

**MALCOLM PUBLIC SCHOOLS, DISTRICT #148**  
**BOARD OF EDUCATION REGULAR MEETING AGENDA**  
**Monday, October 20, 2025 7:00 PM**  
**SCHOOL DISTRICT BOARD ROOM**

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Pledge of Allegiance**
3. **Consent Agenda**
4. **Communication From the Public: Communications in general or about a specific agenda item.**
5. **Unfinished Business**
  - 5.1. Discuss and Take Any Necessary Action on the Strategic Plan
  - 5.2. Discuss, Consider and Take All Necessary Action in Approving the Safety & Security Protocol.
6. **New Business**
  - 6.1. Discuss, Consider and Take All Necessary Action in Setting a Meeting Time and Agenda for the Committee on American Civics.  
  
Recommendation: Monday, November 17th @ 6:00PM (or 6:30PM)
  - 6.2. Discuss, Consider and Take All Necessary Action in Amending Our Preschool Admissions Policy.
  - 6.3. Discuss, Consider and Take All Necessary Action in Recognizing MEA as the Exclusive Bargaining Agent for the Teachers.
  - 6.4. Discuss, Consider and Take All Necessary Action on Policy 2120: Superintendent Evaluation
  - 6.5. Discuss, Consider and Take All Necessary Action in Setting a Board Work Session
  - 6.6. Discuss Environmental Graphics
  - 6.7. Discuss, Consider and Take All Necessary Action in
7. **Reports and Discussion Topics**
  - 7.1. Administration Reports and Discussion Topics
    - 7.1.A. Principals
    - 7.1.B. Superintendent
      - Discuss Dates for Teaching Staff negotiations
      - Potential Change in Student Information System
      - Accreditation Review
      - Storm Damage progress
      - Westfall gym
      - State Conference
      - Transportation and Facilities: discuss possible times for a meeting
      - Audit—Wednesday, October 1st.
    - 7.1.C.
8. **Enter into Executive Session if needed**

**(This item will be on the monthly agenda in case something comes up that we need to discuss in an executive session)**

**9. Adjournment**

**NOTICES:**

**COPY OF OPEN MEETINGS ACT:** The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the Bulletin Board on the North wall of the meeting room.

**INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:**

**Getting Started:** The Board of Education will receive public comment on individual agenda items or communication from any district patron on any issue. When it is your turn to speak during the “Communications from the Public” portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

**Time Limit:** You may speak one time, but please limit comments to 5 minutes or less.

**Personnel or Student Topic:** If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board of Education meeting.

**General Rules:** Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

SCHOOLS

BY: MALCOLM PUBLIC

BOARD OF EDUCATION

**Financial Summary**  
**9/30/2025**

<b>School Accounts</b>	<b>General</b>	<b>Lunch</b>	<b>Activity</b>	<b>Bus Deprec</b>	<b>Student Fees</b>
Previous Bal 9/01/2025	\$3,434,882.69	\$34,120.95	\$214,554.86	\$341,854.91	\$24,176.25
Receipts - September 2025	\$552,271.22	\$33,139.12	\$23,582.98	\$1,165.17	\$2,540.70
Disbursements- September 2	\$768,916.94	\$45,512.10	\$26,686.10	\$0.00	\$0.00
Cash in Cking 9/30/2025	\$493,043.02	\$5,629.50	-\$5,063.49	\$10,697.30	\$26,716.95
Invested: September 2025	\$2,725,193.95	\$16,118.47	\$216,515.23	\$332,322.78	

<b>Lanc. Co. Treasurer:</b>	<b>General</b>	<b>Bond</b>	<b>Spc Bldg</b>
Previous Bal 9/01/2025	\$159,871.25	\$10,717.26	\$20,598.73
Receipts - September 2025	\$49,111.64	\$1,950.65	\$3,182.38
Disbursements - Sept 2025	\$160,066.50	\$10,736.28	\$20,629.73
Cash on Hand 9/30/2025	\$48,916.39	\$1,931.63	\$3,151.38

<b>NSDLAF (Investment)</b>	<b>Spc Bldg</b>	<b>Bond Fund</b>
Previous Bal 9/1/2025	\$2,957,209.82	\$402,297.88
Receipts September 2025	\$32,157.92	\$13,095.13
Disbursements Sept 2025	\$28,539.50	\$0.00
Cash on Hand 9/30/2025	\$2,960,828.24	\$415,393.01

\$1,078,255.05		
	\$40.00	
\$24,000.00	\$230.00	
\$95,000.00	\$780.00	
\$252,000.00	\$2,244.00	
\$1,000.00	\$4,197.50	
\$1,000.00	\$6,365.96	
\$16,000.00	\$230.00	
\$2,000.00	\$20,030.99	
\$6,000.00	\$230.00	
\$11,000.00	\$230.00	
\$27,000.00	\$80.00	
\$435,000.00	\$230.00	
	\$230.00	
\$643,255.05	\$172,276.00	
	\$549.22	
	\$200.00	
	\$11,624.38	
	\$10.00	
	\$383,689.00	
	\$39,788.00	
	\$643,255.05	\$0.00

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 10/17/2025 4:15:09 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Sept25IntBond	NDSLAF Bond Fund	Interest Income	09/30/2025	\$1,332.27	07-1-01510-000-000-0000
Sept25SewBond	Seward County Treasurer	Local Collections	09/12/2025	\$1,045.60	07-1-01100-000-000-0000
Sept25LancBond	Lancaster County Treasurer	Local Collections	09/12/2025	\$10,717.26	07-1-01100-000-000-0000
				<b>\$13,095.13</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 10/17/2025 4:03:52 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Sept25DeprCk	Union Bank Interest	Checking Interest	09/30/2025	\$8.74	02-1-01510-000-000-0000
Sept25DeprSTFIT	Union Bank Interest	STFIT Interest	09/30/2025	\$1,156.43	02-1-01510-000-000-0000
				<b>\$1,165.17</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 10/17/2025 1:47:46 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
September 2025 E-Funds	Patrons/Students	PS/CPR/Fines	09/30/2025	\$1,409.75	Multiple
Sept25STFITInt	Union Bank Interest	STFIT Interest	09/30/2025	\$10,383.36	01-1-01510-000-000-0000
Sept25StAid	State of Nebraska	State Aid	09/30/2025	\$302,371.00	01-1-03110-000-000-0000
25-072	Malcolm Lunch Fund	Lunch Fund PR Deposits	09/26/2025	\$5,437.59	01-1-09000-000-000-0000
25-073	NCSA -	Registrations Refunds	09/26/2025	\$600.00	01-1-05690-000-000-0000
25-074	MYSА - Organization	Field Fertilizer	09/26/2025	\$124.67	01-1-05690-000-000-0000
25-075	Schuyler Public Schools	Timing XC - DS	09/26/2025	\$750.00	01-1-05690-000-000-0000
25-076	Malcolm Mateys, LLC	Before/After School Care Rental	09/26/2025	\$803.82	01-1-01910-000-000-0000
25-077	Patrons/Students	Chromebook Protection	09/26/2025	\$40.00	01-1-05690-000-000-0000
25-078	Patrons/Students	Longevity/Staff Orders	09/26/2025	\$54.99	01-1-05690-000-000-0000
25-079	Patrons/Students	PS Tuition	09/26/2025	\$2,293.00	01-1-01370-000-000-0000
25-080	Village of Malcolm - Liquor license	Field Fertilizer	09/26/2025	\$124.67	01-1-05690-000-000-0000
25-081	Patrons/Students	CPR Certification	09/26/2025	\$160.00	01-1-05690-000-000-0000
25-082	Patrons/Students	Broken Coat Hook Payment	09/26/2025	\$5.00	01-1-05690-000-000-0000
Sept25REAP	REAP - US Treasury	REAP Grant Deposit	09/24/2025	\$54,945.00	01-1-04310-000-000-0000
Sept25Sew	Seward County Treasurer	Local Collections	09/12/2025	\$12,893.73	01-1-01100-000-000-0000
Sept25Lanc	Lancaster County Treasurer	Local Collections	09/12/2025	\$159,871.25	01-1-01100-000-000-0000
				<b>\$552,267.83</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 10/17/2025 3:30:20 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Sept25STFITInt	Union Bank Interest	STFIT Interest	09/30/2025	\$103.76	06-1-01510-000-000-0000
Sept25EFunds	Patrons/Students	Student Lunches	09/30/2025	\$17,739.80	06-1-01611-000-000-0000
24-125	Patrons/Students	Student Lunches	09/25/2025	\$1,572.00	06-1-01611-000-000-0000
ActPassTransfer	Patrons/Students	Activity Pass Dep to Lunch	09/24/2025	\$100.00	06-1-01611-000-000-0000
Sept25Fed	State of Nebraska	Federal Lunch Reimbursement	09/18/2025	\$6,923.56	06-1-04210-000-000-0000
24-100	Patrons/Students	Student Lunches	09/16/2025	\$3,420.00	06-1-01611-000-000-0000
24-099	Patrons/Students	Student Lunches	09/08/2025	\$3,280.00	06-1-01611-000-000-0000
				<b>\$33,139.12</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 10/17/2025 4:27:29 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Sept25SBFInt	NDSLAF Special Bldg	Interest Income	09/30/2025	\$9,657.91	08-1-01510-000-000-0000
Sept25LancSBF	Lancaster County Treasurer	Local Collections	09/12/2025	\$20,598.73	08-1-01100-000-000-0000
Sept25SewSBF	Seward County Treasurer	Local Collections	09/12/2025	\$1,901.28	08-1-01100-000-000-0000
				<b>\$32,157.92</b>	

**Minutes – Board of Education - Unofficial Until Approved By The Board  
September 15, 2025**

The Board of Education, School District 148, Lancaster County, Nebraska held a Budget Hearing on Monday, September 15, 2025 at 7:00PM at the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE for the purpose of hearing testimony of support, opposition, criticism, suggestions, or observations of taxpayers relating to the proposed Budget of Receipts and Expenditures for the 2025-2026 fiscal school year, and to consider amendments thereto. Notice of said hearing was published in the minutes of the August 18, 2025 meeting of the Board in *“The Clipper”* of September 2025 and in the September 10, 2025 issue of the *Seward County Independent*. Board members present at the hearing were: William England, Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Chairman Nutter called the hearing to order at 7:00PM and noted that the Open Meetings Act is posted on the north wall of the Board Room. Superintendent Terwilliger reviewed the proposed budget and answered questions from the Board. Discussion ensued. Not seeing or hearing any members of the public wanting to provide further testimony, and the Tax Hearing information reviewed by Mr. Terwilliger, Chairman Nutter declared the Budget Hearing closed at 7:32PM and the Tax Hearing closed at 7:33PM.

The Board of Education, School District #148, Lancaster County, Nebraska met on September 15, 2025 at 7:33PM in open and public session at 10004 NW 112<sup>th</sup> St., Malcolm, Nebraska. The Notice of the meeting was published in the minutes of the August 18, 2025 meeting of the Board, in the September 2025 issue of *“The Clipper”* and the *Seward County Independent* of September 10, 2025. Board members present were: Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek, William England. Administrators present were Ryan Terwilliger, Simon Wiedel, Amber Dolliver. Chairman Nutter called the meeting to order at 7:33PM and noted that the Open Meetings Act is posted on the north wall of the meeting room. The Board recited the Pledge of Allegiance.

Heidtbrink moved, seconded by Mitchell, to approve the consent agenda. Ms. Lostroh reviewed the bills, receipts and answered questions. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England, Heidtbrink. NAYS – None. Motion passed.

<b>Financial Summary</b>					
<b>8/31/2025</b>					
<b>School Accounts</b>	<b>General</b>	<b>Lunch</b>	<b>Activity</b>	<b>Bus Deprec</b>	<b>Student Fees</b>
Previous Bal 8/01/2025	\$3,617,106.76	\$1,798.44	\$182,974.45	\$280,968.03	\$13,551.25
Receipts - August 2025	\$733,666.01	\$39,770.71	\$63,922.80	\$60,886.88	\$19,875.00
Disbursements- August 2025	\$915,890.08	\$7,448.20	\$32,342.39	\$0.00	\$9,250.00
Cash in Cking 8/31/2025	\$165,072.10	\$15,106.24	\$33,677.20	\$10,688.56	\$24,176.25
Invested: August 2025	\$3,269,810.59	\$19,014.71	\$180,877.66	\$331,166.35	
<b>Lanc. Co. Treasurer:</b>	<b>General</b>	<b>Bond</b>		<b>Spc Bldg</b>	
Previous Bal 8/01/2025	\$713,427.56		\$66,101.60		\$108,045.79
Receipts - August 2025	\$161,178.44		\$10,825.35		\$20,806.38
Disbursements - August 2025	\$714,734.75		\$66,209.69		\$108,253.44
Cash on Hand 8/31/2025	\$159,871.25		\$10,717.26		\$20,598.73
<b>NSDLAF (Investment)</b>	<b>Spc Bldg</b>	<b>Bond Fund</b>			
Previous Bal 8/1/2025	\$2,868,350.21		\$334,762.66		
Receipts August 2025	\$118,402.41		\$67,535.22		
Disbursements August 2025	\$29,542.80		\$0.00		
Cash on Hand 8/31/2025	\$2,957,209.82		\$402,297.88		

**Communications From The Public –**

Shaylee Heidtbrink presented a report to the Board on the activities of the Malcolm FFA. The report is included here – [Malcolm FFA September 2025 Board Report](#)

Blair Duzik reported that the Malcolm Student Council is selling cancer awareness shirts. They will also be participating at the Halloween Spooktacular at Branched Oak Lake, again this year.

Ashley Mitchell, patron and parent, addressed the Board with concerns about a recent Facebook post. Mr. Terwilliger explained the situation is being addressed by Administration, along with law enforcement officials.

**Unfinished Business – None**

**New Business –**

Heidtbrink moved, seconded by Mitchell, to adopt the Malcolm Public Schools 2025-2026 Budget, as presented and discussed. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

Swotek moved, seconded by Spellman, to approve the Malcolm Public Schools 2025-2026 Tax Request Resolution read by Mr. Terwilliger. Voting by roll call: AYES – Spellman, Swotek, England, Heidtbrink, Mitchell, Nutter. NAYS – None. Motion passed.

