



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL K12-T OREGON

K-12 Training Workbook
The "I Love U Guys" Foundation
K12 Version 2.3

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

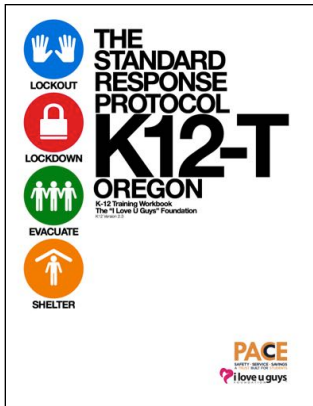
It means to be in the midst of those things and still be calm in your heart.



STANDARD™ RESPONSE PROTOCOL

CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	PACE 2.2	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	PACE 2.3	03/14/2015	Cover and ISBN Corrections



The Standard Response Protocol K12-T

K-12 Training Workbook for Oregon
Version 2.2

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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.

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. Lockout - "Secure the Perimeter"
 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *followed by a Location*
 - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Email notice to srp@iloveguys.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

ABOUT PACE

The Property and Casualty Coverage for Education trust (PACE) is a self-insured risk pool program of the Oregon School Boards Association, made up of Oregon School Districts, Community Colleges, Education Service Districts and Charter Schools. PACE was formed in 2006 with the goal of providing Property, Equipment Breakdown, Comprehensive Liability (including Employment Practices), Auto and Crime Coverage to more than 300 members. PACE is NOT an insurance company; rather, PACE is a risk-sharing pool in which members collectively self-insure their exposures through an intergovernmental agreement. PACE is governed by a nine-member Board of Trustees and contracts with the Oregon School Boards Association (OSBA) and Special Districts Association of Oregon (SDAO) for the day-to-day management and operation of its many programs.

For more information about PACE, please visit www.pace.osba.org

ABOUT OSBA AND SDAO

The Oregon School Boards Association (OSBA) and the Special Districts Association of Oregon (SDAO) are not-for-profit, member-owned associations with

long histories of representing public entities in the state of Oregon. OSBA formed Oregon's first education based property-casualty pool in 1985. Also, since 1985, SDAO has administered a property-casualty risk pool for more than 900 local governmental entities. In 2003, SDAO created their own education based property-casualty pool in an effort to fill a coverage gap created when a major insurer pulled out of the state.

When OSBA and SDAO merged their programs to create PACE, they formed the largest school entity risk pool in the state. No one in Oregon can currently match the expertise and experience which the combination of OSBA and SDAO bring to property-casualty coverage for local public entities.

THE "I LOVE U GUYS" FOUNDATION & PACE

In the Summer of 2014 The "I Love U Guys" Foundation and the The Property and Casualty Coverage for Education Trust entered into a Memorandum of Understanding to provide districts in Oregon with materials and training specific to Oregon.

CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs 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.

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.

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.

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Pat Hamilton - Executive Director of Operations,
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Kent Davies - Emergency Manager, City and County of Broomfield

John McDonald - Executive Director, Safety, Security and Emergency planning, Jefferson County Public Schools

Sergeant Heidi Walts - Broomfield Police

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REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2015, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review an adoption by thousands of schools.

Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including day time phone.

SRP REVIEW COMMITTEE

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through electronic means - Email or teleconference.

The following are the current members of the SRP Review Committee.

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Jefferson County Regional SWAT Team
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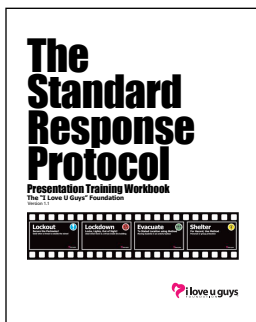
Lee Shaughnessy

Vice President The "I Love U Guys" Foundation
Denver, Colorado



INTRODUCTION 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://iloveguys.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 CreateSpace you can also purchase physical books. Please start with our CreateSpace eStore; they handle payment and fulfillment. The 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 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. The Foundation also includes training on this method as instructional development for its certified trainer program.

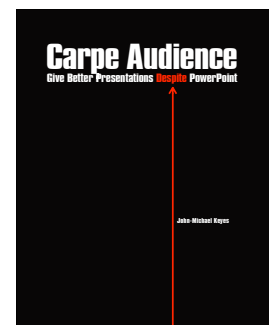
That’s our awkward introduction to a valuable resource: “Carpe Audience.” If you’re interested in finding out more, you can read some of the book on Amazon. Printing costs money, so the book runs \$29.95. If you have an iPad, then it’s available as an iBook for \$1.99. In states where there is a cobranding and training relationship (often school district self insurance pools), 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 12 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 four 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.

