

THE STANDARD RESPONSE PROTOCOL K12-T

K-12 Training Workbook
The "I Love U Guys" Foundation
SRP 2021 K12 Version 4.0

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.

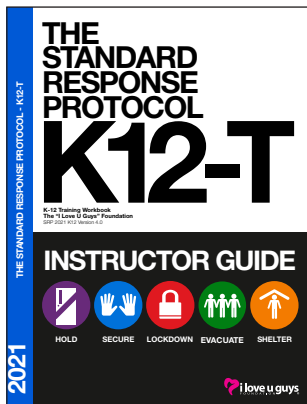
It means to be in the midst of those things and still be calm in your heart.



STANDARD RESPONSE PROTOCOL

SRP 2021 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	4.01	05/10/2021	Resynced slide numbers. Typographical corrections.
Carly Posey Ellen Stoddard-Keyes John-Michael Keyes	4.0	04/20/2021	Introduced Hold as an additional action. Changed the “Term of Art” Lockout to Secure. Presentation Update Instructor Guide Update
John-Michael Keyes	2.0	02/05/2015	Version update. See: The Standard Response Protocol - V2 An Overview of What’s New in the Standard Response Protocol
John-Michael Keyes	1.0	03/02/2009	Introducing the Standard Response Protocol



Instructor Guide
The Standard Response Protocol and The Standard Reunification Method
 The “I Love U Guys” Foundation
 ISBN-13: 978-1951260064



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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.

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

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, 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.

ABOUT THIS BOOK

Since 2015, The Foundation offered optional classroom training that included “Hold in your classroom.” In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

For SRP 2021, the Hold action is incorporated into the Standard Response Protocol.

Also for SRP 2021, the Lockout action is being changed to Secure.

The SRP K-12 2021 version is currently available to download. Although SRP V2 is still valid, The I Love U Guys Foundation recommends updating to the newer version as soon as feasible.

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.

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 or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

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



STANDARD RESPONSE PROTOCOL

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. Clear the Halls"
 - 2.2. Secure - "Get Inside, Lock Outside Doors"
 - 2.3. Lockdown - "Locks, Lights, Out of Sight"
 - 2.4. Evacuate - A Location may be specified
 - 2.5. Shelter - followed by 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 Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from the website, and is provided to The "I Love U Guys" Foundation by emailing it to srp@iloveguys.org
5. The following modifications to the materials are allowable:
 - 5.1. Localization of evacuation events
 - 5.2. Localization of shelter events
 - 5.3. Addition of organization logo

CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs electronically at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

THE "I LOVE U GUYS" FOUNDATION MOU OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. Please visit <https://iloveguys.org> for a current version of the MOU. The purpose of this MOU is to define responsibilities of each party and provide scope, clarity of expectations. It affirms agreement of stated protocol by schools, districts, 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.

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.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveguys.org and let us know.

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 offline, as well as any electronic, written, or oral communications.

Please see our website for the full Privacy text.

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.

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.

AUTHOR/CONTRIBUTOR INFORMATION

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The “I Love U Guys” Foundation
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Russell Deffner - Contributing Author
The “I Love U Guys” Foundation
Advisor/Contractor/Volunteer

SPECIAL THANKS

Joleen Reefer - City and County of Broomfield (Joleen coined the phrase, “Locks, Lights, Out of Sight.”)

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STANDARD RESPONSE PROTOCOL

ABOUT THE PRESENTATIONS

These presentations have been developed to assist law enforcement, school, or district personnel in rapidly training students, teachers and other stakeholders in the programs promoted by The “I Love U Guys” Foundation.

This workbook is designed to assist instructors in learning and delivering the presentations to their local audiences. You can download a PDF of this workbook and the associated presentation in PowerPoint or Keynote, at no cost, by visiting the website: <http://iloveuguy.org>.

ABOUT THE BOOK

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

Physical books are also available from Amazon. 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 of printing the materials and use the downloadable versions of all materials since those are free.

