

THE STANDARD RESPONSE PROTOCOL K12



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



Newport School District

TIME BARRIERS

Time barriers or measures taken beforehand to *'harden the structure'* can be an invaluable asset to safety; not only of staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time Barriers are best described as a physical barrier that slows down the entry into or movement through a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

A simple example of a Time Barrier would be making the exterior doors of a building automatically lock and could include installing a film on glass door panels to prevent them from shattering, delaying an intruder's attempt to break into the premises.

Finally, the most powerful time barrier in an active shooter event is a locked classroom door. Foundation investigation into past school shootings reveals that no person behind a locked classroom door has ever been physically harmed by an active shooter.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive". Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. Lockout is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.
2. Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
3. Evacuate is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local Law Enforcement Agency would then be "We are under Lockdown."

Each response has specific student and staff action. The Evacuate response is always followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

LOCKOUT VS LOCKDOWN

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Secure the Perimeter. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

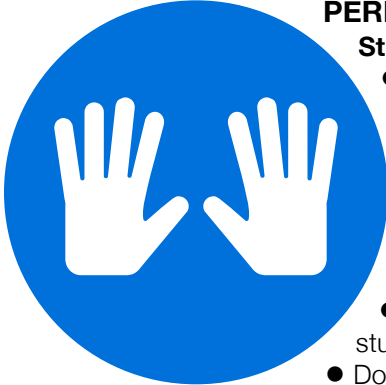


SRP IN A NUTSHELL

4 ACTIONS

Each protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.

LOCKOUT - "SECURE THE PERIMETER"



Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual

LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"



Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Take roll, account for students

EVACUATE - "TO A LOCATION"

Students are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to Evacuation location
- Take roll, account for students



SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Teachers are trained in:

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/Green Card method.



1 DEMAND

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

PROTOCOL DETAILS

SUMMARY

This section of the guidance defines conditions, actions responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

PREREQUISITES

NIMS CERTIFICATION

For full adherence to SRP the School and District Administration and Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):



1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>. Anticipate 1 to 3 hours per course to successfully achieve certification.

The courses are offered at no charge.

(Note: The "I Love U Guys" Foundation is not affiliated with FEMA.)

SCHOOL SAFETY PROGRAM

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

CREATING TIME BARRIERS

Historical data on active shooters suggests that a locked classroom door is a proven life saving strategy. Barricading is another option that has a positive track record. Self evacuation is another option. These strategies all provide a "Time Barrier" between students, assailants.

DOORS, LOCKS, STRESS AND FIRE MARSHALS

A consistent observation by first responders is that human beings, under stress, have difficulty completing even mundane tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in extended times to insert a key and lock a door.

Keeping classroom doors locked during class, however, has proven to be disruptive, especially in high school classrooms. Propping a locked door might challenge some jurisdictions' fire code.

Adams County 12, Five Star Schools (Colorado) faced this challenge with a unique solution. Classroom doors in the district open out from the classroom. The keyed locks are in the doorknob, outside of the classroom. This means staff must stand in the hallway to actuate the lock, exposing them to risk during a Lockdown.

Adams County 12, Five Star Schools is using a simple, but effective workaround to solve this challenge. Flexible magnetic sheeting (such as refrigerator magnets) 1 3/4" x 6" are placed in the door jamb to prevent the door handle latch from catching. This allows the door to remain "locked" yet still allow access. In the event of a Lockdown, even highly stressed staff can readily pull the strip from inside of the jamb allowing the door lock.



LOCKOUT CONDITION

Lockout is called when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Lockout is: **“Lockout! Secure the perimeter”** and is repeated twice each time the public address is performed.

ACTIONS

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Depending on the school, administration or teachers may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for a “Lockout Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having **“Lockout Duty.”**

There should also be assigned a person with “Secondary Responsibility” for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

REPORTER

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

It may also be reported to the school operator by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification and of perimeter access points that must be locked in the event of a Lockout defines the **“Lockout Perimeter.”**

Logical areas, building wings or other access point groupings define individual **“Lockout Zones”** within the Lockout Perimeter.

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Lockout drills should be performed twice a year. At least one of these drills should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where

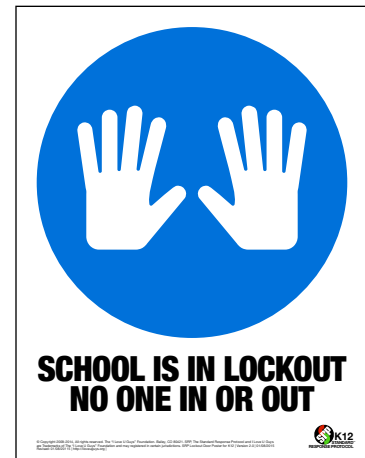
modular buildings are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

EXAMPLES OF LOCKOUT CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience





LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat.

PUBLIC ADDRESS

The public address for Lockdown is: **“Lockdown! Locks, Lights, Out of Sight!”** and is repeated twice each time the public address is performed.

ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

Teachers and student training reinforces the practice on **not** opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.

DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page



CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

RED CARD/GREEN CARD

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice **not** be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.



EVACUATE CONDITION

Evacuate is called when there is a need to move students from one location to another.

PUBLIC ADDRESS

The public address for Evacuate is: **“Evacuate! To a Location”** and is repeated twice each time the public address is performed. For

instance **“Evacuate! To the Flag Pole. Evacuate! To the Flag Pole.”**

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is usually responsible for initiating an evacuation. In a police led evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

REPORTER

Evacuate is typically called by the school operator or in the case of a police led evacuation, by the responding officer.

PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher, and administrator training for both normal and police led evacuations

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

DRILLS

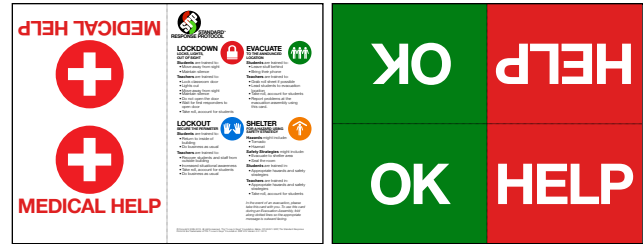
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes. (Select only one of the three card styles.)

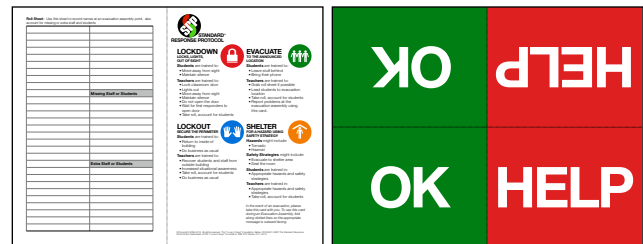


- **Green Card (OK)** - All students accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

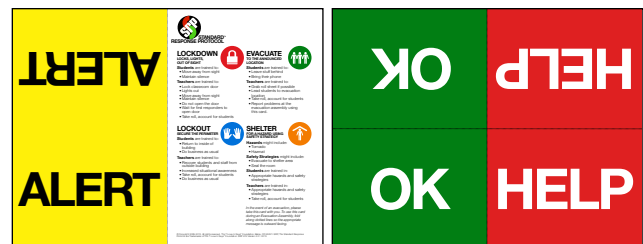
RED CARD/GREEN CARD/ROLL CARD

An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

STANDARD REUNIFICATION METHOD

The “I Love U Guys” Foundation has developed guidance for reunifying parents with their children. These materials are available at no cost to districts, departments and agencies.



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

PUBLIC ADDRESS

The public addresses for shelter should include the hazard and the safety strategy.

The public address is repeated twice each time the public address is performed.

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected populations.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09. It may be compatible with Pages 6.x for Mac OS X, iOS, or iWork for iCloud beta. Currently, artwork is not available for Microsoft® Word. See FAQs.



HOLD IN YOUR CLASSROOM

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 was 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.)

With the mandate of “Keep it Simple,” the decision was made to **not** make “Hold in your classroom” an SRP action at this time. That said, we received requests to include the concept and integrate it into classroom training and materials. While there are numerous variations the following guidelines have been established.

PUBLIC ADDRESS

The public address for Hold is: **“Hold in your classroom”** and is repeated twice each time the public address is performed.

ACTIONS

Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced.



TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is provided as guidance for for a conversation with students.

TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS Move away from sight Maintain silence Do not open the door	TEACHER Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance
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LOCKOUT! SECURE THE PERIMETER.

STUDENTS Return inside Business as usual	TEACHER Bring everyone indoors Lock perimeter doors Increase situational awareness Business as usual Take attendance
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EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS Bring your phone Leave your stuff behind Follow instructions	TEACHER Lead evacuation to location Take attendance Notify if missing, extra or injured students
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SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS Hazard Tornado Hazmat Earthquake Tsunami	Safety Strategy Evacuate to shelter area Seal the room Drop, cover and hold Get to high ground
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Emphasize that the rules; no phones, silence, lights out, out of sight, locked doors, are all absolutes. Talking, poking each other, texting, will all result in a trip to administration and a requirement to redo the drill during lunch or after school until it is done perfectly.

THIS IS SERIOUS.

You are drilling to save lives. A phrase I found useful is, "I'm

trying to keep you safe. I am not going to apologize for trying to save you.

Be sure the students know someone may come by to try the door. They are to maintain silence.

SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.



FAQ'S



WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

The term "Lockout" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Secure the Perimeter" which signals teachers and staff to lock exterior doors and while it calls for heightened situational awareness, allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively, if the threat is outside the building, Lockout. If the threat is inside the building, Lockdown.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No. We don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked leave them locked. Be sure you have a plan, in advance, that allows first responders the ability to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCK-DOWN?

Yes, people may be able to enter the building during the window of time between calling a Lockdown and the arrival of first responders.

A Lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both a Lockout and a Lockdown may be called simultaneously. In this case securing the perimeter, securing the classroom and getting out of sight would be the practice.

WHY ISN'T "HOLD IN YOUR CLASSROOM" AN SRP ACTION?

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. We do include it in some classroom training materials as an optional addition.



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

- Move away from sight
- Maintain silence
- Do not open the door

TEACHER

- Lock interior doors
- Turn out the lights
- Move away from sight
- Do not open the door
- Maintain silence
- Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

- Return inside
- Business as usual

TEACHER

- Bring everyone indoors
- Lock perimeter doors
- Increase situational awareness
- Business as usual
- Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

- Bring your phone
- Leave your stuff behind
- Follow instructions

TEACHER

- Lead evacuation to location
- Take attendance
- Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

- Lead safety strategy
- Take attendance



IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



LOCKDOWN



LOCKOUT



EVACUATE



SHELTER

Standard Response Protocol – Public Address	
Threat Outside	Lockout! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!