WHAT’S “HOLD IN YOUR CLASSROOM?”

In 2015, the Foundation released SRP V2. Updating visuals, clarifying instructions and addressing some of the questions that occasionally came up.



There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved.

The focus of the SRP is in using common language and expectations in a crisis, between students, staff and first responders. While we looked at “Hold in your Classroom” as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. (Although a medical emergency might warrant the action.) That said, for schools using “Hold in your Classroom,” we’ve included slides and narrative. This is optional material. Look for the “Optional” icon on a slide.

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 2013 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.

REGISTER YOUR PRESENTATION DELIVERY

For schools that are participating in the SRP-ABC certification program, presentation deliveries should be logged via our website (<http://iloveguys.org>). It’s a short survey and it’s mobile friendly. See page 34 for more info on certification.

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.

LIGHT TABLE

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





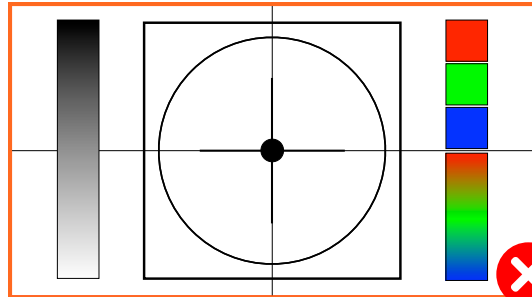
AV SETUP



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

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:

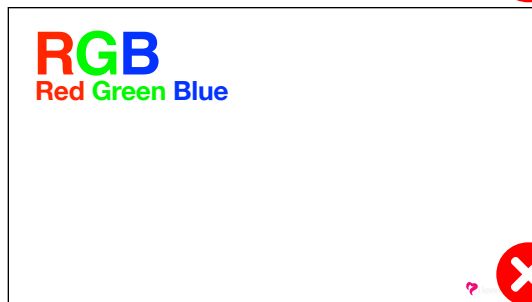
The white "target" slide provides a series of clues about the projection system. The red outside border should be entirely visible. With HD televisions, this can also identify underscan or overscan issues and there may be a setting that can correct the problem.

The squares on the upper right should be in red, green and blue. If any one of these is black there is a problem with the projector lamp.

The circle should be a circle, the square should be a square and if they are an oval and a rectangle, you may be able to adjust it by changing the refresh rate or resolution of the display, on the computer.

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:

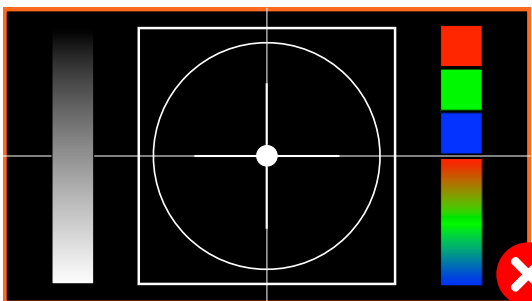
Photo test. The purpose is to get another look at the color representation, sharpness and focus.



DIY: Replace this with a photo of your own.

ABOUT THIS SETUP SLIDE:

One more opportunity, this time in white on black, to verify proportions and color. It's also a good time to adjust the keystone on the projector.



ABOUT THIS SETUP SLIDE:

RGB on black.



ABOUT THIS SETUP SLIDE:

The reasoning behind having several photo slides is to give you ample opportunity to spot problems. If you have adequate time, step around the room and see if there are any issues. This also gives you an opportunity to test the range of the remote control or slide advance clicker.

DIY: Replace this with a photo of your own.



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. These slides allow you to test if both channels are working.



ABOUT THIS SETUP SLIDE:

For this presentation, don't worry if you can only hear the left or the right. All audio in this presentation is monophonic. As long as you have one of the two channels you'll be ok.



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 first.



ABOUT THIS SETUP SLIDE:

Some items to check.
Is your phone ringer turned off?
If you have a lavalier mic, practice turning it on and off.
You might want to remove any non-uniform name tag.
Do you have the Red/Green Card?
Clicker batteries?
Water?



ABOUT THIS SETUP SLIDE:

Deep breath. You're helping kids be safer. You have quality materials and you've rehearsed your presentation. Relax. Remember to always turn off your lavalier mic before entering the restroom. But, there is no such thing as a closed mic. Don't say anything you wouldn't want your mother to hear.

This is the last of the setup slides





SCRIPT:

Thank you. We're going to spend about 20 minutes and talk about the Standard Response Protocol.