NOT YOUR TYPICAL POWERPOINT

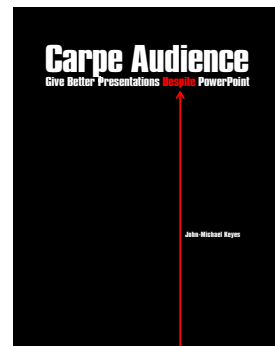
You’ve probably noticed that the presentations aren’t your “typical” powerpoint. No bullet lists. Lots of images. In fact, with only a couple of exceptions, slides have no more than seven words. Per slide! There are reasons for this. In fact, there is science behind it.

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. The Foundation also includes training on this method as instructional development for its certified trainer program.



That’s our awkward introduction to a valuable resource: “Carpe Audience.” If you’re interested in finding out more, you can read some of the book on Amazon. Printing costs money, so the book runs \$29.95. If you have an iPad, then it’s available as an iBook for \$1.99. In states where there is an affiliated training relationship (often school district self insurance pools or safety centers), the PDF version of the book is linked from the joint web page.

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 6 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 6). Please don’t use these or other Foundation SRP materials if you change the 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. 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.



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.



ANIMATION

Where slides include animation sequences, look for the “Animation” icon. There will be a <CLICK> indicator in the script section notifying you of when to click.



INSTRUCTIONAL NOTE

Look for additional instructional tips when the “Instruction” icon is used. These tips may require additional interaction with the participants. Instruction may be provided in a separate text box or may be formatted <LIKE THIS>.



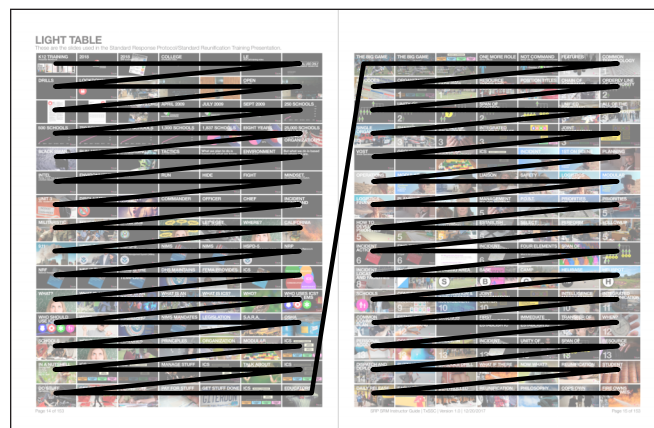
AUTO-ADVANCE SEQUENCE

There are some slide series that will auto-advance. Where this is the case, a film strip icon will be present on the side of the slide images.



LIGHT TABLE PAGES

Light table pages read left to right per page and if necessary, advance to the top left of the next page.



MECHANICALS

The presentations were retooled using Keynote 11.0.1 on the Macintosh. The resolution is set to 1920px. x 1080px. The font used is Helvetica Neue Bold sized at either 144 pt. or 96 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 2019 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.

**“Tactics are
intel driven.”**

What we plan is based on what we know.

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

But what we do, is based on where we are.

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

Classroom Training Presentation



SRP CLASSROOM TRAINING

Duration

30 minutes

Scope Statement

In this module, participants will observe and analyze the SRP Classroom Training presentation.

Terminal Learning Objective

Participants will gain the ability to perform classroom training of the Standard Response Protocol.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. conduct classroom training and
2. field relevant questions regarding the SRP.