Spellman moved, seconded by Heidtbrink, to approve the Option Enrollment Policy Resolution for the 2026-2027 School Year, as presented by Mr. Terwilliger. Voting by roll call: AYES – Swotek, England, Heidtbrink, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

The Board will discuss the Strategic Plan Priority Strategies and changes for 2025-2026 at a future date. They would like more time to review the proposals.

Consideration of an Environmental Graphics proposal was postponed, in order to wait for other options to compare. The Board discussed and asked questions concerning the project.

Swotek moved, seconded by Heidtbrink, to set a Work Session on Wednesday, October 15, 2025 at 6:00PM, in the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE, to discuss the Superintendent Evaluation Tool. Voting by roll call: AYES – England, Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Swotek moved, seconded by Mitchell, to approve, as presented, the proposal to install Environmental Sensors in the Junior/Senior High School. Mr. Wiedel explained the sensors alert staff to various situations relating to safety/security. Voting by roll call: AYES – Heidtbrink, Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

The Board will review the District Safety and Security Plan presented. No formal action was taken at this time.

Mitchell moved, seconded by England, to approve a maximum of \$40,000 to purchase a school vehicle for student transportation. Mr. Terwilliger had notified the Board about coming Federal vehicle restrictions and the need to replace the 2007 Suburban. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England, Heidtbrink. NAYS – None. Motion passed.

Heidtbrink moved, seconded by Spellman, to deem the damaged Football Field light poles as excess property. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

**Administrative Exports –**

Mr. Simon Wiedel – Jr/Sr High School Principal

- See Attached Report - [Mr. Wiedel September 2025 Board Report](#)

Superintendent Ryan Terwilliger

- Mr. Terwilliger reviewed his report and answered questions from the Board - [Superintendent September 2025 Board Report](#)

Mr. Ed Swotek, Board Member

- Reported on the NASB Area Membership Meeting he attended. He noted some legislative/budget proposals that could affect schools.
- He reported on the national NSBA Western Regional Conference he attended and the impact of discussing education issues with representatives from other States.

Heidtbrink moved, seconded by Mitchell, to enter Executive Session at 9:56PM, for the prevention of needless injury to the reputation of an individual who has not requested a public hearing. Voting by roll call: AYES – Spellman, Swotek, England, Heidtbrink, Mitchell, Nutter. NAYS – None. Motion passed.

England moved, seconded by Mitchell, to exit Executive Session at 10:22PM. Voting by roll call: AYES – Swotek, England, Heidtbrink, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Swotek moved, seconded by England, to enter Executive Session at 10:23PM for the protection of the public interest, strategy sessions with respect to collective bargaining, real estate sales or purchases, and pending litigation or litigation which is imminent. Voting by roll call: AYES – England, Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Spellman moved, seconded by Swotek, to exit Executive Session at 10:42PM. Voting by roll call: AYES – Heidtbrink, Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

With no further business before the Board, Spellman moved, seconded by Mitchell, to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 10:42PM.

Respectfully submitted,

Julia Lostroh  
Recording Secretary

The Board of Education will meet for a Work Session, to discuss the Superintendent Evaluation Tool, on Wednesday, October 15, 2025 at 6:00PM at the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. The next regular meeting of the Board of Education will be held on Monday, October 20, 2025 at 7:00PM in the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. Agendas are available as they develop at: [SparqsData Malcolm](#)

<b>October 20, 2025</b>		
Payroll	\$640,153.64	Payroll Expenses/Benefits
ABC Termite and Pest Control	\$290.00	Bimonthly Pest Control Service
Amazon	\$614.31	Maint/Tech/SPED Supplies/Ofc Supplies
Babb, Jay	\$2,145.00	Head HS Softball Coach
Baker, Brett	\$715.00	Asst. HS Drama Coach
Behrends, Ashley	\$161.85	Adventures in Speech Pathology Reimb.
Benischek, Nicole	\$715.00	Asst. HS Drama Coach
Branding Inc.	\$165.00	Storage Container - WF Bleachers
BSN	\$357.97	Staff Longevity Awards
Cerris Systems	\$3,754.09	Heat Pump Repair
DAS State ACCTG	\$953.61	Internet Service July - Sept Service
Duncan Enterprises, Inc	\$90.00	Rainbird Sprinkler Heads
Eakes	\$4,282.88	Fax Service/Contract Charge
ESU #6	\$3,974.77	Tech Hosted Services
Electronic Contracting Company	\$141.70	Gel LED Lights
First Concord	\$90.00	Flex 125 Adm Fees
GoGuardian	\$9,355.40	Computer Security - Staff/Students
Go Physical Therapy	\$1,316.90	Vision SPED Services
Haddock	\$229.00	ActivConnect Android OPS-A2 - Upgraded White Board
Heffelfinger Psychotherapy	\$3,107.60	Mental Health Services
Hillyard	\$1,712.85	Wipers/Foam Soap/Facial Tissues
HomeTown Leasing	\$1,417.01	Copier/Printer Leases
ICS Products Inc.	\$503.03	Storm Damage - Ceiling Tiles
Interstate All Battery Center	\$821.85	Bus#15 & AA Batteries
JCI Industries, Inc	\$492.88	Exhaust Fan Motors
Journey Ed	\$500.00	Adobe Licenses
Lancaster County Sheriff	\$597.46	Event Security Services
Lexia Learning Systems	\$7,581.00	Reading/Literacy Program
Lifeguard MD	\$277.00	AED Pads
Matheson	\$55.45	IT Cylinder Rentals
Maytum, Ike	\$715.00	Asst. HS Drama Coach
Meehl, Jan	\$959.50	SPED PT Services
Menards	\$682.36	Maintenance/IT Construction Supplies/WF Gym Lights
Meyer Truck Repair LLC	\$1,528.44	#17, #10 Bus Repair
Midwest CDL Training, LLC	\$439.87	DOT Training - C McGreer
Mill Road Auto, Inc.	\$190.00	Expedition Trailer Plug Repair
NAPA	\$55.45	Fleet Supplies
National Art & School Supplies	\$848.88	Coop Supplies
NCSA	\$305.00	2025 NASES - JS/School Safety Conference - DS
Nebraska Safety Center	\$525.00	DOT Training - C McGreer
Norris Public Power	\$11,946.16	September 2025 Electricity
One Source	\$19.00	Staff Background Check
Overhead Door Co. of Lincoln, Inc.	\$1,661.00	Garage Door Repair
Paragon Sanitation, Inc.	\$425.00	Trash Service
Plautz Stump Grinding LLC	\$350.00	2 Ash Stumps
Princ Instrument Repair	\$360.00	Alto Sax Case/Clarinet Repad
Quill	\$97.21	Office Supplies
Rezny, Kelsey	\$1,001.00	Asst. HS Volleyball Coach
Robotham, Evaline	\$258.02	Mileage Reimbursement

Sackett, Dane	\$1,716.00	Asst. HS Football Coach
Sapp Bros, Inc. - Lincoln	\$1,044.35	DEF/Oil
Scholastic	\$153.85	Choices Magazine
SCI	\$464.00	Tax/Budget Hearing Legals, BO Subscription
SEI	\$875.99	Motor Install/Latch Kit
Small Engine Specialists	\$90.00	Chain Sharpening
Southeast Community College	\$19,118.66	SENCAP Career Courses Tuition
Staples	\$54.38	Classification HR Folders
Summit Fire Protection	\$782.00	Repair Smoke Detector/Speaker/Strobe
Super Saver	\$73.11	SPED Groceries
Sweet, Dallas	\$2,152.10	AD Mileage/Parking 6-18-25 thru 10-16-25
Techmasters	\$1,642.55	Repair Proofer/Steamer Coils/Ice Machine Parts Shipping
Thompson, Ian	\$1,287.00	Asst. HS Softball Coach
TPRS	\$99.00	Spanish Portal Subscription
TSA/Omni	\$83.33	403b TPA
Trane	\$14,140.00	HVAC Repair/Service Agreement
Unite Private Network	\$538.10	Distance Learning Cable
Verizon	\$119.79	Cellphone Service
Village of Malcolm	\$8,726.44	Water/Sewer Service
VISA	\$5,357.81	FFA - CTE Grant Equipment/Spanish Curriculum/FCS/CPR Certs
Wex	\$3,555.51	School Vehicle Fuel
Wiedel, Simon	\$718.20	HS Principal Mileage July 23 - Oct 16 2025
Windstream	\$835.40	Phone Service
<b>Out of Cycle</b>		
US Post Office	\$372.33	Clipper/Brd Minute Postage
McGreer, Chris	\$80.25	Reimburse CDL License
Ascend Chiropractic	\$99.00	DOT Bus Physical/Drug Test
Schumacher, Patti	\$42.00	Summer SPED Service Mileage
One Source	\$143.00	Staff Background Checks
Loos, Amanda	\$117.60	Summer SPED Service Mileage
Behrends, Ashley	\$207.83	Summer SPED Service Mileage
Lincoln Children's Zoo	\$21.00	SPED Admissions Sensory Safari
Kolterman, Clark	\$100.00	Quiz Bowl Registration
First Concord	\$90.00	Monthly Flex 125 Adm Fees
Menards	\$20.00	Maintenance Supplies
French, Luke	\$79.00	Reimbursed DOT Physical
Meyer Truck Repair, LLC	\$2,052.07	Repair Bus #17 Brakes/Drums
	<b>\$775,990.79</b>	<b>Total</b>
<b>School Lunch Fund</b>		
Payroll	\$18,806.17	Payroll Expenses
Amazon	\$8.49	Dishwashing Apron
Broughton, Danni	\$23.75	Groceries - Special Dietary Items
CashWa	\$15,752.35	Lunch Food/Disposable Supplies
Hiland Dairy	\$3,305.23	Milk Supplies
Robinette Farms	\$155.27	Farm to School Produce
Sysco	\$4,608.97	Food/Custodial Supplies
US Foods	\$4,603.03	Food/Custodial Supplies

	<b>\$47,263.26</b>	<b>Total</b>
<b>Special Building Fund</b>		
Crouch Recreation	\$455.00	Deposit on Football Field Scoreboard Numbers
Egan Supply Co	\$191,994.20	Install Westfall Gym Floor
Kidwell	\$1,774.00	Final Mitel Migration
ProTech	\$62,700.00	School Portion of FB Field Light Upgrade
	<b>\$256,923.20</b>	<b>Total</b>

<b>Priority ?</b>	<b>MPS Guiding Principle</b> Student Achievement, Opportunities & Programming	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective:** To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction...including targeted and effective interventions that will accelerate the growth of ALL students.

**Strategy:** Assess, maintain or modify/expand the utilization of data to inform decisions at the classroom, building and district levels.

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers			
<b>Connect, track, and analyze targeted reading interventions for students.</b>		3rd thru 7th grade special education students	<p><i>Connect the CIP and TIP improvement plans by strengthening the collaboration and reading interventions being used in Tier 1, Tier 2 and Tier 3</i></p> <ul style="list-style-type: none"> <li>Employ the new Orten-Gillingham Reading Intervention for struggling readers</li> <li>Document targeted areas to improve reading skills in an effort to close the achievement gap (Special education ↔ Regular Education)</li> </ul> <p><b>Details</b></p> <ol style="list-style-type: none"> <li>1. The TIP team will meet quarterly to analyze the Fall, Winter and Spring MAP scores.</li> <li>2. Implement and document the instructional reading strategies being used for the targeted students.</li> <li>3. Complete fidelity checks on the researched-based interventions—use teacher observations and component checklists.</li> <li>4. Identify data patterns and highlight students failing to make positive gains while use the reading interventions.</li> <li>5. Detail this documentation in the NDE-TIP report—Due May 1st, 2026</li> <li>6. During the CIP meetings, analyze the consistency and connectedness of the TIP and CIP plans.</li> </ol> <p>*Members of the TIP team will attend the quarterly TIP training offered by the state through ESU 6.</p>	<ul style="list-style-type: none"> <li>Student Effort—can we get a good faith effort to be able to analyze accurate data?</li> <li>Finding common meeting times</li> <li>Potential lack of quality interventionists</li> </ul>			
					Target Date	Strategy Priority	Responsible
					Initial: Secondary:		Squier/TIP Team

<b>Priority #</b> _____	<b>MPS Guiding Principle Stakeholder Engagement</b>	<p><b>AQuESTT Tenets Aligning to Strategy:</b> Leadership; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access</p> <p><b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement</p>
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**Objective:** To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student.