You've probably seen this poster around the school and in classrooms. You've probably noticed the icons.



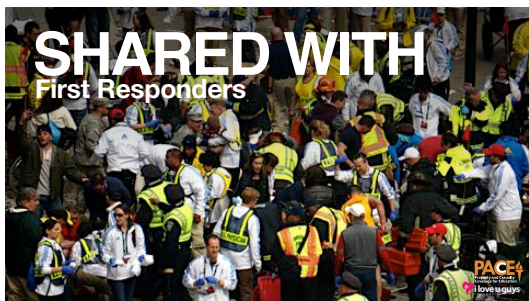
We're going to talk about what these four icons mean.

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



The key is that there is a simple, shared lexicon between students, staff and first responders. And when used, everyone involved shares the same expectations.

Alright, what's a lexicon? It's the words in a language. A vocabulary if you will. Who are we sharing this lexicon with?



We start with first responders. So if something happens at our school, they'll know what we are doing.




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

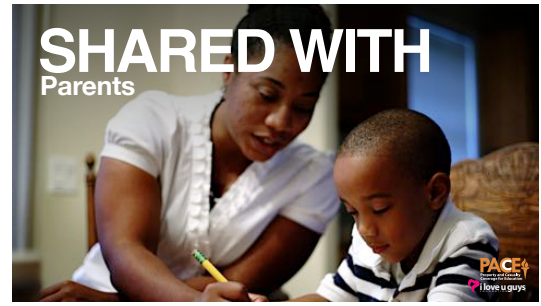
 **DIY:** Replace this with a photo of your students.

Teachers and staff are given the same training.



DIY: Re-
place this with a 

And it's also important to tell your parents what we do here at school.



It's called the Standard Response Protocol.



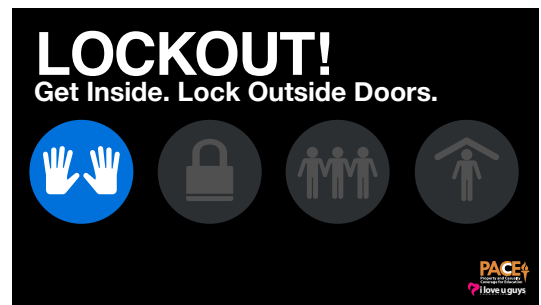
And it's based on four actions that we take during a critical incident. Lockout, lockdown, evacuate, and shelter.



Each action is followed by a directive.



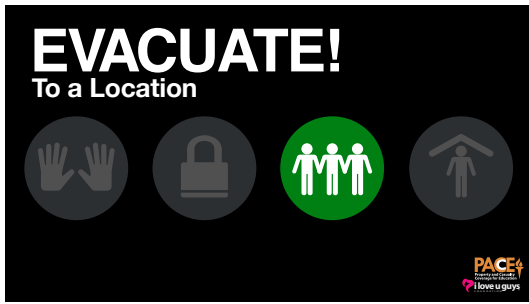
Lockout!
Get inside. Lock outside doors.





SCRIPT:

Lockdown!
Locks, lights, out of sight.



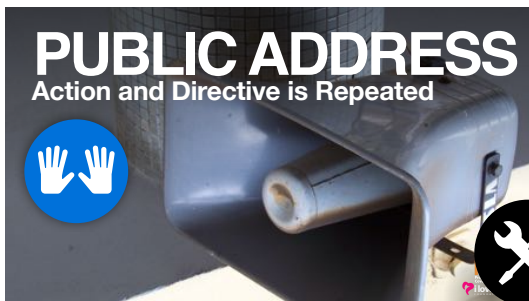
Evacuate!
To the announced location.



Shelter!
For a hazard using a safety strategy.



Every action then has specific instructions of what to do in a crisis.



When these are called on the PA, the action and directive are repeated. Now, this implies the intercom can be heard, so let us know if you're in a room where the intercom doesn't work.



Lockout! Get inside. Lock outside doors.
Lockout! Get inside. Lock outside doors.
Get Inside. Lock Outside Doors.

Why? There is a threat outside of the building.



DIY: Replace this with a



Might be criminal activity.



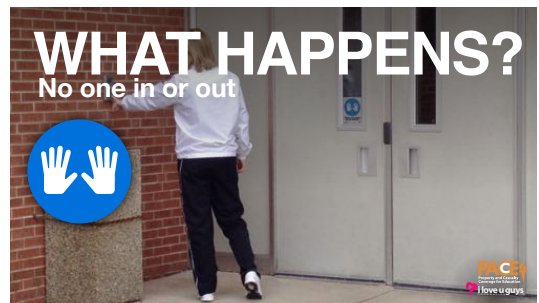
Or civil unrest.



