-Level Plan

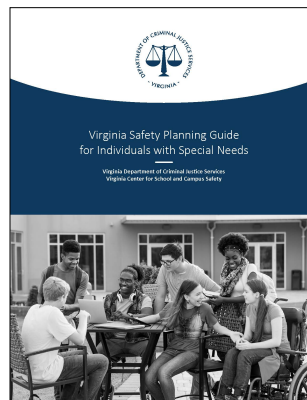
- Before an emergency: to prevent, protect from, prepare for, and mitigate the impact on life or property
- During an emergency: to respond to the emergency and minimize its impact on life or property
- After an emergency: to recover from its impact on life or property.

School Crisis, Emergency Management, and Medical Emergency Response Plan Template Resource Templates

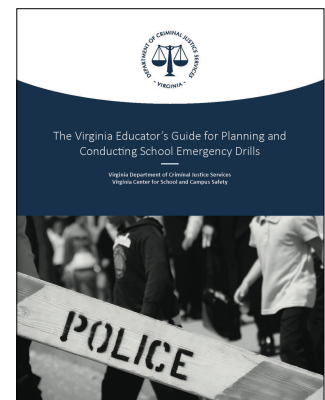
The resource templates in this section are designed to provide sample charts, forms, and checklists to assist in carrying out tasks discussed in the School Crisis, Emergency Management, and Medical Emergency Response Plan (CMP). These are samples only and should be modified or adapted to fit the needs of the specific school or division.



School Crisis, Emergency Management, and Medical Emergency Response Plan Template - Resource Templates



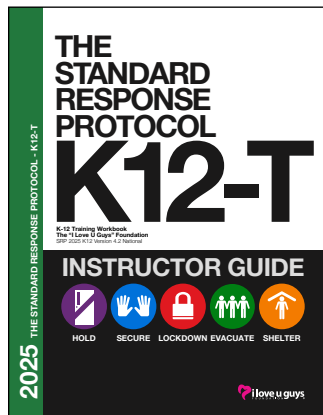
Virginia Safety Planning Guide for Individuals with Special Needs



The Virginia Educator's Guide for Planning and Conducting School Emergency Drills

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.

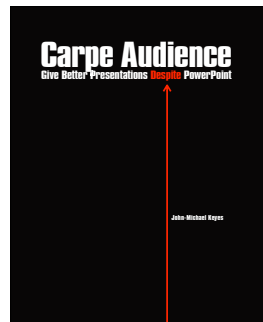
But the notion is simple. Too many words per slide causes cognitive overload and reduces your audience's learning capacity. By separating concepts, you give each concept time to sink in. It also means that some slides will only be shown for a few moments. You are going to get very good with a clicker.

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

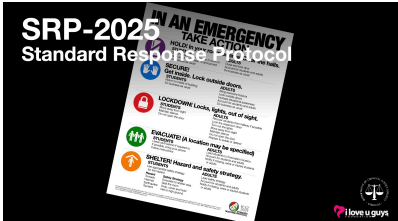
If you haven’t delivered this presentation before, take 20 or 30 minutes to rehearse it. Not just sit there and read it, but stand up and say it out loud. Launch PowerPoint or Keynote on your computer, and go through the presentation as if your screen was your audience.



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.



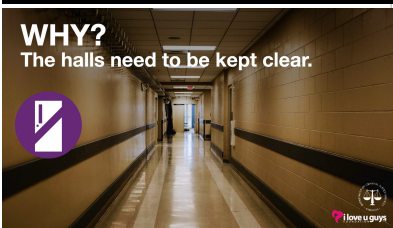
Every action then has specific instructions of what to do in an emergency.



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.



DISCUSSION:
What about class changes?






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.

DISCUSSION:
Is this a Lockdown?




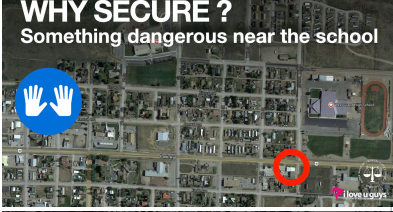


Is this a Lockdown?
No, we'll talk more about Lockdown in a bit. With the Hold protocol, we just don't want what's happening in the hallway to spill into the classroom. Students remain in their seats, continue lessons, or if lessons are done, students may be given time to read or study. No drama here.

SECURE
Get Inside. Lock Outside Doors

Secure! Get inside. Lock outside doors.
Secure! Get inside. Lock outside doors.