Resources

1. Instructor Guide
2. Audiovisual kit
3. Projection screen
4. Attendance sheets

One per participant of the following items:

1. Participant Guide
2. Pen
3. Registration form

Instructor to Participant Ratio

1. 1:75

REFERENCE LIST

Adams 12 Five Star Schools

2009 – *School Safety Continuum*

The “I Love U Guys” Foundation

2009 – *The Standard Response Protocol*

<http://iloveugays.org>

Sandy Hook Advisory Commission

2015 – Final Report of the Sandy Hook Advisory Commission

<https://portal.ct.gov/Malloy-Archive/Working-Groups/Sandy-Hook-Advisory-Commission>

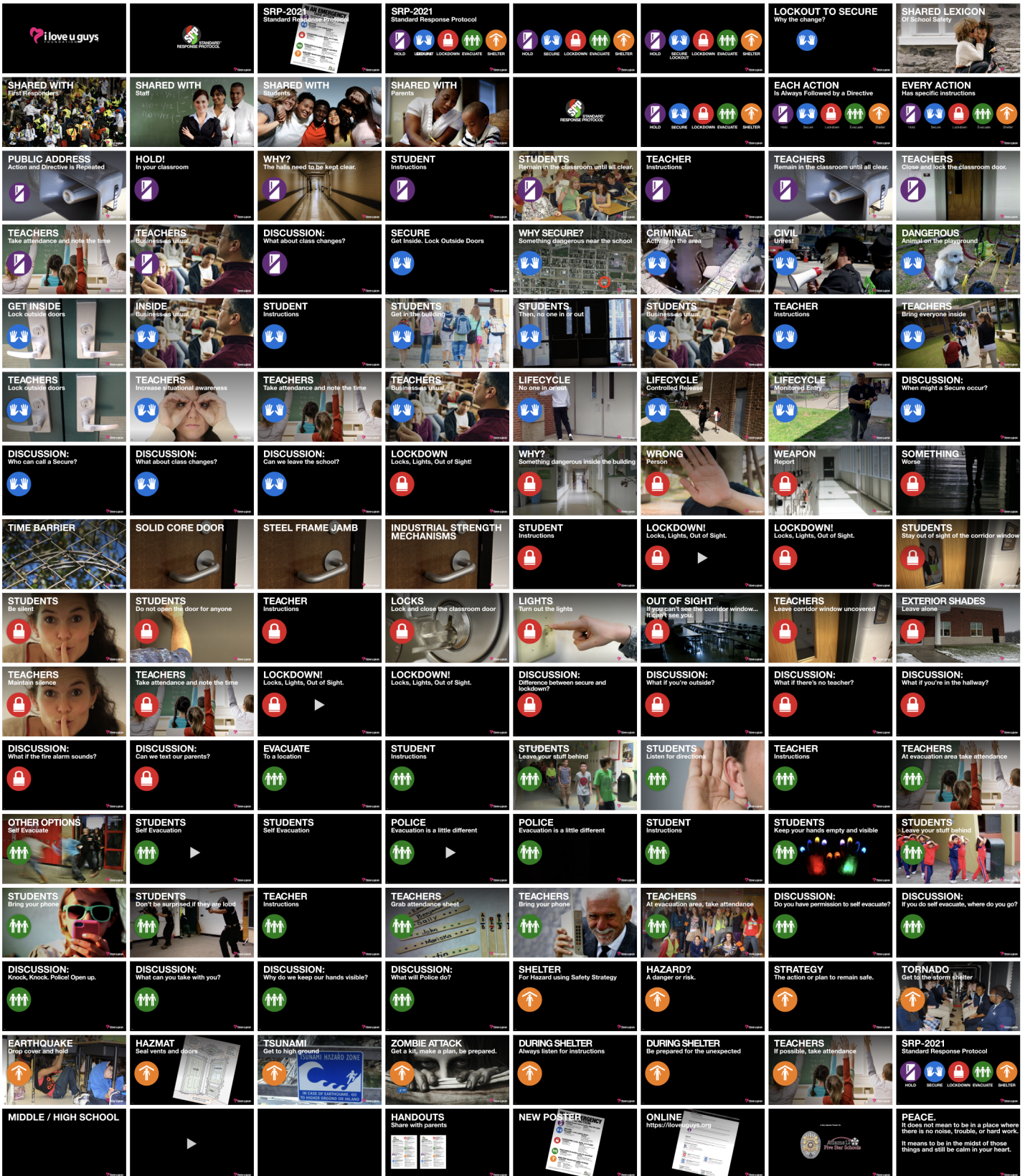
Reference to locked doors: Document page 238 - Appendix A-I.1

Practical Exercise Statement

Not applicable

LIGHT TABLE

These are the slides used in the Standard Response Protocol Classroom Training Presentation.