Or a dangerous animal outside.



Here's what happens. Staff will lock all outside doors. An no one is allowed in or out.



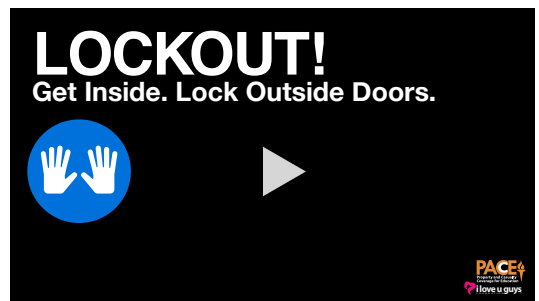
Voice Over:

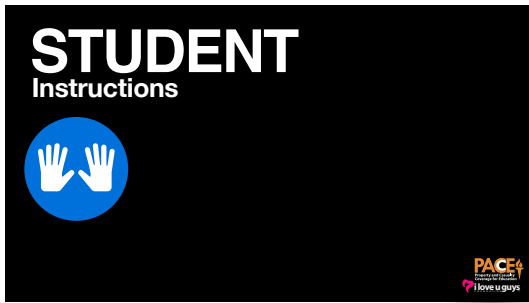
Lockouts are typically called for by law enforcement officials, "Hi this is Evan with Broomfield Police Department..." or district personnel. "A Lockout? OK. Thank you for the information." "Attention students, we're in Lockout. Get inside. Lock outside doors. Lockout. Get inside. Lock outside doors."

The goals of a Lockout are to get all students and staff inside the building, "Guys, c'mon in. You need to get inside. Go up to the first classroom on the right. Hurry up..." And then lock all exterior doors.

In most cases of a Lockout, it will be business as usual inside the school.

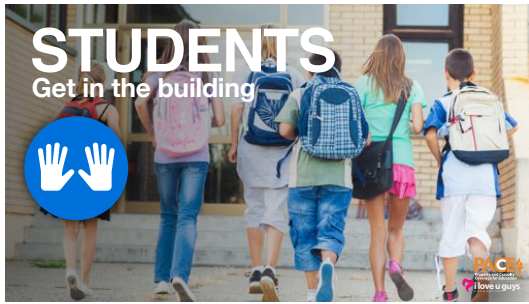
However, in some cases, a Lockdown will sometimes be issued with a Lockout. Particularly if the threat is near the school.





SCRIPT:

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



First one is simple. Get in the building. When students or staff are outside. How are they notified? Radio system? PA system?

Note: In a staff presentation there may be interaction in order to address notification methods because staff buy-in is essential.

For the most part, it is business as usual inside the building.



If a Lockout 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.



Let's look at what a teacher should do during a Lockout.



Bring students inside.



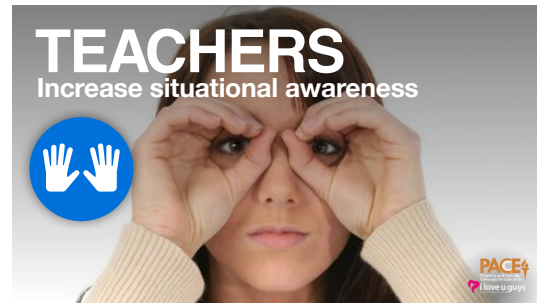
If there are exterior doors in the classroom, make sure they're locked.

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



DIY: Replace this with a photo from your school.

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.



DIY: Replace this with a photo of your students.



Business as usual.



DIY: Replace this with a photo of your students.



When might a Lockout occur?

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 a Lockout?

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 lockout within the school. This should occur without having to go through a chain of command.



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 Lockout and 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.




SCRIPT:

Lockdown!
Locks, lights, out of sight.
Lockdown!
Locks, lights, out of sight.

WHY LOCKDOWN?
Something dangerous inside the building





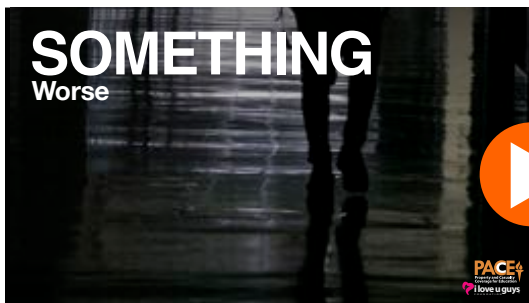

Lockdown is used when there is a threat inside the school building.