WHY SECURE ?
Something dangerous near the school

Why?
There is a threat outside of the building.

CRIMINAL
Activity in the area





Might be criminal activity.

CIVIL
Unrest





Or civil unrest.



DANGEROUS
Animal on the playground





Or a dangerous animal outside.

GET INSIDE
Lock outside doors


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.

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



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



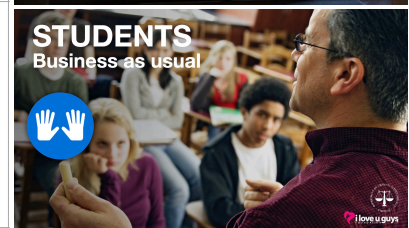
First one is simple. Get in the building.
For the most part, it is business as usual inside the building.



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.

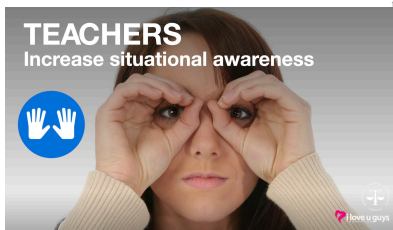


Bring everyone inside.
But that brings up a question about notification when students or staff are outside. How are they notified? Radio system? PA system? Make sure the staff knows what you'll use in your school.



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.

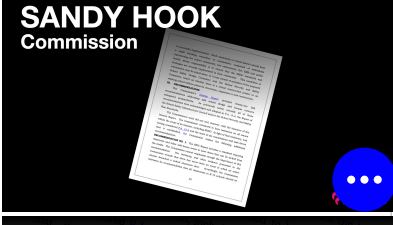
<p>What about class changes?</p> <p>Most of the time, it is business as usual. Normal, in-building class changes occur. If a threat is very close to the school, the response may be to go into Secure rather than Lockdown.</p> <p>If a school has modular buildings, students and staff may be brought into the main building.</p>	<p>DISCUSSION: What about class changes?</p>   <p><small>How u guys</small></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><small>How u guys</small></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><small>How u guys</small></p>
<p>Lockdown is used when there is a threat inside the school building.</p>	<p>WHY? Something dangerous inside the building</p>    <p><small>How u guys</small></p>
<p>Could be the wrong person.</p>	<p>WRONG Person</p>    <p><small>How u guys</small></p>
<p>Maybe a weapon report.</p>	<p>WEAPON Report</p>    <p><small>How u guys</small></p>
<p>Or something worse. An armed intruder or some other threat inside the building.</p>	<p>SOMETHING Worse</p>    <p><small>How u guys</small></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>   <p><small>How u guys</small></p>



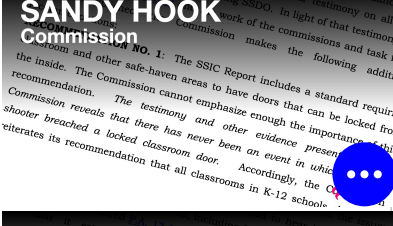
The US Department of Justice has studied these events. 70% are over in 5 minutes.



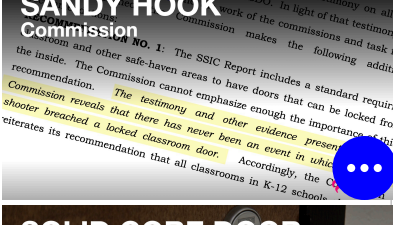
90% are over in 10.



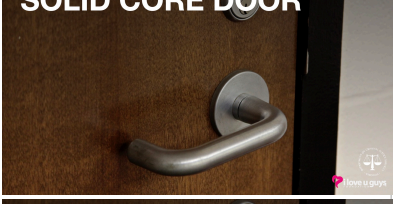
In 2015, the Sandy Hook Commission released their summary report. The number 1 environmental design recommendation was the ability to lock the classroom door from inside the classroom.



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

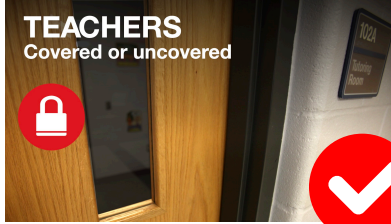




Turn out the lights.

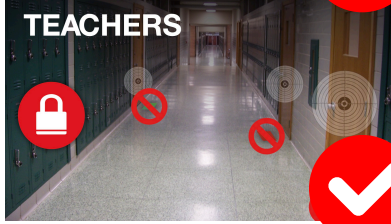


Be silent and maintain student silence. Turn off your phone.