**Strategy:** Ensure curriculum is properly, equitably, and consistently implemented from PK-12.

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
<i>Develop curriculum overviews to ensure clarity of learning objectives, methods of assessment, and alignment.</i>		7-12	<ol style="list-style-type: none"> <li>1. Clearly articulate the order which class units are taught.</li> <li>2. Create curriculum overviews for each class, each including the following: Learning Objectives, Unit Assessment [or Performance Task], Materials, Length.</li> <li>3. Utilize the curriculum overviews to evaluate and enhance our assessment methods to accurately measure student learning.</li> <li>4. Departments work together to fill learning gaps and/or enhance instruction, updating curriculum overviews as enhancements are made.</li> </ol>	
Target Date	Strategy Priority	Responsible		
<b>Initial:</b> 8/2025	Priority # ___	7-12 Principal		

<b>Priority ?</b>	<b>MPS Guiding Principle: Personnel Effectiveness</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.**

**Strategy:** *Provide leadership, guidance and resources to strengthen the learning environment; enhance learning opportunities; and, personalize the learning experience for students*

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Ensure the successful implementation of facility upgrades, repairs, and or future enhancements		District-wide	<ul style="list-style-type: none"> <li>Work with ALICAP on facility repairs from the August Storm</li> <li>Ensure follow-through on existing repair projects (HS roof, HS gym floor, press box, football lights and flag poles)</li> <li>Lead or work with ALICAP on the roof replacement for damaged and/or old roofing sections.</li> <li>Heat Pump Replacement</li> <li>Potential environmental graphics installation</li> <li></li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: September 2025 Secondary: Ongoing	<b>Priority</b>	Superintendent Executive Team Facilities Department		

<b>Priority 1</b>		<b>MPS Guiding Principle</b> Student Achievement, Opportunities, and Programming		AQuESTT Tenets Aligning to Strategy Nebraska Framework:
<b>Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student</b>				
<b>Strategy:</b> Ensure curriculum is properly, equitably, and consistently implemented from PK-12.				
TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
<b><i>Adopt, implement, monitor and adjust a new math curriculum across all grade levels.</i></b>		K-6	<b>Curriculum adoption, implementation and monitoring</b> <ul style="list-style-type: none"> <li>• Curriculum Pilot – 2023/2024 (completed)</li> <li>• Reveal Math Curriculum Adoption – May 2024 (completed)</li> <li>• Professional Development               <ul style="list-style-type: none"> <li>○ Curriculum training – August 2024 (completed)</li> <li>○ Math Professional Development @ ESU 6 - ongoing</li> <li>○ NE Standard Alignment – 2024/2025 (completed)</li> <li>○ Pacing Guides &amp; Curriculum Maps – 2025/2026</li> </ul> </li> <li>• Fidelity monitoring (8/2024-ongoing)</li> <li>• Impact Monitoring: Curriculum assessments to track student progress (ongoing)</li> <li>• Interventions &amp; Enrichment (9/2024 – ongoing)</li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: 8/2024 Secondary: 5/2025	Priority	Administration, Teachers, Special Education Staff		

<b>Priority 1</b>	<b>MPS Guiding Principle Whole Child Focus</b>	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.**

**Strategy: Implement a plan that enables all school personnel and students to connect through a culture that embraces accountability, fairness, inspires excellence, and promotes learning.**

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Advance the working knowledge and understanding of Branching Minds, in an effort to optimize its utilization.		K-6	<ul style="list-style-type: none"> <li>Continue using Branching Minds to track student data (8/2023-ongoing)</li> <li>Use Branching Minds to input student behaviors (8/2023-ongoing)</li> <li>Input student IEP's, 504's, SAT, etc. (ongoing)</li> <li>Use Branching Minds to input individual student plans (intervention and enrichment) – 2025/2026</li> <li>Track parent communication (emails, phone calls, meetings, etc.) 2025/2026</li> </ul>	Time
Target Date	Strategy Priority	Responsible		
Initial: 8/2024 Secondary: 5/2025	Priority 1	Administration, Teachers, Special Education Staff		

**Malcolm Public Schools**  
**Strategic Plan Progress Dashboard**

Period of Review:

Guiding Principle/ 2022-2023 Priority Strategy	Tactics	Target Date		Progress Status	Evidence of Progress (attach supporting doc's, if appropriate)	Barriers to Progress	Next Period Action Plans
		Initial	Next				
Student Achievement, Opportunities and Programming  Challenge and engage students in learning experiences that promote personal growth and learning success.	• Increase HAI and gifted learner opportunities.	9/2022	5/2023	On Target	Implement Enrichment Program - curriculum, staff, schedule, etc.		Implement Branching Minds
	• Employ and track interventions and support programs (Tier 2&3).	9/2022	12/2022	On Target			
	• Develop personal learning plans.	9/2022	12/2022	On Target	Branching Minds - academics, behaviors, SEL, attendance, etc.		
	• Increase cooperative/expanded learning opportunities.	12/2022	8/2023	On Target			
• Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record, grading, etc.	8/2022	On-going	On Target				
Whole Child Focus  Further strengthen school district culture and improve student behavior by using the MTSS model to provide positive behavior supports and improve social-emotional skills.	• Develop, improve and increase positive behavior supports and programming.	8/2022	On-going	On Target	Social Emotional Learning - counselor, curriculum, ANCHOR expectations, etc.		Implement SEL program
	• Continue to build and improve a positive learning environment.	On-going	On-going	On Target			
	• Develop/select and implement a social emotional learning program.	12/2022	1/2023	On Target	MTSS & Advisory Team		
	• Improve student attendance rate.	8/2022	On-going	On Target			
Student Achievement, Opportunities, and Programming  Assess, maintain or modify the processes used when working with curriculum, assessment and data.	• Develop a comprehensive academic plan from the student level through the district level.	5/2023	8/2024	On Target	Branching Minds - individual academic plans		
	• Maintain or improve the curriculum adoption and implementation (fidelity) process.	8/2022	On-going	On Target	Curriculum Adoption Plan		
	• Standards adoption and implementation - curriculum maps, pacing guides, etc.	8/2022	On-going	On Target	Update curriculum maps & pacing guides		
	• Improve/maintain and track student achievement and growth.	10/2022	On-going	On Target			
Personnel Effectiveness  Assess, maintain and cultivate (where necessary), a culture of professional collaboration, with a sense of a shared responsibility for improving the quality of instruction for all students.	• Adopt/employ a new personnel evaluation system.	5/2023		On Target	School Teams - MTSS, Advisory, ANCHOR, SAT, etc.		Update Personal Evaluation System  Incorporate Marzano into PD opportunities
	• Maintain, update, and refresh our work within the Marzano Instructional Model.	12/2022		On Target			
	• Identify, utilize and evaluate district and school level PLC teams.	8/2022	On-going	On Target	School PLC Plan & PD- calendar, documentation, etc.		
	• Seek professional development opportunities for the district, school, grade level, and subject areas.	8/2022	On-going	On Target	Mentor Program - PK-5 & 6-12		
• Develop and apply an on-boarding, mentoring, and support program.	8/2022	On-going	On Target				
Communication and Stakeholder Engagement  Develop, implement, and employ a comprehensive communication plan.	• Expressive Communication [Target Audience (who), Message (what), Timeline (when),	5/2023	On-going	On Target			
	• Receptive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]	5/2023	On-going	On Target			
District Resources  Create a comprehensive facilities plan to address both short-term and long-term goals, including but not limited to, new construction, renovation of existing facilities, maintenance of current facilities, and acquiring property to meet the future needs of the district.	• Immediate Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			
	• Short-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			
	• Long-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			

**LEGEND**

**Progress Status**



- 1 - Dist. Office/Superintendent
- 2 - PK-6 Principal
- 3 - 7-12 Principal
- 4 - Guidance Counselor
- 5 - Student Services Director
- 6 - Teaching Staff
- 7 - SPED Staff
- 8 - MTSS Team
- 9 - LMHP
- 10 - Executive Team
- 11 - Mentor Team
- 12 - Board of Education
- 13 - BOE-Transp/Facilities Comm.

Malcolm Public Schools

Guiding Principle/2022-2023 Priority Strategy	Tactics	Target Date			Progress	Evidence of Progress (attach supporting doc's, if appropriate)	Barriers to Progress	Next Period Action Plans	
		Begin	Complete	Implement	Status				
Student Achievement, Opportunities and Programming	<ul style="list-style-type: none"> <li>Increase HAL and gifted learner opportunities.</li> <li>Employ and track interventions and support programs (Tier</li> </ul>	9/2022	5/2023	8/2023	On Target	Implement Enrichment Program - curriculum, staff, schedule, etc.		Implement Branching Minds	
1. Challenge and engage students in learning experiences that promote personal growth and learning success.	<ul style="list-style-type: none"> <li>Develop personal learning plans.</li> <li>Increase cooperative/expanded learning opportunities.</li> </ul>	9/2022	12/2022	8/2023	On Target	Branching Minds - academics, behaviors, SEL, attendance, etc.			
	<ul style="list-style-type: none"> <li>Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record,</li> </ul>	12/2022	12/2022	8/2023	Some Progress				
	<ul style="list-style-type: none"> <li>Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record,</li> </ul>	8/2022	8/2022	On-going	Some Progress				
<b>Whole Child Focus</b>		<ul style="list-style-type: none"> <li>Develop, improve and increase positive behavior supports and programming.</li> </ul>	8/2022	On-going	On-going	On Target	Social Emotional Learning - counselor, curriculum, ANCHOR expectations, etc.		Implement SEL program
2. Further strengthen school district culture and improve student behavior by using the MTSS model to provide positive behavior supports and improve social-emotional skills.	<ul style="list-style-type: none"> <li>Continue to build and improve a positive learning environment.</li> </ul>	On-going	On-going	On-going	On Target	MTSS & Advisory Team			
	<ul style="list-style-type: none"> <li>Develop/select and implement a social emotional learning program.</li> </ul>	12/2022	1/2023	8/2023	On Target				
	<ul style="list-style-type: none"> <li>Improve student attendance rate.</li> </ul>	8/2022	On-going	On-going	On Target				
Student Achievement, Opportunities and Programming	<ul style="list-style-type: none"> <li>Develop a comprehensive academic plan from the student level through the district level.</li> </ul>	5/2023	8/2024 target		On Target	Branching Minds - individual academic plans			
3. Assess, maintain or modify the processes used when working with curriculum, assessment and data.	<ul style="list-style-type: none"> <li>Maintain or improve the curriculum adoption and implementation (fidelity) process.</li> </ul>	8/2022	On-going	On-going	On Target	Curriculum Adoption Plan			
	<ul style="list-style-type: none"> <li>Standards adoption and implementation - curriculum maps, pacing guides, etc.</li> </ul>	8/2022	On-going	On-going	On Target	Update curriculum maps & pacing guides			
	<ul style="list-style-type: none"> <li>Improve/maintain and track student achievement and growth.</li> </ul>	10/2022	On-going	On-going	On Target				
<b>Personnel Effectiveness</b>		<ul style="list-style-type: none"> <li>Adopt/employ a new personnel evaluation system.</li> <li>Maintain, update, and refresh our work within the Marzano Instructional Model.</li> </ul>	5/2023	7-2024		On Target	School Teams - MTSS, Advisory, ANCHOR, SAT, etc.		Update Personal Evaluation System
4. Assess, maintain and cultivate (where necessary), a culture of professional collaboration, with a sense of a shared responsibility for improving the quality of instruction for all students.	<ul style="list-style-type: none"> <li>Identify, utilize and evaluate district and school level PLC teams.</li> </ul>	12/2022	On-going	On-going	On Target	School PLC Plan & PD- calendar, documentation, etc.		Incorporate Marzano into PD opportunities	
	<ul style="list-style-type: none"> <li>Seek professional development opportunities for the district, school, grade level, and subject areas.</li> </ul>	8/2022	On-going	On-going	On Target				
	<ul style="list-style-type: none"> <li>Develop and apply an on-boarding, mentoring, and support program.</li> </ul>	8/2022	On-going	On-going	On Target				
<b>Communication and Stakeholder Engagement</b>		<ul style="list-style-type: none"> <li>Expressive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]</li> </ul>	5/2023	On-going	On-going	On Target	Communication Plan		
5. Develop, implement, and employ a comprehensive communication plan.	<ul style="list-style-type: none"> <li>Receptive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]</li> </ul>	5/2023	On-going	On-going	On Target				
<b>District Resources</b>		<ul style="list-style-type: none"> <li>Immediate Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022	On-going	On-going	On Target	Lunch Tables (Westfall) Parking Lot/Driveways Resurfaced		Gym Floor (Westfall) Roof
6. Create a comprehensive facilities plan to address both short-term and long-term goals, including but not limited to, new construction, renovation of existing facilities, maintenance of current facilities, and acquiring property to meet the future needs of the district.	<ul style="list-style-type: none"> <li>Short-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022	On-going	On-going	On Target	Bleachers (Westfall) Lanscaping (Westfall-High School)			
	<ul style="list-style-type: none"> <li>Long-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022			Ltd/No Progress	Tree Planting (Westfall-Business Office) Gym Floor Resurfacing (High School)			