CRAZY
Person







Maybe it's a crazy person. Or maybe a non-custodial parent.

SOMETHING
Worse

Or something worse. An armed intruder or some other danger.

LOCKDOWN!
Locks, Lights, Out of Sight.

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.

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

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.

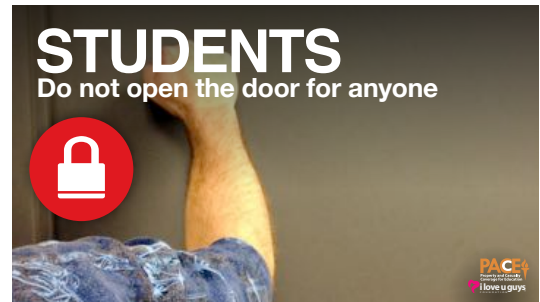
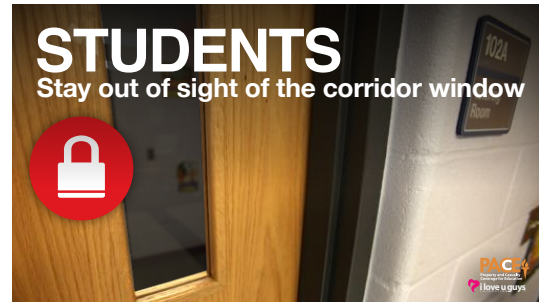
A locked door is proven time barrier. In active violence events, rarely, if ever, has someone been hurt who was behind a locked classroom. Be absolutely silent. Turn your phone off in the initial stages of a lockdown. (If there is an actual Lockdown, you'll get a chance to text your parents in a while.)

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

We don't know if someone in the hall is being held captive.

Let's look at what teachers should do in a Lockdown. But even before that, teachers should verify that not only the main classroom door but any adjoining doors can be secured from the inside.

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.





SCRIPT:

Turn out the lights.

Usually, there is no need to raise or lower the outside window shades, because the threat is inside the building. The goal is to get out of sight, behind a locked door, as quickly as possible.



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

Verify this direction with local law

cover one of the corridor windows.



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

Verify this direction with local law

giving too much information to the bad guy.

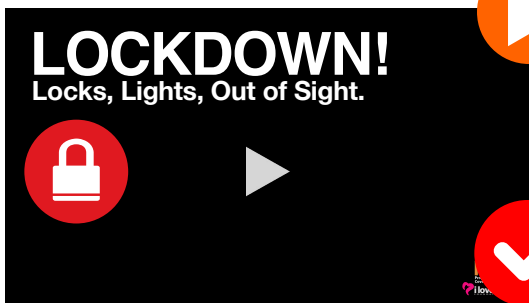


Be silent and maintain student silence. Turn off your phone. If you are with young students, it may be soothing to very quietly read to them.

A Lockdown can not 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.



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

Difference between lockout & lockdown?

Lockout is when the threat is outside of the building. Lockdown is when there is a threat inside the building.

After securing the perimeter, Lockout is business as usual.

Lockdown is locks, lights and 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.

What if there is no teacher?

Getting behind a locked door if possible. If not, close the door and hide.

You may try to evacuate if the threat is not in your immediate vicinity.

What if you're in the hallway?

Teachers check the halls quickly before they lock 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.

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.

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.

DISCUSSION:

Difference between lockout & lockdown?



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DISCUSSION:

What if you're outside?



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DISCUSSION:

What if there's no teacher?



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DISCUSSION:

What if you're in the hallway?



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DISCUSSION:

What if the fire alarm sounds?



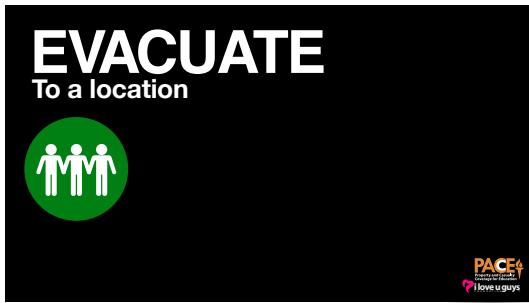
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DISCUSSION:

Can we text our parents?



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SCRIPT:

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 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 cases where you lead students, there may be cases where you follow 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.



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.