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



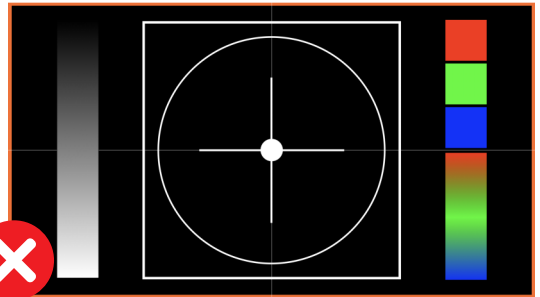
SRP 2021 CLASSROOM TRAINING AV SETUP

ABOUT THIS SETUP SLIDE

It's important to have the projector or monitor operating properly. The following slides will allow you to understand what to adjust with the projector, computer, television or monitor to achieve the best viewing.

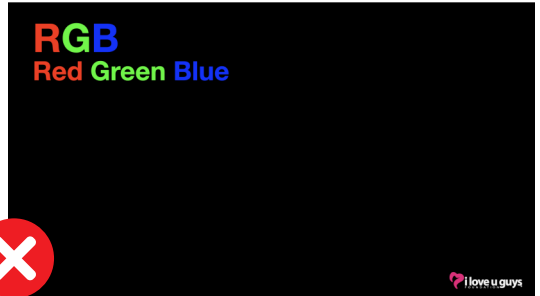
ABOUT THIS SETUP SLIDE

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.



ABOUT THIS SETUP SLIDE

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



ABOUT THIS SETUP SLIDE

Photo test. The purpose is to get another look at the color representation, sharpness and focus.



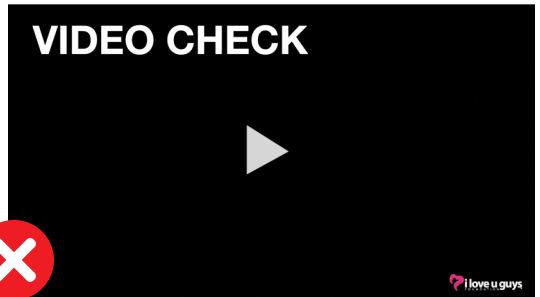
ABOUT THIS SETUP SLIDE

When you have an AV or IT person assisting with the setup, it's about here when they ask about audio.



ABOUT THIS DEMONSTRATION SLIDE

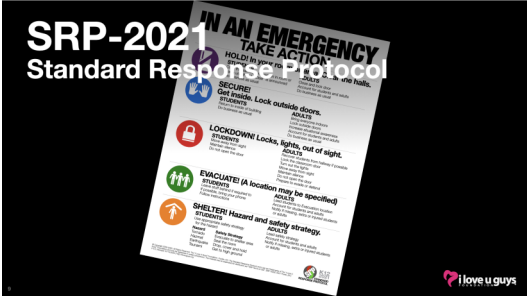
This is a neat snippet from the Aspen PD and Pitkin County Sheriff's Office in Colorado. If you are training little ones, view this.



SCRIPT



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 across the county are adopting a standard to enhance student and staff safety during an incident or emergency.



The "I Love U Guys" Foundation recently updated the Standard Response Protocol to include Hold and changed Lockout to ~~Lockout~~ Secure.

Animation on slide.