**LEGEND**

Progress Status	√	Complete	On Target	Some Progress	Ltd/No Progress
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Malcolm Public Schools		Begin	Target Complete	Target Implement	Progress Status	Evidence of Progress (attach supporting doc's, if appropriate)	Progress Barriers	Next Action Plans
Guiding Principle/2024 Priority Strategy	Tactics							
Student Achievement, Opportunities and Programming								
Ensure curriculum is properly, equitably, and consistently implemented from PK-12.	<ul style="list-style-type: none"> <li>Adopt, implement, monitor and adjust the new math curriculum across grade levels.</li> </ul>	Aug. 2024	May 2025	May 2025	On-Target	Implementation has happened--Monitoring is ongoing		
	<ul style="list-style-type: none"> <li>Develop curriculum overviews to ensure clarity of learning objectives, methods of assessment, and alignment.</li> </ul>	Sept. 2025	May 2025	Aug. 2027	On-Target	New		
Student Achievement, Opportunities and Programming								
Assess, maintain or modify/expand the utilization of data to inform decisions at the classroom, building, and district levels.	<ul style="list-style-type: none"> <li>Develop and implement a comprehensive data analytics system that collects, analyzes, and reports on key performance indicators related to student achievement, attendance, behavior, and other relevant metrics.</li> </ul>	Aug. 2024	May 2025	Aug. 2025	On-Target	Data Collection is happening--analysis of the data will be the next step.		
	<ul style="list-style-type: none"> <li>Connect, track, and analyze targeted reading interventions for students.</li> </ul>	Aug. 2024	May 2025		On-Target			
Whole Child Focus								
Implement a plan that enables all school personnel and students to connect through a culture that embraces accountability, fairness, inspires excellence, and promotes learning.	<ul style="list-style-type: none"> <li>Advance the working knowledge and understanding of Branching Minds in an effort to optimize its utilization.</li> </ul>	Aug. 2024	May 2025	May-25	On-Target	We are improving our knowledge and utility of Branching minds. We are continuing with this goal as we believe there is more that can be accomplished, which will take additional time.		
Whole Child Focus								
Provide curriculum, instruction, and life experiences that teach, promote, and encourage healthy lifestyles and personal wellness	<ul style="list-style-type: none"> <li>Develop an operations plan to efficiently and effectively manage our district wellness program in an effort to, not only meet the requirements of the Wellness Policy, but excel in the area of school health and wellness.</li> </ul>	Aug. 2024	Aug. 2025	Aug. 2025	On-Target	The technical side of the plan is finished and operational. We are now working on adding elements to our Health and Wellness plan.		
Communication and Stakeholder Engagement								
Increase (internal and external) stakeholder engagement by establishing a connective educational community that foster open communication; encourages active participation; and, integrates feedback into the decision-making process	<ul style="list-style-type: none"> <li>Establish focus groups with students and teachers to examine specific issues and gather detailed insights on specific topics.</li> </ul>	Aug. 2024	May 2025	Aug. 2025	On-Target	We have established an Advisory Committee and Learning Evaluation Team. Next steps will include students and external stakeholders in a CTE focus group.		
Personnel Effectiveness								
Commit resources that support a dynamic learning environment to attract retain and support quality educators.	<ul style="list-style-type: none"> <li>Ensure for the provision, maintenance and updating of computing devices for all PK-12 staff members</li> </ul>	Aug. 2024	Sept/Oct 2025	Oct/Nov 2025	On-Target	Nearing completion, the devices just recently arrived. Jared and Troy are preparing and distributing the machines as they are prepared.		
Personnel Effectiveness								
Ensure compliance with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy	<ul style="list-style-type: none"> <li>Develop and maintain a comprehensive district-wide operations guide.</li> </ul>	Aug. 2024	April 2025	May 2025	On-Target	CIP and TIP are continuous improvement efforts that get checked and evaluated yearly by NDE. The previous SMARTT goal was achieved, and new goals have been established.		
	<ul style="list-style-type: none"> <li>Develop and employ a comprehensive departmental operations plan for Student Services</li> </ul>	Aug. 2024	May 2025	Aug. 2025	On-Target			
District Resources								
Explore internal and external opportunities to build district resource capabilities to expand learning opportunities and their potential impact on staffing, space utilization and funding expenditures	<ul style="list-style-type: none"> <li>Improve command of the annual budgeting process by: <ul style="list-style-type: none"> <li>-acquiring a more detailed understanding of the school funding framework</li> <li>-bettering our data collection and analysis</li> <li>-developing mechanisms or processes to more efficiently work with the data</li> </ul> </li> </ul>	Aug. 2024	July 2025	July 2025	Some Progress	This is an ongoing process. Considering the amount of longitudinal and cross-sectional data, I will continue to search for ways to organize the data for more efficient utility. There has been significant progress, but it isn't finished.		
District Resources								
Provide leadership, guidance and resources to strengthen the learning environment; enhance learning opportunities; and, personalize the learning experience for students	<ul style="list-style-type: none"> <li>Ensure for the provision, maintenance and updating of computing devices for all PK-12 students. (Added an interactive whiteboard task in 2025)</li> </ul>	Aug. 2024	On Going	On Going	On-Target	The SMARTT Goal for computing devices has been met and the process will be ongoing. We had added an interactive whiteboard goal moving forward.		
	<ul style="list-style-type: none"> <li>Ensure the successful implementation of facility upgrades, repairs, and or future enhancements</li> </ul>	Sep-25	On Going	On Going	On-Target	New		
District Resources								
Provide resources and expertise to maintain and/or strengthen our information technologies infrastructure	<ul style="list-style-type: none"> <li>Maintain, repair and update the components of our technology infrastructure</li> </ul>	Aug. 2024	On Going	On Going	On-Target	We are progressing		
					On-Target	Some Progress	Limited/No Progress	

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<b>Priority ?</b>	<b>MPS Guiding Principle Whole Child Focus</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective:** To enhance academic and social-emotional supports for the health, safety, and wellbeing of the whole child.

**Strategy:** *Provide curriculum, instruction, and life experiences that teach, promote, and encourage healthy lifestyles and personal wellness*

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop an operations plan to efficiently and effectively manage our district wellness program in an effort to, not only meet the requirements of the Wellness Policy, but excel in the area of school health and wellness.		District Wide K-12	<ul style="list-style-type: none"> <li>● Gain a deep and flexible understanding of the district wellness policy</li> <li>● Research Health and Wellness topics using the Nebraska Department of Education (NDE) resources               <ul style="list-style-type: none"> <li>○ Coordinated School Health</li> <li>○ Health Education</li> <li>○ Nutrition Services</li> <li>○ Other</li> </ul> </li> <li>● Rebuild the District Wellness Committee</li> <li>● Specify Plans for Wellness Policy:               <ul style="list-style-type: none"> <li>○ Determine if there are need modifications—act accordingly</li> <li>○ Implementation</li> <li>○ Monitoring</li> <li>○ Accountability</li> <li>○ Stakeholder Engagement</li> </ul> </li> <li>● Areas of Concentration:               <ul style="list-style-type: none"> <li>○ Nutrition                   <ul style="list-style-type: none"> <li>■ New requirements beginning with the 2026-2027 school year are being followed now.</li> </ul> </li> <li>○ Physical Activity                   <ul style="list-style-type: none"> <li>■ Revised curriculum being put into place after discussions</li> </ul> </li> <li>○ Other Activities that Promote Student Wellness</li> </ul> </li> <li>● Become Project Adam Certified               <ul style="list-style-type: none"> <li>○ Project Adam recognizes schools as heart safe schools based on the following:                   <ul style="list-style-type: none"> <li>■ CPR Training</li> <li>■ AED availability and location</li> <li>■ Drilling what to do in an emergency situation involving a heart issue</li> </ul> </li> </ul> </li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: Secondary:		AD/AP		

As of September 1, 2025 we've held 4 meetings with our health and wellness committee. School Nurse, Jill Cosgrove, has helped train and develop a plan for Project Adam certification, which should be finalized by the spring of 2026.

<b>Priority</b>	<b>MPS Guiding Principle: Personnel Effectiveness</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective:** To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

**Strategy:** Comply with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop and maintain a comprehensive district-wide operations guide.		District Office PK-6 Building 7-12 Building Student Services Dept. Technology Facilities	<ul style="list-style-type: none"> <li>• Create an Operations Plan Document complete with:               <ul style="list-style-type: none"> <li>○ Subject/Topic</li> <li>○ Responsibility (School Official in charge)</li> <li>○ Secondary Responsibility (Other personnel involved)</li> <li>○ Important dates                   <ul style="list-style-type: none"> <li>▪ Specific Due Dates</li> <li>▪ Annual Review/action</li> </ul> </li> <li>○ Notes/Links/Citations</li> </ul> </li> <li>• Using the Operations Plan, create a Monthly Calendar</li> <li>• Designate a Compliance Monitor—Dallas Sweet               <ul style="list-style-type: none"> <li>○ Manage the Operations plan</li> <li>○ In cooperation with the members of the Executive Team, amend the Operations Plan as needed</li> <li>○ Deliver due date notifications</li> <li>○ Track dates of completion</li> <li>○ Note and archive any necessary information.</li> </ul> </li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: August 2024 Secondary: Ongoing	Priority	Executive Team		

This goal rolls over from 2024. I am still entering information and developing the subordinate documents. The parts that have been completed have been implemented and are being utilized.

<i>Priority ?</i>	<b>MPS Guiding Principle District Resources</b>		AQuESTT Tenets Aligning to Strategy Nebraska Framework:
<b>Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.</b>			
<b><i>Strategy: Provide leadership, guidance and resources to strengthen the learning environment; enhance learning opportunities; and, personalize the learning experience for students</i></b>			
TACTIC	Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
<b><i>Provide, maintain and update computing devices for all students</i></b>	K-12	Analyze current inventory	Technological changes in both software and hardware  Funding
		Determine needs	
		Update our refresh plan for devices	
Target Date	Strategy Priority	Responsible	<p>Current: Student iPads for K-3 will be refreshed every 4-5 years. Student chromebooks that go home will be refreshed every 4 year (5<sup>th</sup> grade and 9<sup>th</sup> grade) Student chromebooks that do not leave the building will be refreshed every 5 years.</p> <p>Begin process to update the interactive boards in each classroom. This may involve both hardware and software update depending on the product moving forward</p>
Initial: Secondary:	Priority #?		

Each school year we purchase new chromebooks for the next school year's 5<sup>th</sup> and 9<sup>th</sup> grade students. I will be sending out requests for pricing on those devices toward the middle/end of February. We do have carts of iPads in 4<sup>th</sup> grade that were purchased prior to the beginning of the 23-24 year, we will at updating those for the 2027-28 school year. Student iPads are currently in year 2-4. We have a good supply of spare iPads that are usable since 4<sup>th</sup> grade moved to chromebooks. The next purchase time for iPads is planned for the end of the 26-27 year.

Interactive boards were purchased during the 2018-19 and 2019-20 school years. The android devices running the boards are out-of-date and need to be upgraded. We looking at promethean products (Promethean is our current vendor) as well as, other vendors that will work with the existing screens.



<b>Priority</b>	<b>MPS Guiding Principle Personnel Effectiveness</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
-----------------	--	--

**Objective:** To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

**Strategy:** Comply with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop and employ a comprehensive, organizational, operations plan for the Student Services Department		Student Services - District Wide	<ol style="list-style-type: none"> <li>1. 2025-2026 will be a File Review year for our special education department. This will include evaluation of Indicator 11, Indicator 13, parent survey and Formal File Review by NDE for compliance of IDEA/Rule 51</li> <li>2. Attend all of the Monthly “Director Calls” that is done via zoom by NDE Office of Special Education</li> <li>3. Attend all of the training offered by ESU 6 to ensure that our district’s Targeted Improvement Plan (TIP) is completed on time and with high quality.</li> <li>4. Develop a system of communication with business manager, high school &amp; elementary executive secretaries to ensure proper coding and Final Financials.</li> <li>5. Educate staff &amp; parents on the importance of the completion of parent surveys, state testing &amp; ACT, Alternative Assessment decision making, inclusion best practices (LRE), attendance, graduation and transition programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. The growing number of reports</li> <li>2. The details and length of the reports themselves and that they are always changing</li> <li>3. Limited opportunities for training</li> <li>4. Parents unwillingness to fulfill their obligations (ACT &amp; parent surveys)</li> <li>5. Home factors that impact our reporting</li> <li>6. Size of our district which causes disproportionate averages.</li> </ol>
Target Date	Strategy Priority	Responsible		
Initial: Fall of 2026 Secondary:	Priority #?	Student Services		

# THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol  
In a K12 Environment

## K12 SCHOOLS AND DISTRICTS



**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.

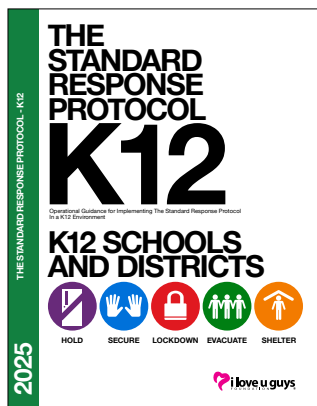




# STANDARD RESPONSE PROTOCOL

## SRP 2025 K-12 CHANGE HISTORY VERSION 4.2

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	2009-03-02	Original content
Russ Deffner John-Michael Keyes	2.0	2015-01-08	Version update
Tom Kelley (TxSSC)	2.1	2017-12-02	Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom" Texas School Safety Center version
John-Michael Keyes	2.2	2018-05-22	Content, edits. Colorado School District Self Insurance Pool version
John-Michael Keyes	3.0	2019-06-05	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	2020-01-17	Replaced Lockout Action with Secure Action
Ellen Stoddard-Keyes	4.0	2020-06-23	Added new content and incorporated suggestions
I "Love U Guys" Foundation	4.1	2022-06-15	Additional guidance, detail and resources
I "Love U Guys" Foundation	4.2	2024-03-19	Additional guidance and detail



### THE STANDARD RESPONSE PROTOCOL 2025 K12

Operational Guidance for Implementing The Standard Response Protocol in a K12 Environment

Version 4.2 ISBN-13: 9781951260170



## FORWARD

The original concept of this program came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in response. After a tragedy it's fairly common to hear someone say, "I didn't think that would happen here," so the assumption is that there was no response plan for it.

Many safety plans the Foundation looked at contained similar actions being used for the various incidents, but they were called different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond school.

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

## DEDICATION

On September 27th, 2006, a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation. This book is dedicated to Emily.

## ACKNOWLEDGMENTS

The Keyes family is primarily grateful to responders A.J. DeAndrea (Jeffco Sheriff's Office, Ret.) and Mike Denuzzi (Jeffco Sheriff's Office) for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There's a story there...)

Thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

## STAFF

The Foundation employees bring unique skills, curiosity and intelligence to the table.

## BOARD OF DIRECTORS

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their dedication and wisdom. The Foundation strives for diversity and relevant professional skills in their board of directors.

## AUTHORS AND CONTRIBUTORS

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

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

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

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Tom Kelley (Texas School Safety Center, Ret.) for content contribution;

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

John McDonald (Jefferson County Public Schools, Ret.) for ongoing discussion and input on what's really going on in the world;

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

Heidi Walts (Broomfield Police Department, Ret.) for being the best sister and sister-in-law to John-Michael and Ellen, and also giving excellent guidance when they needed it the most.

## ADJUNCT INSTRUCTORS

Our talented pool of instructional providers conducts training around the country, bringing their expertise and knowledge to the table. And they bring back information about how we can improve the programs.

## CONTACT INFORMATION

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The "I Love U Guys" Foundation  
PO Box 489, Placitas, NM 87043

Answering service: 303.426.3100

**“Tactics are  
intel driven.”**

*What we plan is based on what we know.*

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

*What we do is based on where we are.*

**- Deputy Chief A.J. DeAndrea**

*- Civilian Translation: John-Michael Keyes*

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## MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

## THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage, and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

## COMMITMENT

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

## WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website, [iloveuguys.org](http://iloveuguys.org), for the detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but the Foundation cannot guarantee that the actual source is still available at that site.

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In order to protect the integrity and consistency of the Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use (details in the MOU and NOI documents) or a Commercial Licensing Agreement.

## COMMERCIAL LICENSING

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

## ABOUT SRP 2025

The "I Love U Guys" Foundation is committed to reviewing Standard Response Protocol materials every two years.