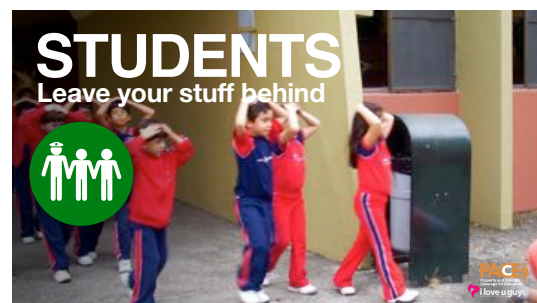
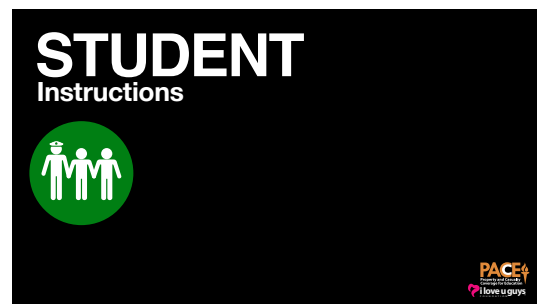
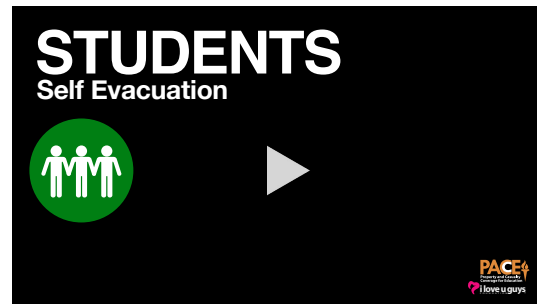
"Keep moving. All the way to the end of the fence."

Verify attendance and wait for further instructions.

SCRIPT:

It's important to keep your hands visible to the officers.

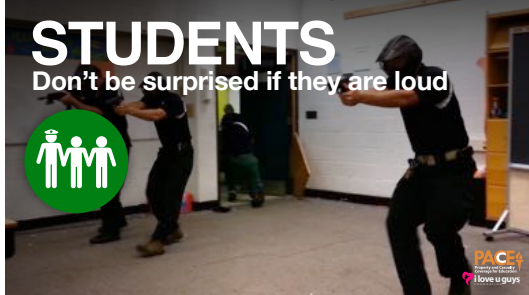
Most likely, you will be asked to leave your stuff behind.





SCRIPT:

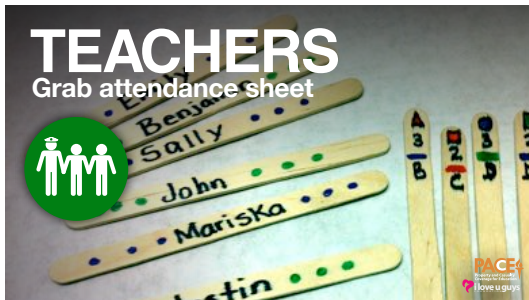
If your phone is in your pocket, bring it. If it's in your purse or backpack, you may not be given the opportunity to grab it.



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 the red-card green card.



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.

 **DIY: See Page 32 for the demonstration of the Red Card Green Card Med 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 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:

Do you have permission to self evacuate?



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DISCUSSION:

If you do self evacuate, where do you go?



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DISCUSSION:

Knock, Knock. Police! Open up.



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DISCUSSION:

What can you take with you?



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DISCUSSION:

Why do we keep our hands visible?



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DISCUSSION:

What will Police do?



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SHELTER

For Hazard using Safety Strategy




SCRIPT:

Some of you may have heard the term “Shelter-in-place.” Unfortunately, there are many different things that “Shelter-in-place” could mean. With the SRP, we shortcut it to state the hazard and the safety strategy.

HAZARD?

A danger or risk.




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.

SAFETY STRATEGY

The action or plan to remain safe.




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.

TORNADO

Get to the storm shelter






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 emer-

EARTHQUAKE

Drop cover and hold





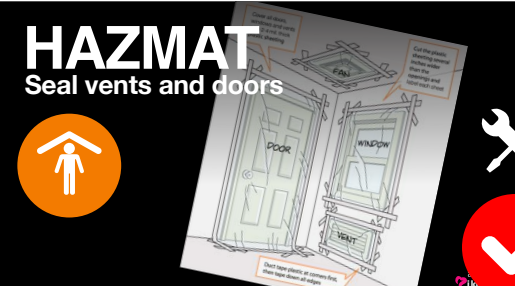




In earthquake country the safety strategy is drop, cover and hold.

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

Verify this direction with local emer-

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 emer-

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 emer- 



ABOUT THIS SLIDE:

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

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

Verify this direction with local emer- 



Listen for instructions. The situation may be very dynamic.



Always be prepared for the unexpected.



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



Other Hazards and Safety Strategies?