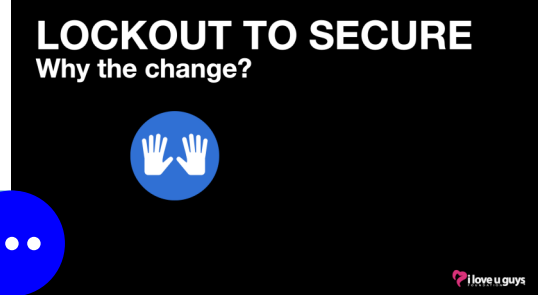
OPTIONAL: SRP 2021 replaced the action "Lockout" with "Secure." Unless you are transitioning from earlier versions of the SRP, these slides can be skipped.



In some states, the Secure protocol is still followed by Lockout due to state requirements.

OPTIONAL: SRP 2021 replaced the action "Lockout" with "Secure." Unless you are transitioning from earlier versions of the SRP, these slides can be skipped.

There was growing confusion between Lockdown and Lockout. The two words were too similar.



OPTIONAL: SRP 2021 replaced the action “Lockout” with “Secure.” Unless you are transitioning from earlier versions of the SRP, these slides can be skipped.

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.



DIY: Replace this with a photo of your school.

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.



DIY: Replace this with a photo of your students.

If you're in the hallway go to your assigned classroom. Otherwise students and teachers remain in their classroom 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.



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.



IS THIS A LOCKDOWN?

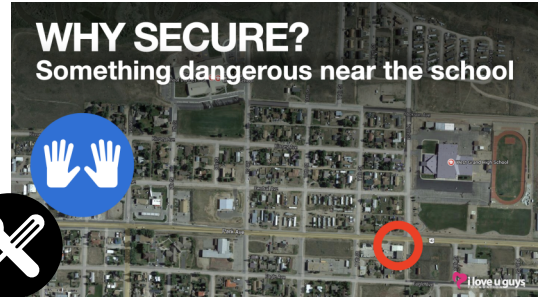
No, we'll talk more about Lockdown in a bit. With the Hold protocol, we just don't want what's happening in the hallway to spill into the classroom. Students remain in their seats, continue lessons, or if lessons are done, students may be given time to read or study. No drama here.



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

Why?

There is a threat outside of the building.



DIY: Replace this with a photo of your school.

Might be criminal activity.



Or civil unrest.



Or a dangerous animal outside.



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.

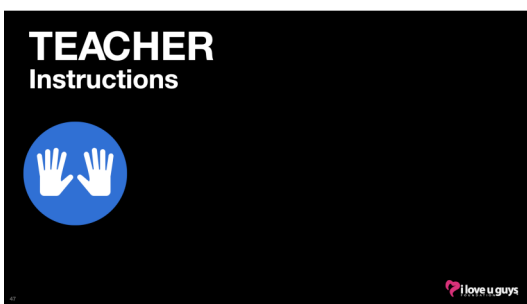


If Secure lasts into recess or lunch, no one in or out. So we're staying in the building. Same thing is true at the end of the school day.

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 be asked to check if nearby exterior doors are propped open.



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.


DISCUSSION:
When might a Secure occur?

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.

DISCUSSION:
Who can call a Secure?

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.

DISCUSSION:
What about class changes?




WHAT ABOUT CLASS CHANGES?

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 then Lockdown. If a school has modular buildings, students and staff may be brought into the main building.

DISCUSSION:
Can we leave the school?




CAN WE LEAVE THE SCHOOL?

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.

LOCKDOWN
Locks, Lights, Out of Sight!




Lockdown is more serious.
Lockdown. Locks, lights, out of sight.
Lockdown. Locks, lights, out of sight.

Lockdown is used when there is a threat inside the school building.



Could be the wrong person.



Maybe a weapon report.



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



We want to introduce the notion of time barriers. And it turns out that a locked classroom door is a proven time barrier.



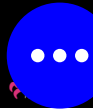
The US Department of Justice has studied these events. 70% are over in 5 minutes.