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.



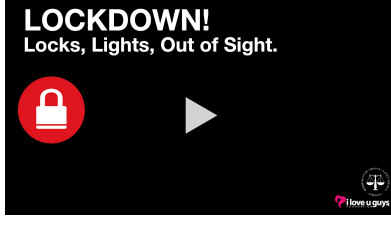
If it is open leave it open, if it is closed leave it closed. You would probably be in sight of the corridor window when you are adjusting the shades.



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?

DISCUSSION:
Can we text our parents?



Craft this messaging per local or state guidelines



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.



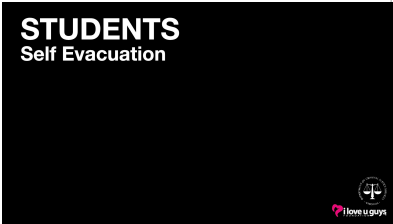
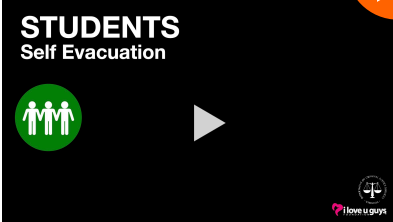
Teachers, there may be times when you lead the students out, but sometimes you may be asked to follow your students out. In a police led evacuation, you'll probably be asked to lead the students.



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.

Here’s what students do.

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.

POLICE
Evacuation is a little different



POLICE
Evacuation is a little different



STUDENT
Instructions



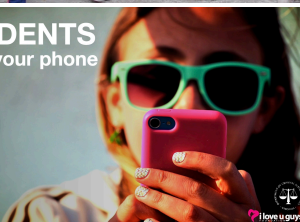
STUDENTS
Keep your hands empty and visible



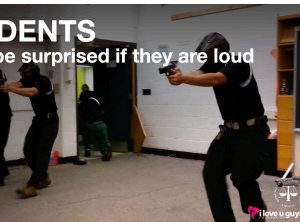
STUDENTS
Leave your stuff behind



STUDENTS
Bring your phone

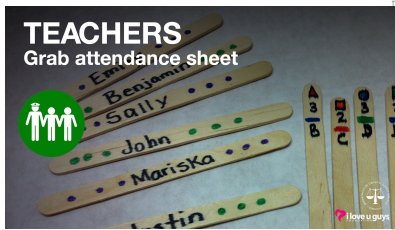


STUDENTS
Don't be surprised if they are loud



TEACHER
Instructions





Also, grab 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 though, a locked door is proven time barrier.

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



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.



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.



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.



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.

What will police do?
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.

DISCUSSION:
What will Police do?



Some of you may have heard the term "Shelter-in-place."
If you deep dive the FEMA web site, you'll find over a dozen different things to do for Shelter-in-place.
Why not go directly to the Hazard and Safety Strategy.

SHELTER
For Hazard using Safety Strategy



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.

HAZARD?
A danger or risk.



Your safety strategy is what you do in response to the hazard.
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.

STRATEGY
The action or plan to remain safe.



For example. "Tornado, get to the storm shelter. Tornado, get to the storm shelter."

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

Verify this direction with local emergency planner.

TORNADO
Get to the storm shelter






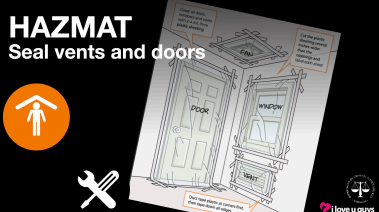
In earthquake country, the safety strategy is drop, cover, and hold.

EARTHQUAKE
Drop cover and hold



For a hazmat risk, we would seal the room by taping plastic around doors, vents, and windows.

HAZMAT
Seal vents and doors





In coastal areas, tsunamis are a possibility after an earthquake. Going to high ground or further inland is that hazard's safety strategy.

TSUNAMI
Get to high ground



DURING SHELTER
Always listen for instructions

Listen for instructions. The situation may be very dynamic.

DURING SHELTER
Be prepared for the unexpected




Always be prepared for the unexpected.

TEACHERS
If possible, take attendance






During a shelter event, teachers should try to take attendance and note the time.

SRP-2025
Standard Response Protocol






Those are all five actions in the Standard Response Protocol

HANDOUTS
Share with parents


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

A Very Special Thanks To

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.

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.



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