Discuss other local hazards and safety strategies.

 DIY: Please localize this conversation to hazards and safety strategies in your area.





SCRIPT:

Those are the actions, directives and instructions for the Standard Response Protocol. That's what those icons mean.



It's a shared vocabulary between students, staff and first responders during any type of crisis or emergency here at school.



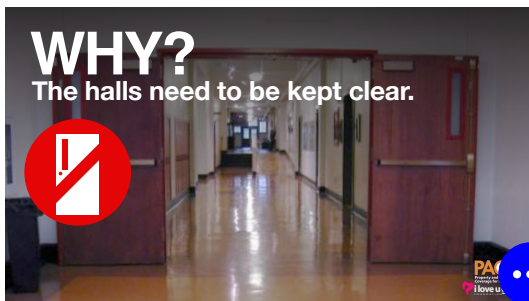
Optional "Hold in your classroom" section. Proceed to Page 33 if you choose to

SCRIPT:

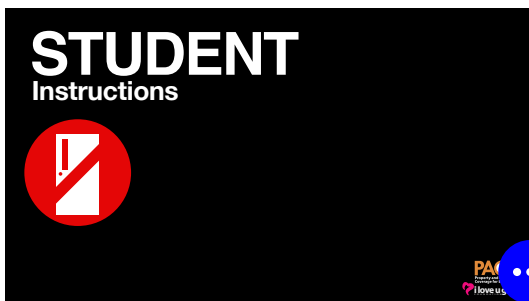
While not officially part of the SRP, I'd like to mention one more action and directive.



Hold in your classroom.
Hold in your classroom.



It's used when we need to keep the corridors clear of students.



Here's what students do.

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



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



What about class changes?

If you're in the hallway, public address might be made to go to the nearest classroom. Or, proceed to your next scheduled class.



4 ACTIONS

Lockout Lockdown Evacuate Shelter

SCRIPT:

So remember, beyond the four actions of the Standard Response Protocol,

REMEMBER

Our school has one more action

Our school has one more action,

HOLD!

In your classroom

“Hold in your classroom.”

End of optional “Hold in your classroom” section.

HOW TO USE THE RED/GREEN CARD

There are three variants of the Red/Green Card. Please select the one that fits your practices. During a training presentation you may want to include how to use the card during an evacuation assembly or shelter

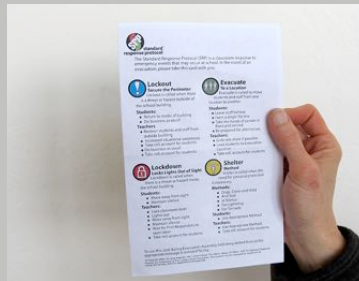


event.

The SRP guidance defers to local law enforcement advice on the practice of sliding cards under the classroom door, during a lockdown.



A growing number of agencies are suggesting **not** to slide anything under the door. The reasoning is that this practice alerts an intruder to the location of students and staff. Additionally, officers



would likely view any status or message with skepticism until verified.

Check with your local authorities on their preferred method.

SCRIPT:

In the case of an evacuation, grab this and the roster.



At the evacuation assembly take attendance.

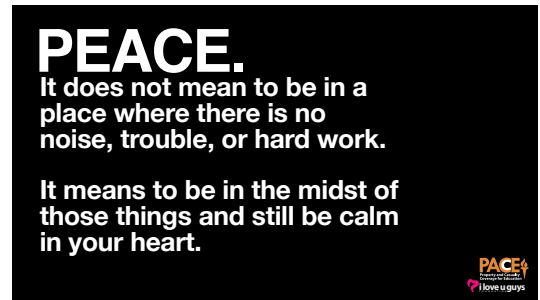
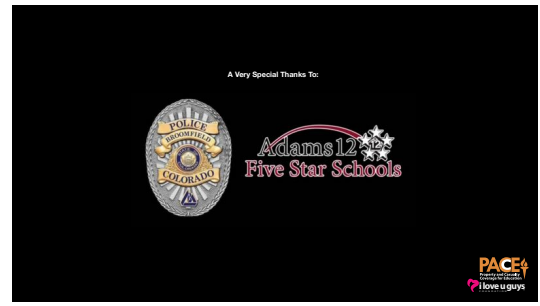
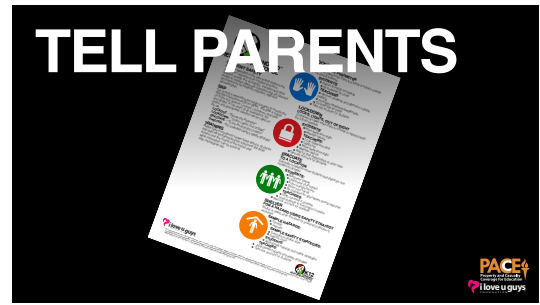


If you have no missing

We're asking you to take this home tonight and tell your parents about what we talked about today.