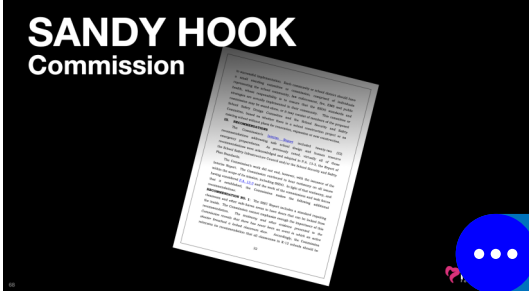
Optional: Use with appropriate audience.



90% are over in 10.



Optional: Use with appropriate audience.

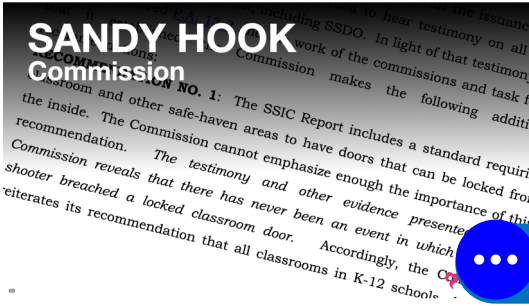


In 2015 Sandy Hook Commission released their summary report. The number 1 environmental design recommendation was the ability to lock the classroom door from inside the classroom. Not just teachers but subs as well.

Why? Their testimony, their research found zero cases of a gunman breaching a locked classroom door. Zero.



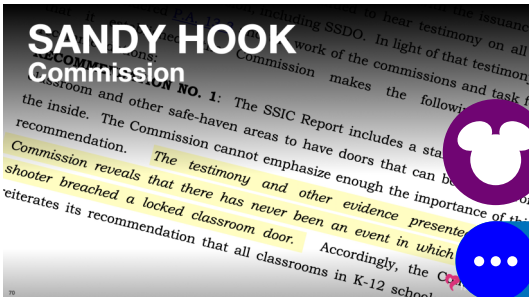
Optional: Use with appropriate audience.



The Foundation expanded the scope and there are only a few edge cases where we lost someone who was behind a locked classroom door.



Optional: Use with appropriate audience.



Animation on slide.



Optional: Use with appropriate audience.



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



...steel frame jambs...

...and industrial strength locking mechanisms.

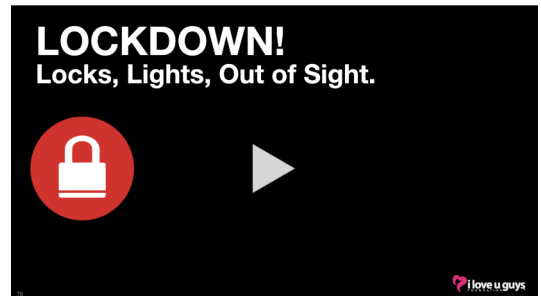
Okay. Let's look at what students should do.



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

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'll get a chance to text your parents in a while.)





Do not open the door for anyone. Administrators or law enforcement will unlock the door and release the room.



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



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




Turn out the lights.



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



 Verify this direction with local law enforcement.

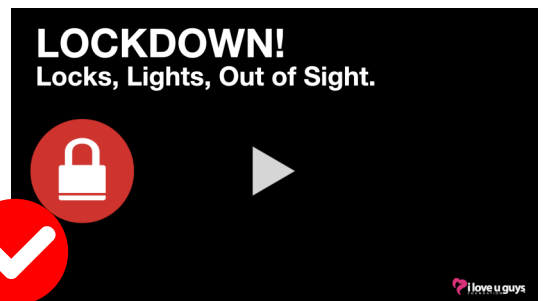
Leave the corridor window uncovered. Law enforcement needs to see into the room from the hallway. Science rooms often have two doors with corridor windows, making it difficult to get out of sight. In this case it may be beneficial to cover one of the corridor windows.

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.

Be silent and maintain student silence. 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 administration or 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.