For SRP 2023, there was expanded guidance, the introduction of the "SRP Lockdown Drill," and new communications guidance. SRP 2025 builds on 2023 and offers further guidance on each the use of each action.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

## THE "I LOVE U GUYS" FOUNDATION MOU

Some schools, districts, departments, and agencies may desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. For a current version of the MOU, please visit [iloveuguys.org](http://iloveuguys.org).

The purpose of an MOU is to define the responsibilities of each party and provide scope and clarity of expectations. It affirms the agreement of stated protocol by schools, districts, departments, and agencies. It also confirms the on-line availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

This can be emailed to [srp@iloveuguys.org](mailto:srp@iloveuguys.org)

## NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

Minimally, schools, districts, departments, and agencies that are assessing the SRP and plan to incorporate the program into their safety plans and practices should email [srp@iloveuguys.org](mailto:srp@iloveuguys.org) and let The Foundation know.

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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 on-line and off-line, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

## TERMS OF USE

Schools, 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."
  - 2.2. **Secure** - "Get Inside, Lock Outside Doors."
  - 2.3. **Lockdown** - "Locks, Lights, Out of Sight."
  - 2.4. **Evacuate** - A location may be stated.
  - 2.5. **Shelter** - State the Hazard and the Safety Strategy.
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
  - 3.1. Complete the NOI and email it to [srp@iloveu-guys.org](mailto:srp@iloveu-guys.org)
  - 3.2. Send an email to [srp@iloveu-guys.org](mailto:srp@iloveu-guys.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 [iloveu-guys.org](http://iloveu-guys.org), and is provided to The "I Love U Guys" Foundation by emailing it to [srp@iloveu-guys.org](mailto:srp@iloveu-guys.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

## 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.

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. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at [srp\\_rfc@iloveu-guys.org](mailto:srp_rfc@iloveu-guys.org). Please include contact information, district, department or agency, including daytime phone.



# STANDARD RESPONSE PROTOCOL

## INTRODUCTION

This book outlines the Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art,” which are actions, and “Directives” defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators, and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found on-line at [iloveguys.org](http://iloveguys.org)

## A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

## TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for 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.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

## THE POWER OF A LOCKED DOOR

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report\* says this:

***“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”***

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom through the side panel window next to the door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

## BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a

counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

***“SRP is not a replacement... it’s an enhancement to your existing safety plans.”***

If it was not done during the development of the

existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

*\*FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION  
Presented to Governor Dannel P. Malloy State of Connecticut  
March 6, 2015 - Document page 238 - Appendix A-I.1*



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

## THE STANDARD RESPONSE PROTOCOL OVERVIEW

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

### 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 five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **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.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **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 responders would then be "We are in Lockdown."

## ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. 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 may direct students in parts of the school to "Evacuate to a different building," and later "Evacuate to the bus zone."

## 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.

## SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.



# STANDARD RESPONSE PROTOCOL

## CONSIDERATIONS, AND HOW TO BEGIN

This section of the guidance gives references for building and progressing your Emergency Operations Plan. It defines conditions, actions, responsibilities and other aspects of preparing and incorporating the Standard Response Protocol into a school or district safety plan.

### EMERGENCY OPERATIONS PLAN (EOP)

To create or review your EOP, a good resource is the Readiness and Emergency Management for Schools Technical Assistance Center.

Go to [rems.ed.gov](https://rems.ed.gov). Click the Tools button, and in the dropdown menu, choose K12 Emergency Management Virtual Toolkit.

### PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



# FEMA

1. IS 100.C: Introduction to the Incident Command System
2. IS-700.B: An Introduction to the National Incident Management System
3. IS 362.A: Multi Hazard Emergency Planning for Schools

These courses are available on-line at no cost at <http://training.fema.gov>. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

## RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see suggestions to contact local or regional responders. Whether it's law enforcement, emergency services, the fire department, or your county emergency manager, communication with these local resources is essential. Make sure to include the agency's dispatchers in any communication and relationship-building. In many cases, they will be your first point of contact in an emergency.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state to see what's available.

Also speak with your area hospital(s). If someone in the school or district suffers a severe injury, knowing how to communicate with them will be critical to advancing your outward communications to families and the community.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The "I Love U Guys" Foundation at [info@iloveugays.org](mailto:info@iloveugays.org) and we may be able to connect you with a school or district near you that has a similar profile and/or similar challenges.

### TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modifications with local fire authorities, with gentle emphasis on life safety as well as fire safety. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and applications will help determine the options for your schools.

### DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine 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. Physiological responses may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.



# STANDARD RESPONSE PROTOCOL

Keeping classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter the classroom for other reasons, it provides an essential layer of protection against intruders.

## WHO STARTS?

For obvious reasons, a person in authority at the school or district level would have to approve the use of the SRP. While they may be the authority, however, it's usually a security person or someone from the safety team (Liaison) who actually initiates the process.

When an organization submits an MOU or NOI to The "I Love U Guys" Foundation, there's a space for the Authorized Liaison to enter their information, meaning they receive direct communication about updates and new materials. There can be multiple Liaisons.

Either way, the Liaison is the person who organizes and schedules internal training, puts up posters, and plans for outward communication. They may engage the district communication person to plan messages to educate parents and the community on the SRP.

## TRAINING RESOURCES

### SRP Training

While the SRP materials may be downloaded and implemented at no cost, the Foundation can provide on-site or on-line training for a cost, and has worked with a number of organizations in providing training workshops.

Find out more about training options at [iloveguys.org](http://iloveguys.org)

### Do-It-Yourself Training

The "I Love U Guys" Foundation also provides a number of print, video, and presentation materials that can be downloaded.

It is recommended that refresher training be conducted for students and staff in schools at least once during the school year using the materials. This can be as easy as showing a 7-minute video. Check <https://iloveguys.org> frequently for new and updated materials.

## MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources is critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created in order to guide schools in creating effective MOUs with local first responders. Download it from the SRP section at [iloveguys.org](http://iloveguys.org)

## WHAT ABOUT PARENTS AND GUARDIANS?

The Foundation provides informational SRP handouts for schools to send home or email to parents. These describe the SRP actions and directives, and also let parents know what they should expect to see and do during and after an incident.

While it's important to make sure parents understand this outward-facing part of your safety plan, finding the best method to deliver the information can be challenging. Here are some opportunities that schools can use to communicate the SRP to parents:

- Email a link to the parent handout from the school website twice a year. That can be accompanied by student lessons on SRP;
- Flyers at parent teacher conferences;
- A short training on Back to School night;
- School Accountability Committee safety procedure review.
- One district publishes a short magazine periodically to send to the parents with school information. They put in a 2-page spread on the SRP, along with articles about what's going on at the school.
- Highlight one SRP action per month, which emphasizes the all hazards nature of the program.
- Leverage a "captive audience" to review the SRP actions, such as before a concert, play, or athletic event.





# MESSAGING

## Email, Text, and Auto Dialer

### COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of incident, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the students and staff as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

### INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full-time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low-level event and activity communication along with their primary job.

High-level event information should be as clear, concise, and complete as possible. Create a policy for protocol and content for each communication channel to maintain consistency.

Document which people on the Communication Team are responsible for distributing messages through email, text, social media, and phone calls.

### DIRECT COMMUNICATION

It is safe to assume that most schools/districts communicate regularly with the student families through email.

In an emergency, add alternate methods for communication such as text and phone, which aren't used as frequently. Doing so will alert the recipients that this is more important than daily communication.

Decide which methods of direct communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service, and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members.

### SOCIAL MEDIA CHANNELS

Most school day disruptions don't require any social media engagement, but if it is beneficial to alert the community of an incident, decide which channels are the best fit for your community. This is reliant on internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

### CONTACTS

After determining the best methods to use, decide who you will need to communicate with in each situation. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders, dispatchers, and media contacts as needed.

### TIME

For certain incidents, there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message templates pre-approved and ready to use.

### CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpected early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

If the school or district has a web page with information about what each SRP Action means and what the directives are, include a link to that page.

Plan on how you will be providing updates if those are needed, and include a link or reference to that site so recipients know where to look.



### **SAMPLE MESSAGING FOR EACH SRP ACTION**

The following sections contain detailed instructions and considerations for each of the Standard Response Protocol Actions.

Each section has sample messaging for that specific Action, and when and how it can be used.

### **CONSIDERATIONS**

The district and school safety teams should develop guidelines outlining the types of communication to be used when Actions are called in different situations. Document this in the EOP.

Not all Actions will require an immediate communication response. For instance, if you anticipate a Hold or Secure taking no longer than 20 minutes, you may determine there is no need to send an immediate alert to parents and guardians. Do consider, however, that parents may receive communication directly from their child or from another parent. On matters related to safety, it's important to foster an environment where accurate and timely information is communicated to parents and other constituents.

### **PREPARATION**

A tabletop exercise is a start; basically, it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. Think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

The team should pre-script some basic messages for multiple scenarios that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

### **TWO MINDS**

There are different messaging philosophies regarding how much information is too much information. In some events, a detailed description of the SRP Action and the steps taken by the school in response to the event are warranted. Guidance for this type of communication can be found under "Messaging to Parents" in the Hold, Secure, Lockdown, Evacuate, and Shelter sections.

For other events, a more generic message may provide enough information. The goal of the generic message is to inform the broader community that one of the SRP Actions was implemented but that no further action is required on their part. Think of it as a way to put parents, guardians, and others at ease.

Alternatively, the generic message can be used immediately following the protocol activation if details are unknown. In that case, use a statement that "more information will be sent out via (insert a link for them to click on)."

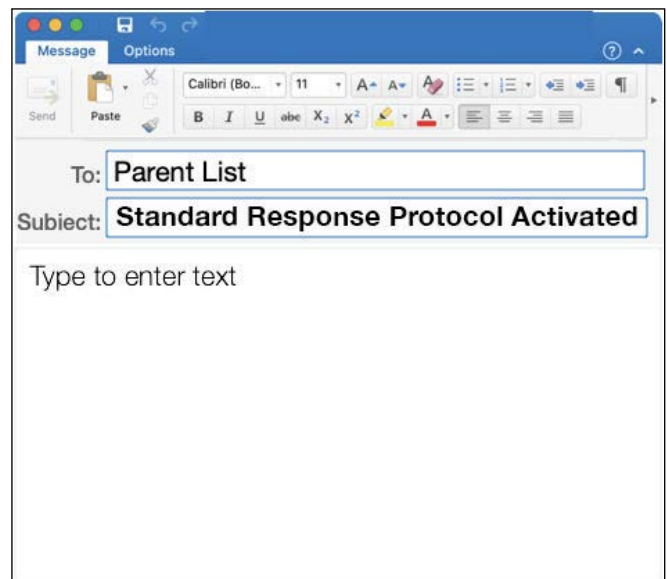
### **GENERIC STANDARD RESPONSE PROTOCOL MESSAGE TO PARENTS**

Subject: Safety Notification - [School Name] Activated a Standard Response Protocol

Dear Parent or Guardian,

Today the Standard Response Protocol was activated at [School Name] due to [state the reason(s) that you used the action(s) of the Standard Response Protocol].

The safety and well-being of your child are our top priority. Learn more about the Standard Response Protocol at [iloveguys.org](http://iloveguys.org)





# HOLD

## In Your Room or Area.

### **HOLD IN YOUR ROOM OR AREA.**

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.

Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

### **PUBLIC ADDRESS - RELEASE**

A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

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

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold Action has been used in the school. Usually, it is sent after a Hold is cleared.

However, if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are bracketed and italicized.

### CURRENT HOLD DURING THE SCHOOL DAY

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and well-being of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? \*

### CURRENT HOLD AT THE END OF THE DAY

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty.

Student dismissal may be delayed for a short time until the situation has been resolved. You will be notified when students are dismissed. Thank you for your understanding.

The safety and well-being of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? \*

#### Text Message

*[School Name]* has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

#### Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

### NOTIFICATION THAT A HOLD OCCURRED DURING THE DAY

#### Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

*[School Name]* was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and well-being of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? \*

\* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

Link to either your website or [iloveguys.org](http://iloveguys.org) for them to learn more.



# SECURE

Get Inside. Lock Outside Doors.

## SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action 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, Secure uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.

Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

### PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.

The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.

Thank you for your assistance with making this Secure work smoothly."

### ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

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.

### ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

## NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

## CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

## MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

**SCHOOL IS SECURED**  
**MONITORED ENTRY AND CONTROLLED RELEASE**



**ESCUELA BAJO PROTECCIÓN**  
**ENTRADA VIGILADA Y SALIDA CONTROLADA**

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## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

## REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

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

## PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

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

## DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

## CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

## EXAMPLES OF SECURE CONDITIONS

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

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

## SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building.

The main difference is that during a Secure, the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.





# SECURE

Get Inside. Lock Outside Doors.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in the message are bracketed and italicized.

## CURRENT SECURE ACTION DURING THE SCHOOL DAY

### Email

Subject Line: Safety Notification - Secure Currently

Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

## CURRENT SECURE ACTION AT THE END OF THE DAY

### Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

### Text Message

*[School Name]* is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

### Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

## NOTIFICATION THAT SCHOOL WAS IN SECURE ACTION

### Email

Subject Line: Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? \*

\* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

Link to either your website or [iloveguys.org](http://iloveguys.org) for them to learn more.



# LOCKDOWN

## Locks, Lights, Out of Sight.

### **LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT**

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

“Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!”

### **ACTIONS**

The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there’s a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### **REPORTED BY**

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

### **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 interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

### **DRILLS**

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the “SRP Lockdown Drill” section of this book.



# LOCKDOWN

## Locks, Lights, Out of Sight.

### CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to get out of sight, or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

### EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

### THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

### RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

### CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communication. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

### EVACUATION

If an actual violent incident occurs, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



# LOCKDOWN

## Locks, Lights, Out of Sight.



### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

Variables in the message are bracketed and italicized.

### CURRENT LOCKDOWN

#### Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and well-being of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown? \*

#### Text Message

*[School Name]* is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Check here *[link to social media page/site]* for updates.

#### Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

### LIFTED LOCKDOWN

#### Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

*[School Name]* was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and well-being of your child is our top priority.

What is a Lockdown? \*

#### Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

#### Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

\* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

If students are unable to get behind a locked door, they are trained to self-evacuate.

If your child contacts you to let you know that they safely self-evacuated, please contact the district at [District Phone Number or Safety Hotline] to notify us your child is safe.

Link to either your website or [iloveguys.org](http://iloveguys.org) for them to learn more.



# EVACUATE

## A location may be stated.

### EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

### REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or <https://iloveguys.org> for them to learn more.

### 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 a location.

Evacuate! To a location."

### ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

### PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from [iloveguys.org](https://iloveguys.org).

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

### DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

### CONTINGENCIES

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

### RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are bracketed and italicized.

### EVACUATION WITH A RETURN TO SCHOOL ANTICIPATED

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and well-being of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

#### Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

### EVACUATION WITH EARLY DISMISSAL PLANNED

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and well-being of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here *[link to the platform you'll be updating]*.

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

#### Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

### EVACUATION TO AN OFF-SITE LOCATION

#### Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and well-being of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? \*

#### Text Message

*[School Name]* has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

#### Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

\* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

Link to either your website or [iloveguys.org](http://iloveguys.org) for them to learn more.



# POLICE LED

## Evacuation after a Lockdown

### **POLICE LED EVACUATION**

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

### **PUBLIC ADDRESS**

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### **ACTIONS**

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during 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.

### **WHAT TO EXPECT**

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

### **EMOTIONAL RESPONSIBILITY**

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

### **PREPARATION**

Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

### **MEDIA MESSAGING**

To the media/community after an event.

Example Situation: Violent Event

“On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process.”

### **DISPATCH MESSAGING**

To responding officers during an event.

Example Situation: Police Led Evacuation

“(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)”

### **LAW ENFORCEMENT MESSAGING**

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

### **LAW ENFORCEMENT GUIDANCE**

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

### **CONTINGENCIES**

Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### **TRANSPORTATION**

During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



# SHELTER

## State the Hazard and Safety Strategy.

### **SHELTER STATE THE HAZARD AND SAFETY STRATEGY**

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

### **PUBLIC ADDRESS**

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.

Shelter! For a hazard. Using safety strategy.”

For a tornado, an example would be:

“Shelter for a tornado. Go to the tornado shelter.

Shelter for a tornado. Go to the tornado shelter.”

After the danger has passed:

“Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter.”

### **HAZARDS MAY INCLUDE**

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

### **SAFETY STRATEGIES MAY INCLUDE:**

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

### **ACTIONS**

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

### **PREPARATION**

Identification and marking of facility Shelter areas.

### **DRILLS**

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

### **STATE THE HAZARD AND SAFETY STRATEGY**

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

### **PLAIN LANGUAGE**

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

### **CUSTOMIZATION**

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).



# SHELTER

State the Hazard and Safety Strategy.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are bracketed and italicized.

### SHELTER (CURRENT)

#### Email

Subject Line: Safety Notification - Shelter Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* is currently Sheltering due to *[state reason for Shelter]*.

The safety and well-being of your child is our top priority. We are actively monitoring the situation.

Watch for updates here *[link to the platform you'll be updating]*

What is Shelter? \*

#### Text Message

*[School Name]* is currently Sheltering due to *[state reason for Shelter]*. Please check your email and voicemail for more information.

#### Phone Call

Parents, *[School Name]* is currently Sheltering due to *[state reason for Shelter]*. The safety and well-being of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

### SHELTER (PAST)

#### Email

Subject Line: Safety Notification - Shelter Ended at *[School Name]*

Dear Parent or Guardian,

*[School Name]* used the Shelter Action from *[start time of Shelter]* to *[end time of Shelter]* due to *[state reason for Shelter]*. All school operations have now returned to normal.

The safety and well-being of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here *[link to the platform you'll be updating]*

What is Shelter? \*

#### Text Message

The Shelter at *[School Name]* has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

#### Phone Call

*[School Name]* used the Shelter Action from *[start time of Shelter]* to *[end time of Shelter]* due to *[state reason for Shelter]*. All school operations have now returned to normal.

\* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or [iloveguys.org](https://loveguys.org) for them to learn more.

# SEQUENCING

## the Actions



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

### ENVIRONMENT DICTATES THE TACTICS

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

#### HOAXES

False information may be reported to public safety about a threat inside the building. This situation may warrant a conversation with public safety agencies. If a threat is reported, but is suspicious, isolated or unverified, then a Hold action may be used in combination with a Secure action, instead of calling for a Lockdown.

This results in students being behind locked classroom doors and locking all outside access points. If the threat report proves false, it is easier to return to business as usual, than releasing the school from Lockdown.

#### HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel need time to locate the student and send security/SRO to locate and engage the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

#### HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.

### LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

### SECURE ESCALATES TO LOCKDOWN

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.



# ENVIRONMENT

## Dictates the Tactics

### WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

### GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

### DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

### TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.



# DRILLS

## vs. Functional and Full-Scale Exercises

### DEFINITIONS

Here are some definitions and descriptions of drills and exercises. This is a compilation from various sources and includes the important points from each one. It includes information gained by experience with actual drills and exercises in schools and districts.

### DRILLS VS. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually a “Drill Game or Functional Exercise.”

School lockdown drills are not synonymous with functional exercises. Nor are they understood and practiced properly. According to FEMA (see Appendix A), exercises help build preparedness by allowing organizations to test and validate plans, determine strengths, and identify areas for improvement.

### SCENARIO, OR NO SCENARIO

It is important to note that any type of exercise can be conducted with or without a scenario. The I Love U Guys Foundation recommends an all-hazards approach to exercise design and development, where the main goal is to practice or test a specific capability. For example, a functional exercise could be designed to practice inter-agency coordination in response to a large-scale power outage. The reason for the outage does not matter. At times a scenario can enhance the realism of an exercise but it is not needed.

The I Love U Guys Foundation uses this approach during reunification exercises and it is also recommended for Evacuation, Lockdown, Secure, and Hold drills.

### DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

Drills are for staff and students, and are educational opportunities to practice life safety skills. For example, an evacuation drill is conducted at schools worldwide regularly. A fire alarm goes off, students line up and head outside. Since there is no simulation of a threat or hazard, these cause less trauma.

Lockdown drills are similar. There is no simulated violence needed to conduct them. The only information needed is for the protocol to be enacted, “Lockdown, locks, lights, out of sight,” and then students and staff perform the proper functions.

### EXERCISE - TWO CATEGORIES

There are several types of exercises, which are divided into two categories. The categories are discussion-based exercises and operations-based exercises.

Discussion-based exercises are designed to introduce concepts to organizations. They allow individuals to become familiar with policies and procedures. Seminars, workshops, tabletops, and games are types of discussion-based exercises. Some of those will include talking about scenarios and regional hazards, and what sort of response might be required for those specific issues.

Operations-based exercises involve actual response actions and are used to practice or validate plans and policies. The learning objective is to test response, capacity, and resources across the system. Students are rarely asked to engage with these. An exercise can include a description or enactment of an incident, but doesn't have to.

Exercises are broader in scope than drills, and are designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an exercise, or to observe it. You will probably be introducing scenarios they have thought about, and this level of engagement can be useful.

In a Functional Exercise, participants perform their duties in a simulated environment. Functional exercises typically focus on specific team members and/or procedures and are often used to identify process gaps associated with multi-agency coordination, command and control.

The “I Love U Guys” Foundation’s reunification exercises (Rex) are an example of a functional exercise. During these, participants test and practice the capabilities of the reunification team to properly reunite students with the appropriate parent or guardian. The exercise starts with notification that students were evacuated from the school and are already at the reunification site.

A Full-Scale exercise is similar in execution to a Functional exercise and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real incident. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.



# SRP

## Lockdown Drill

### SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- Identify the hazard;
- Develop response;
- Train;
- Practice;
- Drill;
- Exercise.

### PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain-language responses to various events. An assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media, and first responders. The core areas examined were:

- Something happening outside the school;
- Something is happening inside of the school;
- How to get out of the school;
- Natural or man-made hazards;
- Keeping the halls clear.

### DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

### TRAIN

The next step in the process is providing training to students and staff on each of the response protocols, which can be done with the downloadable materials.

### PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

### COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

### LOCKDOWN DRILL GUIDANCE

A critical aspect of implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a Lockdown drill is for practicing an action, not an event. An actual Lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

### PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on [iloveugays.org](http://iloveugays.org) Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference for using window coverings.

Additionally, the following instructions should be delivered to students.

- Locate yourself at a point in the classroom where you can no longer see out the corridor window.
- Maintain silence. No cell phone calls.
- Discuss the cell phone policy based on Lockdown guidance on page 22.

### PARTNERSHIPS

School-level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

## **THE EMERGENCY RESPONSE TEAM**

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience and specialized training and skills for use in district emergency operations.

## **THE LOCKDOWN DRILL TEAM**

During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and administrators from another school.

## **STAFF NOTIFICATION**

When Lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

## **SPECIAL NEEDS CONSIDERATIONS**

It is critical to identify any specific issues that may cause challenges for students and/or staff with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

## **THE PRE-DRILL BRIEFING**

Prior to the Lockdown drill, a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

- Review the floor plan and team member assignments;
- Expected drill duration;
- The door knock and classroom conversation;
- Potential student or staff distress;
- Ensure law enforcement has access to keys to unlock all doors.

## **ANNOUNCING THE LOCKDOWN DRILL**

When using public address to announce a Lockdown drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that it's a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

"This is a drill. Lockdown. Locks, Lights, Out of Sight.

This is a drill. Lockdown. Locks, Lights, Out of Sight."

Alternatively, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

"This is a drill. Lockdown. Locks, Lights, Out of Sight"

"This is a drill. Lockdown. Locks, Lights, Out of Sight,"

or

"We are going to conduct a Lockdown drill. Please listen for the Lockdown announcement."

## **CONDUCTING THE DRILL**

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as a "Scribe" and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point, a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in Lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The "I Love U Guys" Foundation to assist in documenting the Lockdown drills. It can be copied from the following page or downloaded.

## **WINDOWS**

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you're in agreement.

## **THE CLASSROOM CONVERSATION**

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

## **THE LOCKDOWN DRILL TEAM DEBRIEF**

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and action items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after-action review process.



# MATERIALS

## And a Note for Your Printer

### NOTE TO PRINTERS

All materials are available to download from <https://iloveuguy.com>. This material may be duplicated for distribution per “SRP Terms of Use,” which reads as follows:

Terms of Use: District/school is responsible for physical material production of any on-line resources provided by The Foundation. The Foundation does not provide printing services.

What this means: Print these yourself or send them to a printer.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

### ABOUT THE MATERIALS

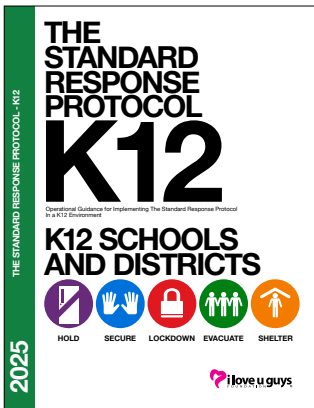
Most of the materials do not change from one version to the next. Some of them may be marked with a 2025 stamp which shows that they’ve been reviewed.

### PRINTING THE BOOKS

Books have been laid out with a 5 pica (.83”) interior margin and a 4 pica (.67”) exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

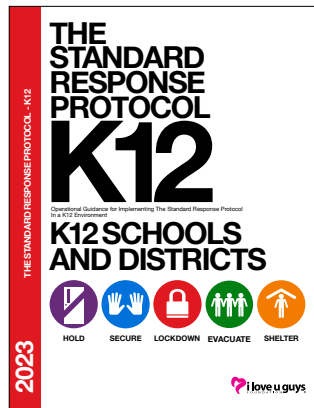
### BOOK VERSIONS

The “I Love U Guys” Foundation commits to updating the Standard Response Protocol book versions every two years. All content is reviewed and may or may not change significantly. The previous version will always be available.



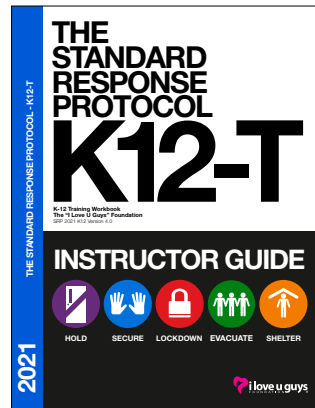
### SRP K12 2025 Operational Guidance V4.2

Current guidance for schools, districts, departments and agencies. This is a general guide on incorporating and operating the Standard Response Protocol within a school safety plan. V4.2 contains the same information as V4.1, with additional guidance and material.



### SRP K12 2023 Operational Guidance V4.1

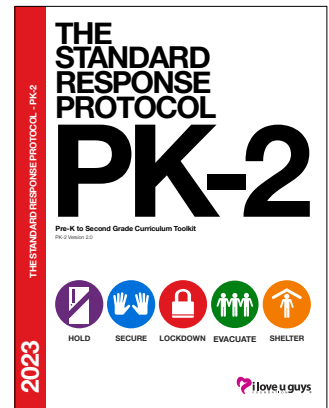
Guidance for schools, districts, departments and agencies. This is a general guide on incorporating and operating the Standard Response Protocol within a school safety plan.



### SRP K12-T 2021 Classroom Instructor Guide

The workbook is designed to assist presenters in learning the SRP presentation.

Accompanying Keynote and PowerPoint presentations are available for download.



### SRP PK-2 V2 Curriculum Workbook

This workbook has been produced to help pre-school and elementary teachers guide students through the process of learning how to stay safe by engaging in fun activities. It is scheduled to be updated later in 2024.



