

## **SECURE LETTER**

Dear Families,

This week we will be teaching students how to quickly get inside the school building in the event we implement the Secure protocol. Students will practice getting inside the building from recess and returning to class, where they will resume their learning.

You can read the lesson below. If you have any questions, please contact me or visit [mmsd.org/safety](https://mmsd.org/safety).

Sincerely,

[Name]

[Principal, School Name]

# Lesson: LOCKOUT

**Lesson concepts:**

In the event of a Lockout, students will follow the directive to line up and get inside quickly. All outside doors will lock. If inside, classroom activities continue as directed by the teacher until given the "all clear."

**Key words:**

Lockout

**Objectives:**

Students will understand different events that prompt the need for us to have a Lockout response. Student will demonstrate the skills of lining up quickly and getting indoors by following the directions of adult/teacher to protect themselves. If inside the building, students will demonstrate participating in class activities as directed by the teacher.

**Why this lesson matters:**

Teaching students about why a Lockout response is necessary when a threat or hazard is identified nearby to protect oneself is important.

**Teaching notes:**

- Review the Emergency Procedures Flip Chart sections on Lockout. If students are outside, they must go indoors immediately. Continue teaching/business as usual.
- If your class is scheduled to leave the room during a Lockout, contact the office (e.g., specials classes).
- K-2 teachers need to plan a day to practice protocol during grade level recess.

**Materials:**

- Class rosters
- Poster of Lockout symbol

**Considerations for individuals with specific needs (e.g., student with a disability):**

Do you have any students with specific needs related to accessing different locations/items quickly? Are there concerns if the student(s) would need to wait for a period of time? Do you have any student(s) for whom changes in routine are of concern? What supports or instruction is happening to support the student's growth in this area, especially regarding emergency preparedness?

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**Introduction:** Today we are continuing with our lessons on school safety responses by learning how to respond to a Lockout. A Lockout is exactly like it sounds: Everyone gets inside the school and we lock the outside doors.

**Story and discussion:** We have a Lockout response to keep us safe from hazards or threats that are nearby our school but not inside our school. When we hear the principal or another adult announce, "Lockout, Get inside. Lock outside doors," and we are outside, we must line up quickly and walk back into the school. It is very important that all students are quiet so that you can hear and follow adult directions. Once we are inside, we can continue with our day as usual. If we are already inside, I will take attendance and then continue teaching and you will continue learning. We can still go to lunch and our specials classes during a Lockout. But we won't have outdoor recess. Only indoor recess choices.

**Skill practice:**

**Activity 1:** Today during our math workshop, I will announce, "Lockout, Get inside. Lock outside doors," and we will practice. I will check the hallway and then continue teaching and you will continue doing your math workshop jobs.

**Activity 2:** Later on today, we will have an extra recess. I will announce, "Lockout, Get inside. Lock outside doors," and it is our job to line up quietly within 30 seconds and then walk back into the school.

**Activity 3:** For K-2 only This week (on \_\_\_ day) we will also practice during our grade-level recess. An adult will make the announcement and we will follow the directions. Remember to line up quickly and quietly within 30 seconds.

**Following through:** Classroom teacher to announce a lockout during math workshop and at an extra recess.