Verify this direction with local fire authority.



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.

WHAT'S THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN?

Secure is when the threat is outside of the building. Lockdown is when there is a threat inside the building. After securing the perimeter, Secure is business as usual. Lockdown is locks, lights and out of sight.

DISCUSSION:
What if you're outside?



i love u guys

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 there's no teacher?



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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 you're in the hallway?



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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 remain out of sight. Do not go from classroom to classroom. Evacuating may be another option.

DISCUSSION:
What if the fire alarm sounds?



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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:
Can we text our parents?



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CAN WE TEXT OUR PARENTS?

In the time immediately after a Lockdown is called, remain silent and silence your phone. As the event evolves, you'll be given an opportunity to text your parents. Your teacher will ask you to text them that you are ok, and that you will update them every 5 minutes.

EVACUATE
To a location



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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 may be followed by a location. For instance:

Evacuate to the Gym. Evacuate to the Gym

So, here's what students do.

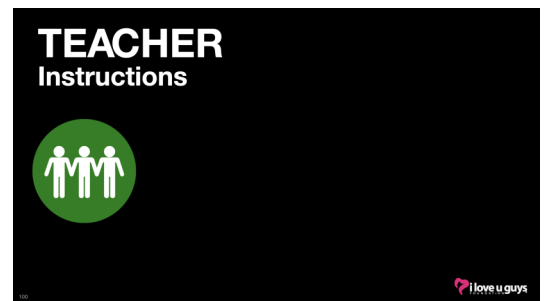
Usually, you leave your stuff behind.

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 self evacuate.



STUDENTS
Self Evacuation

STUDENTS
Self Evacuation



POLICE
Evacuation is a little different





POLICE
Evacuation is a little different




STUDENT
Instructions




STUDENTS
Keep your hands empty and visible






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



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.

It's important to keep your hands empty and 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.



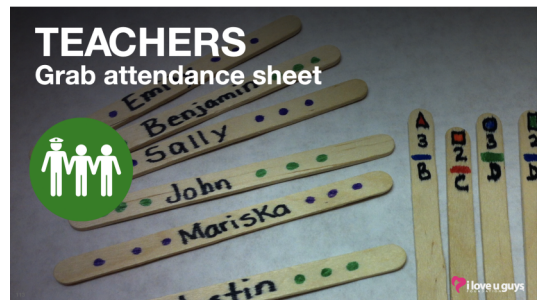
Don't be surprised if the officers are loud and demanding. They don't know the extent of the incident yet. They will give direct instructions that you should follow. Again be sure to keep your hands visible.



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.



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. But, 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.



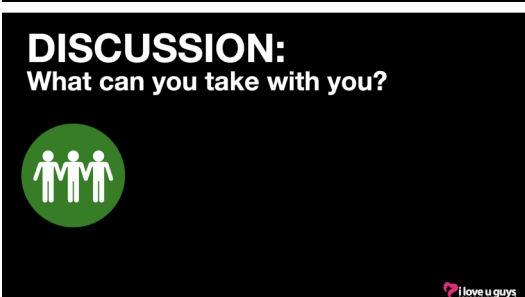
IF YOU DO SELF EVACUATE, WHERE DO YOU GO?

- Another school
 - 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.

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?

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.

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.

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

DIY: Please localize this conversation to safety strategies for your hazards.

Verify this direction with local emergency planner.

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

DIY: Please localize this conversation to safety strategies for your hazards.

Verify this direction with local emergency planner.



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

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



DIY: Please localize this conversation to safety strategies for your hazards.



Verify this direction with local emergency planner.

TSUNAMI
Get to high ground

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

DIY: Please localize this conversation to safety strategies for your hazards.



Verify this direction with local emergency planner.

ZOMBIE ATTACK
Get a kit, make a plan, be prepared.

For Zombie Attacks, CDC suggests you have a kit, make a plan and be prepared.