# MATERIALS

## INFORMATION FOR PARENTS AND GUARDIANS

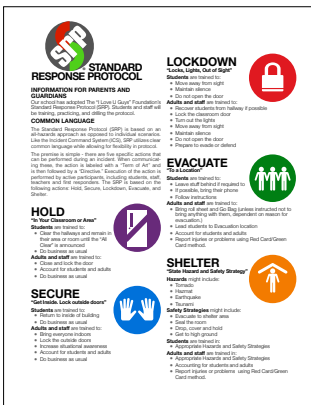
Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout is in PDF format and can be emailed or printed to hand out. It describes what is expected of people in the school, and outlines the roles of the parents and guardians during Secure and Lockdown events.

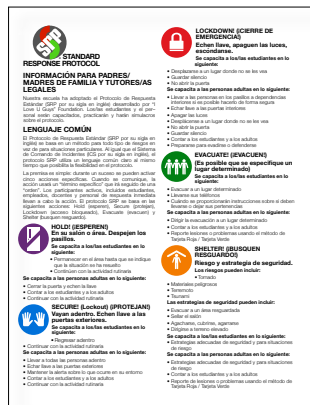
Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district. Your school or district is welcome to post this on your website for easy access.

### Other Languages

The Parent Handout is available in multiple languages. These are produced on request. Requests from schools or districts with a Memorandum of Understanding on file with The Foundation are prioritized.



SRP Parent Handout  
2 pages, English language



SRP Parent Handout  
2 pages, Spanish language

## RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly and visually identify the status of the teachers' classes after an evacuation.

The back of all cards have the **Help and OK** images.

Green = All students are accounted for, No immediate help is necessary

Red = Extra or missing students, or vital information must be exchanged



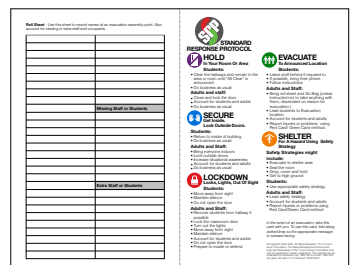
## Red/GREEN/Med Card

Red and White Cross (Medical Help) - Immediate medical attention is needed



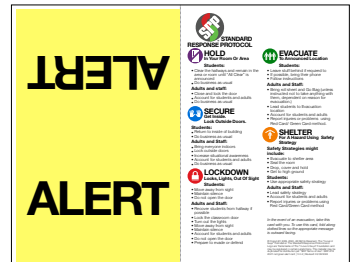
## Red/GREEN/Roll Card

This includes a roll sheet for users to record who is in their group.



## Red/GREEN/Alert Card

The Alert card is used to indicate there is a problem in your group and you need assistance.





# MATERIALS

## SRP CLASSROOM POSTER

This K12 SRP overview wall poster was created to be printed and placed on walls in order to remind everyone of the different SRP actions and allow teachers to start the conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in classrooms, near building entries, and at the entrances to the cafeteria, auditorium and the gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11”) and tabloid size (11 x 17”) in English and Spanish.

The poster is available in multiple languages which are produced on request. Requests from schools or districts with a Memorandum of Understanding on file with The Foundation are prioritized.

### IN AN EMERGENCY TAKE ACTION

**HOLD!** In your room or area. Clear the halls.

**STUDENTS**  
Clear for hallway and remain in room or area until the "All Clear" is announced.  
Do business as usual.

**ADULTS**  
Close and lock the door.  
Account for students and adults.  
Do business as usual.

**SECURE!** Get inside. Lock outside doors.

**STUDENTS**  
Return to inside of building.  
Do business as usual.

**TEACHERS**  
Bring everyone indoors.  
Lock outside doors.  
Increase situational awareness.  
Do business as usual.  
Take attendance.

**LOCKDOWN!** Locks, lights, out of sight.

**STUDENTS**  
Move away from sight.  
Maintain silence.  
Do not open the door.

**ADULTS**  
Remove students from hallway if possible.  
Lock and disengage door.  
Turn out the lights.  
Move away from sight.  
Do not open the door.  
Prepare to evacuate or shelter.

**EVACUATE!** (A location may be specified)

**STUDENTS**  
Leave in an orderly manner.  
If possible, bring your phone.  
Follow instructions.

**ADULTS**  
Account for students and adults.  
Notify if missing, extra or injured students or adults.

**SHELTER!** Hazard and safety strategy.

**STUDENTS**  
Use appropriate safety strategy.  
Remain calm.

**ADULTS**  
Lead safety strategy.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.

**Hazard** Safety Strategy  
**Tornado** Crouch to lowest point  
**Hazard** Clear the room  
**Earthquake** Crawl, cover and hold  
**Tsunami** Call to high ground

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### EN UNA EMERGENCIA ACTUAR

**HOLD!** (PERMANENCIA) En el salón o área donde esté.

**ESTUDIANTES**  
Despejar los pasillos.  
Quitar los muebles del salón o área hasta que se anuncie que está seguro salir.  
Continuar con las actividades normales.

**ADULTOS**  
Cerrar y bloquear la puerta.  
Controlar a los estudiantes y adultos.  
Continuar con las actividades normales.

**SECURE!** (PROTECCIÓN) Entrar. Cerrar las puertas exteriores con llave.

**ESTUDIANTES**  
Entrar al edificio.  
Cerrar las puertas exteriores normales.  
Quitar los muebles del salón.

**ADULTOS**  
Cerrar y bloquear el mundo al interior.  
Controlar a los estudiantes con llave.  
Ajustar la información sobre la situación.  
Continuar con las actividades normales.

**LOCKDOWN!** (CIERRE DE EMERGENCIA) Cerrar con llave, apagar las luces, esconderse.

**ESTUDIANTES**  
Quitar los muebles del salón.  
Quitar los muebles del salón.  
No abrir la puerta.

**ADULTOS**  
Cerrar y bloquear a los estudiantes que están al pasillo.  
Controlar a los estudiantes.  
Quitar los muebles del salón.  
Quitar los muebles del salón.  
Quitar los muebles del salón.  
No abrir la puerta.  
Prepararse para evacuar o refugiarse.

**EVACUATE!** (EVACUACIÓN) (Se puede especificar una ubicación)

**ESTUDIANTES**  
Salir del salón o en silencio.  
Salir del salón o en silencio.  
Seguir las instrucciones.

**ADULTOS**  
Dirigir a los estudiantes al lugar de evacuación en el salón o los estudiantes y adultos.  
Asegurar que todos los estudiantes y adultos, hay contados de cada clase.

**SHELTER!** (REFUGIO) Se indican los peligros y las estrategias de seguridad.

**ESTUDIANTES**  
Usar la estrategia de seguridad apropiada según el peligro.  
Mantenerse calmados.

**ADULTOS**  
Dirigir a los estudiantes según el peligro.  
Controlar a los estudiantes y adultos.  
Asegurar que todos los estudiantes y adultos, hay contados de cada clase.

**Peligro** Estrategia de seguridad  
**Tornado** Crouching to lowest point  
**Hazard** Clear the room  
**Earthquake** Crawl, cover and hold  
**Tsunami** Call to high ground

**K12 FOUNDATION**

## PUBLIC ADDRESS POSTER

The Public Address Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word for easy editing. The public address is repeated twice each time the public address is performed.

### IN AN EMERGENCY TAKE ACTION

**HOLD** **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER**

Standard Response Protocol – Public Address	
Medical	Hold in your Room or Area. Clear the halls.
Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get Inside. Lock outside doors.
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!
Tornado	Evacuate to (location) Shelter for Tornado!

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Hold! In your room or area. Clear the halls.

Secure! Get Inside. Lock outside doors.

Lockdown! Locks, Lights, Out of Sight.

Evacuate! To a Location.

Shelter! State the Hazard and Safety Strategy.

## STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.

### SCHOOL IS SECURED NO ONE IN OR OUT

### ESCUELA BAJO PROTECCIÓN NADIE PUEDE ENTRAR

**K12 FOUNDATION**

### SCHOOL IS SECURED MONITORED ENTRY AND CONTROLLED RELEASE

### ESCUELA BAJO PROTECCIÓN ENTRADA VIGILADA Y SALIDA CONTROLADA

**K12 FOUNDATION**

### DRILL IN PROGRESS NO ONE IN OR OUT

### SIMULACRO EN CURSO NO SE PERMITE LA ENTRADA O SALIDA DE NADIE

**K12 FOUNDATION**

## POCKET GUIDE

**K12 STANDARD RESPONSE PROTOCOL**

**Student and Staff Safety**  
A critical incident in the safe school escape to the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are identified and tracked for by students, teachers, staff and administrators.

**Standard Response Protocol (SRP)**  
The SRP is based on the response to various scenarios. The benefits become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. The protocol also allows for a predictable series of actions as an event unfolds.

The SRP is based on the actions: HOLD, Secure, Lockdown, Evacuate, and Shelter. Each has specific staff and student objectives that are unique to the event.

The Standard Response Protocol is a program of the K12 Foundation. More information and detailed materials can be found at <https://www.k12.org>

**EVACUATE** "Go Nowhere!"  
Evacuate to a safe location.  
Follow instructions.  
Do not return until told to do so.  
Do not use elevators.  
Do not use stairs.  
Do not use the building's fire escape.  
Do not use the building's roof.  
Do not use the building's basement.  
Do not use the building's parking garage.  
Do not use the building's utility room.  
Do not use the building's janitor's closet.  
Do not use the building's storage room.  
Do not use the building's maintenance room.  
Do not use the building's laundry room.  
Do not use the building's restrooms.  
Do not use the building's kitchen.  
Do not use the building's cafeteria.  
Do not use the building's gymnasium.  
Do not use the building's auditorium.  
Do not use the building's theater.  
Do not use the building's library.  
Do not use the building's art room.  
Do not use the building's music room.  
Do not use the building's computer lab.  
Do not use the building's science lab.  
Do not use the building's history/social studies lab.  
Do not use the building's language lab.  
Do not use the building's special education room.  
Do not use the building's health room.  
Do not use the building's nurse's office.  
Do not use the building's principal's office.  
Do not use the building's superintendent's office.  
Do not use the building's district office.  
Do not use the building's state office.  
Do not use the building's federal office.

**LOCKDOWN** "Locks, Lights, Out of Sight!"  
Lockdown is used to protect students and staff from an intruder.  
Lockdown is used to protect students and staff from a fire.  
Lockdown is used to protect students and staff from a bomb.  
Lockdown is used to protect students and staff from a chemical spill.  
Lockdown is used to protect students and staff from a natural disaster.  
Lockdown is used to protect students and staff from a terrorist attack.  
Lockdown is used to protect students and staff from a cyber attack.  
Lockdown is used to protect students and staff from a data breach.  
Lockdown is used to protect students and staff from a power outage.  
Lockdown is used to protect students and staff from a network outage.  
Lockdown is used to protect students and staff from a security breach.  
Lockdown is used to protect students and staff from a privacy breach.  
Lockdown is used to protect students and staff from a reputational breach.  
Lockdown is used to protect students and staff from a financial breach.  
Lockdown is used to protect students and staff from a legal breach.  
Lockdown is used to protect students and staff from a regulatory breach.  
Lockdown is used to protect students and staff from a compliance breach.  
Lockdown is used to protect students and staff from a contractual breach.  
Lockdown is used to protect students and staff from a partnership breach.  
Lockdown is used to protect students and staff from a vendor breach.  
Lockdown is used to protect students and staff from a supplier breach.  
Lockdown is used to protect students and staff from a customer breach.  
Lockdown is used to protect students and staff from a partner breach.  
Lockdown is used to protect students and staff from a competitor breach.  
Lockdown is used to protect students and staff from a market breach.  
Lockdown is used to protect students and staff from a industry breach.  
Lockdown is used to protect students and staff from a global breach.

**SECURE** "Get Inside, Lock Outside Doors."  
Secure is used to protect students and staff from an intruder.  
Secure is used to protect students and staff from a fire.  
Secure is used to protect students and staff from a bomb.  
Secure is used to protect students and staff from a chemical spill.  
Secure is used to protect students and staff from a natural disaster.  
Secure is used to protect students and staff from a terrorist attack.  
Secure is used to protect students and staff from a cyber attack.  
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Secure is used to protect students and staff from a partner breach.  
Secure is used to protect students and staff from a competitor breach.  
Secure is used to protect students and staff from a market breach.  
Secure is used to protect students and staff from a industry breach.  
Secure is used to protect students and staff from a global breach.

**HOLD** "Hold in your room or area. Clear the halls."  
Hold is used to protect students and staff from an intruder.  
Hold is used to protect students and staff from a fire.  
Hold is used to protect students and staff from a bomb.  
Hold is used to protect students and staff from a chemical spill.  
Hold is used to protect students and staff from a natural disaster.  
Hold is used to protect students and staff from a terrorist attack.  
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Hold is used to protect students and staff from a partner breach.  
Hold is used to protect students and staff from a competitor breach.  
Hold is used to protect students and staff from a market breach.  
Hold is used to protect students and staff from a industry breach.  
Hold is used to protect students and staff from a global breach.

**SHELTER** "State the Hazard and Safety Strategy."  
Shelter is used to protect students and staff from an intruder.  
Shelter is used to protect students and staff from a fire.  
Shelter is used to protect students and staff from a bomb.  
Shelter is used to protect students and staff from a chemical spill.  
Shelter is used to protect students and staff from a natural disaster.  
Shelter is used to protect students and staff from a terrorist attack.  
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Shelter is used to protect students and staff from a partnership breach.  
Shelter is used to protect students and staff from a vendor breach.  
Shelter is used to protect students and staff from a supplier breach.  
Shelter is used to protect students and staff from a customer breach.  
Shelter is used to protect students and staff from a partner breach.  
Shelter is used to protect students and staff from a competitor breach.  
Shelter is used to protect students and staff from a market breach.  
Shelter is used to protect students and staff from a industry breach.  
Shelter is used to protect students and staff from a global breach.

This is a quick guide to the five actions. It folds to the size of a business card to fit in wallets, pockets, and ID cardholders. It prints on two sides of letter-size paper, and there are three to a page.



# MATERIALS

## IDCARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".



## VIDEO TRAINING

There are some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

### Middle/High School Video (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

### Lockdown Drill (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

### SRP-2021 What's New (5:43)

This video highlights the changes for SRP 2021, and specifically the change from Lockout to Secure.