The video material is courtesy of Adams 12 Five Star Schools and Broomfield Police Department in Colorado.

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.



SCRIPT:
 On the other hand...



If you have missing or extra students or other non medical assistance needs, show this.

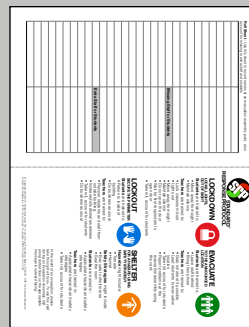
Then you show this one.

VARIATIONS

The other card designs can be used instead of the Red/Green/Med card. School or district should select only one of the three variations.



And if you need immediate medical assistance...





STANDARD™ RESPONSE PROTOCOL

ADVANCED AND BASIC CERTIFICATION

The “I Love U Guys” Foundation is committed to providing its programs 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. Two levels of certification are available - Advanced Certification and Basic Certification.

WHY CERTIFY?

Certification is another demonstration of your organization’s commitment to safety. It shows that your organization meets baseline requirements in implementing the SRP.

WHAT ARE THE REQUIREMENTS FOR BASIC CERTIFICATION?

For full details see the Standard Response Protocol - ABC guide available online at iloveuguy.org, but in general Basic Certification includes the presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organizations’ community. Within those general

guidelines are specific program objectives and procedures.

WHAT ARE THE REQUIREMENTS FOR ADVANCED CERTIFICATION?

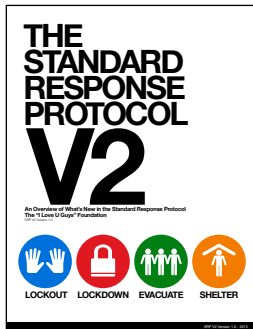
Advanced Certification includes all outcomes from Basic Certification but also requires on-site training and evaluation. In some cases, a train the trainer model would demand off site training at another certified location. The Foundation offers a two day certified training, at a reduced rate, twice a year in Colorado.

WHAT’S IT COST?

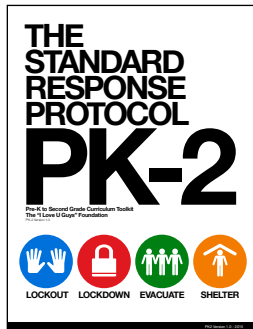
The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$1,000 in addition to training costs it demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

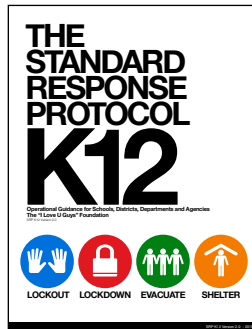
- Public School District
- Community College Campus
- University Campus
- Private School Network
- Independent Private School
- Catholic Diocese
- Sheriff’s Office
- Prosecutor’s Office (New Jersey)
- Local Police
- Special Jurisdiction
- Tribal Police
- State Police/Highway Patrol
- Fire Protection District/Department
- Independent EMS
- Business Site
- Hospital Site



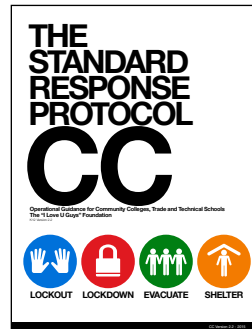
What's New in SRP V2



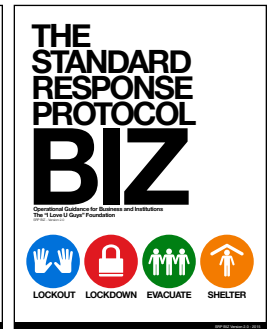
Pre-K to Second Grade



K12 Guidance



College Guidance



Business Guidance



Certification



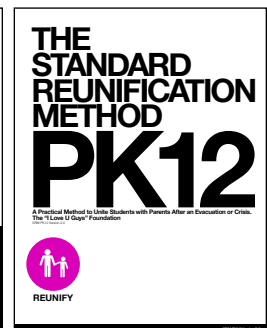
K12 Training



College Training



Business Training



Reunification

ARE THERE ANY GRANTS AVAILABLE?

While we feel both certification programs are fairly priced, there is a grant process that can reduce or eliminate the certification costs.