ABOUT THIS SLIDE:

Note: Zombie guidance sourced from the Center for Disease Control. More info: <http://www.cdc.gov/phpr/zombies.htm>

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.

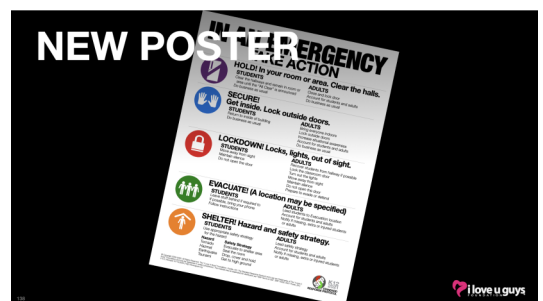
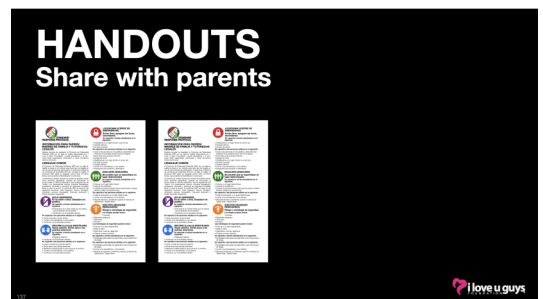
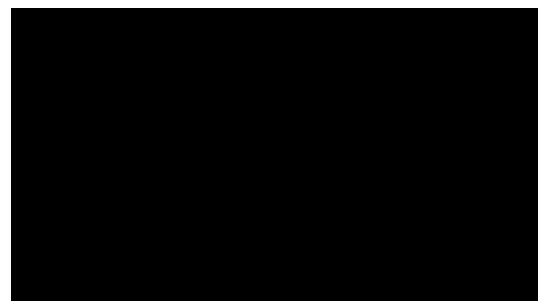
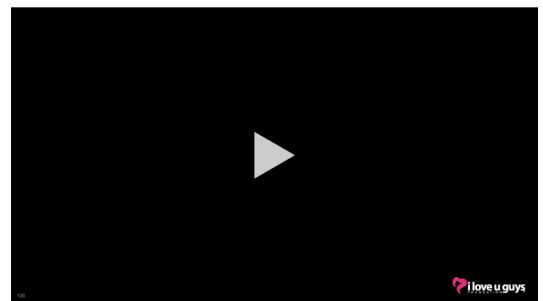
Those are all five actions in the Standard Response Protocol

TEACHERS/STAFF:

You have the option of showing The “I Love U Guys” Foundation training video. It was developed for middle and high school students. Some schools are showing it to younger students. This video also can be shown before a drill to remind students what to do.

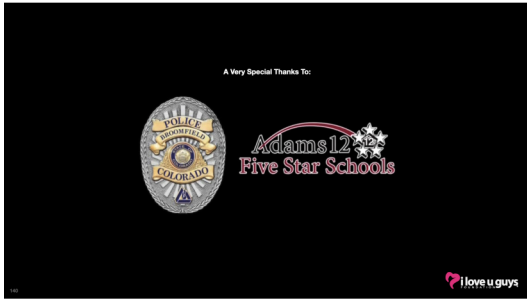
Please go home and share what you learned with your parents. The “I Love U Guys” Foundation has parent handouts on the website.

SRP 2021 Poster

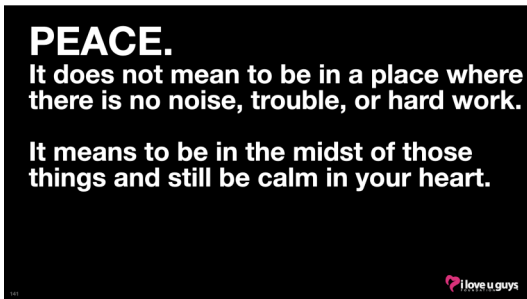




All online on our website.



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.