### SRP Dispatch Roll Call (5:59)

Dispatchers play an integral, yet often overlooked, role in any crisis. This video sheds light on the importance of dispatchers understanding and utilizing the common language of the SRP for effective communications between law enforcement, fire, EMS, and the school or district. Grab 10 minutes during roll call to present this video to dispatchers so they can learn more about the five actions of the SRP, when and why they are used, and what communications will look like for dispatchers.

### SRP Patrol Roll Call (4:28)

When schools within your jurisdiction are using the SRP, it is crucial for all first responders to have a comprehensive understanding of the five actions of the SRP in order to understand the status of a crisis at the schools and be able to effectively respond. In this video, our Hollywood voiceover artist gives patrol team members an overview of the SRP and its five actions, and he takes you through real-world scenarios of what this will look like for law enforcement. Show this video at roll call with your officers and discuss it with them to solidify their understanding of the SRP.



# FAQ

## Frequently Asked Questions

### **YOU MAY ASK...**

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

#### **Seriously. What does it really cost?**

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The “I Love U Guys” Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

#### **What about business/church/institution use?**

Please look at the materials designed specifically for institutional use on the website: <http://iloveguys.org>.

#### **I see you offer training. Do we need to buy training in order to use the program?**

No. We’ve attempted to put enough material on-line so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but on providing training for districts, departments, and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

#### **What’s the difference between Secure and Lockdown again?**

The term “Secure” is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive “Get inside. Lock outside doors,” which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also 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, Secure. If the threat is inside the building, Lockdown.

#### **What if the threat is close to the building?**

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

#### **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 that allows first responders to enter the building quickly.

#### **Won’t people still come in the building if the outside doors are unlocked during a Lockdown?**

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 and 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, defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

#### **I thought I saw Shelter guidance?**

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and deferring to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

#### **Can the SRP be used in conjunction with other safety plans?**

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

### **Can I modify materials?**

That depends. The core actions and directives must remain intact. These are:

1. Hold “In your room or area. Clear the halls.”
2. Secure “Get inside. Locks outside doors.”
3. Lockdown “Locks, Lights, Out of Sight.”
4. Evacuate, followed by the announced location.
5. Shelter, followed by the announced hazard and safety strategy.

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

### **Are the source materials available?**

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have a signed “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, original artwork is created in Mac OS X, Pages version 13.x or InDesign 19.x.

### **Can you send me the materials in Microsoft Word?**

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

### **Can I really use the materials? What about copyrights and trademarks?**

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document and in the Memorandum of Understanding.

### **Do I need to ask permission to use the materials?**

No. You really don’t need to ask permission. But, it would be great if you let us know that you’re using our programs.

### **Do I have to sign an MOU with The Foundation?**

It is not necessary to sign a Memorandum of Understanding with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI (Notice of Intent), you will be added to our database and notified when updates and new materials are available.

### **Do I have to send a Notice of Intent?**

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

### **Do I have to notify you at all that I’m using the SRP?**

We often speak with school safety stakeholders who have implemented the SRP but haven’t mentioned it to us. Please let us know if your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance of achieving a goal of having clear communication in a crisis.

### **Can I put our logo on your materials?**

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with the intended usage.

In some states, we have co-branding agreements with “umbrella” organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization’s branding.

### **We would like to put the materials on our website.**

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show-stopper. If your IT group prefers, just copy the materials to your site.

### **Does the SRP replace other individual response programs?**

The SRP serves as an all-hazards, institutional response to anything that can happen at a school, and includes many options. Individual response programs often only identify options for the active assailant situation.

The SRP does not negate individual response training. In fact, you may find the different trainings can enhance each other and provide multiple responses.



# DRILLS

## FEMA Guidance

### APPENDIX A - FEMA GUIDANCE

FEMA provides a description of each exercise and drill. The following information is from FEMA resources. The chart on the right page is their Building Block chart, and the descriptions here are how FEMA describes what each one entails, and the expected outcomes.

For in-depth learning, see IS-120.C: An Introduction to Exercises: ( <https://training.fema.gov/is/course-overview.aspx?code=is-120.c> )

### DISCUSSION-BASED EXERCISES

#### SEMINAR

Seminars orient participants to or provide an overview into strategies, plans, policies, or procedures. Seminars can be valuable when an entity is developing new plans or making changes to existing plans or procedures.

#### Goals

- Orient participants to new or existing plans, policies, or procedures
- Research or assess interagency capabilities or inter-jurisdictional operations
- Construct a common framework of understanding

#### Characteristics

- Casual atmosphere
- Minimal time constraints
- Lecture-based

#### WORKSHOP

Workshops are more structured than seminars. Participant attendance and collaboration from relevant stakeholders is essential to obtaining consensus and producing effective plans, procedures, and agreements.

#### Goals

- Develop a written product as a group, in coordinated activities
- Obtain consensus
- Collect or share information

#### Characteristics

- Broad attendance by relevant stakeholders
- Conducted based on clear objectives/goals
- More participant discussion than lecture-based seminar
- Frequently uses break-out sessions to explore parts of an issue with similar groups

#### Outcomes

- Emergency Operations Plans (EOPs)
- Mutual Aid Agreements
- Standard Operations Procedures (SOPs)

### TABLETOP EXERCISE (TTX)

Tabletop exercises facilitate conceptual understanding, identify strengths, and areas for improvements, and/or achieving changes in perceptions. Participants are encouraged to problem-solve together through in-depth discussion. An effective TTX comes from active participants and their assessment of recommended revisions to current plans, policies, and procedures. It is important to have a facilitator keep the participants focused on the exercise objectives.

#### Goals

- Enhance general awareness
- Enhance roles and responsibility understanding
- Validate plans and procedures
- Rehearse concepts and/or assess types of systems in a defined incident

#### Characteristics

- Requires an experienced facilitator
- In-depth discussion
- Low stress, problem-solving environment

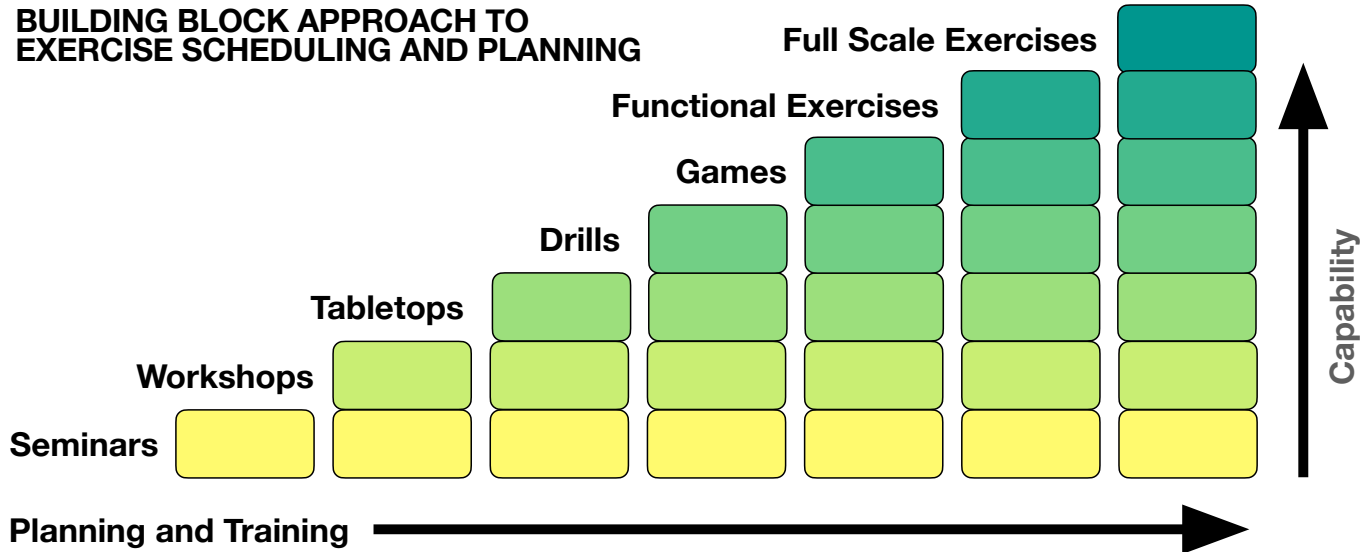
### GAME

A simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation. Identifying critical decision-making points is a major factor in the success of games.

#### Goals

- Explore decision-making processes and consequences
- Conduct “what-if” analyses of existing plans
- Evaluate existing and potential strategies
- Characteristics
- No actual resources used
- Often involves two or more teams
- Includes models and simulations on increasing complexity as the game progresses
- May include pre-scripted messages

## BUILDING BLOCK APPROACH TO EXERCISE SCHEDULING AND PLANNING



### OPERATIONS-BASED EXERCISES

#### DRILL

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency organization. Drills are commonly used to provide training on tasks specific to new equipment or procedures, to introduce or validate procedures, or practice and maintain current skills.

#### Goals

- Provide training on new equipment
- Evaluate new procedures, policies, and/or equipment
- Practice and maintain skills
- Prepare for more complex exercises

#### Characteristics

- Immediate feedback
- Realistic but isolated environment

### FUNCTIONAL EXERCISE (FE)

These are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. FEs are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

#### Goals

- Validate and evaluate capabilities
- Focused on plans, policies, and procedures

#### Characteristics

- Conducted in a realistic, real-time simulated environment
- Simulated deployment of resources and personnel
- Use of SimCell and Master Scenario Events List (MSEL)
- Include controller and evaluators

### FULL-SCALE EXERCISE (FSE)

Full-scale exercises (FSE) are high-stress, multi-agency, multi-jurisdictional activities designed to test coordinated responses and rapid problem-solving skills. These are the most complex, resource-intensive, and possibly expensive exercises.

#### Goals

- Demonstrate roles and responsibilities as addressed in plans and procedures
- Coordinate between multiple agencies, organizations, and jurisdictions

#### Characteristics

- High-stress environment
- Rapid problem solving
- Critical thinking
- Conducted in a realistic, real-time environment to mirror a real incident
- Mobilization of units, personnel, and equipment



**Safety & Security Protocols**  
Malcolm Public Schools

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## **Introduction**

Natural disasters, such as winter storms, tornadoes, floods or other natural disasters, and man-made disasters which can result from chemical spills, noxious fumes, power outages, fires, explosions, etc. are potential hazards for which our school personnel and students, and the community-at-large must be prepared. The school district must also prepare for man-made crises, which can come in the form of real or threatened violence, such as weapons on campus and bomb threats, and tragedies such as the sudden death of a teacher or student.

The objective of the Malcolm Public Schools Safety and Security Management Plan is to provide the maximum practicable protection for students and school personnel in the event of a crisis.

To meet this objective, we will instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service and student drills. The occurrence of a crisis will require a prompt response from all personnel as they perform their specific assignments from this Plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the schools plans to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, in any emergency, the following priorities shall apply:

1. Protection of life.
2. Prevention of injury.
3. Protection of property.
4. Preparation of the campus for extended stay or evacuation.

## **Emergency Response**

It is everyone's responsibility to take action to avert or respond to circumstances that threaten the security and safety of the school and school personnel, students, visitors and patrons. If you become aware of a crisis situation, you should contact the appropriate emergency services and the school administration.

### **Chain of Command for an Emergency Situation**

The Superintendent of Schools is primarily responsible for responding to a crisis situation and declaring an emergency. If at all possible the administration, fire/rescue, and sheriff's department will work together in determining or declaring an emergency. The administration is made up of the Superintendent, High School Principal, Elementary Principal, Student Services Director, Activities Director and Business Manager. In the absence of the Superintendent, the administrative chain of command starts with the senior building administrator followed by the junior building administrator. In a situation where neither the Superintendent nor either building administrator is available, the next senior administrative branch member available shall declare the emergency. Unless an obvious and immediate emergency exists, the administration will be utilized in the decision-making process.

### **Safety & Security Team**

The Safety & Security Team is made up of administrators, teachers, custodians, director of maintenance and facilities, fire/rescue personnel, school resource officer, mental health therapist, school counselor, information systems administrator, village clerk, and an emergency management representative.

### **Crisis Response Team**

#### **Crisis Team (Administrative Branch)**

The Board of Education through the Superintendent shall, from time to time, establish and/or update individuals on the District's Crisis Response Team. The Crisis Response Team is made up of three branches. One branch of the Crisis Team is the Administrative branch; it is made up of the Superintendent, Jr. Sr. High School Principal, Elementary Principal, Activities Director and Business Manager. The administrative team can also designate members from county law enforcement and public safety to assist the administrative branch.

#### **Crisis Team (Medical Response Branch)**

The medical response team is headed by the Activities Director. The members of this branch of the crisis team have been trained in CPR, use of the automatic defibrillator, and minor medical emergencies. The medical response team's main focus is dealing with all medical and physical

emergencies that may arise in the time of crisis. The medical response branch is composed generally of administrators, coaches, faculty and staff from both the elementary and secondary schools.

### **Crisis Team (Counseling Branch)**

The Counseling branch of the Crisis Team will deal primarily with the emotional safety and well-being of students and school personnel during and after an emergency or crisis. The Business Manager heads the Counseling branch of the Crisis Team receiving the majority of assistance from the school counselors. The counseling branch is primarily made up of both elementary and secondary teachers.

### **Crisis Response Team Functions**

The Crisis Response Team will be activated when the physical or emotional safety and well-being of students or school personnel is threatened. The Crisis Team will assess the situation, plan and intervene in any crisis affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis. The Crisis Team will address situations of:

1. Violence in and around school;
2. Medical emergencies;
3. Natural or accidental disasters/emergencies;
4. Death of a student or staff member;
5. Suicide of a student (or attempted suicide on school grounds).

## **Emergency Communication**

### **Declaring and Communicating an Emergency Situation**

#### ***Declaring an Emergency***

**Civil Authorities.** The police, fire officials, or other local, state or federal governmental agencies may declare an emergency, which would involve the campus. Notification of such conditions will activate the Administrative Branch of the Crisis Team so that an adequate campus response can be engaged.

**Administration.** The administration is primarily responsible for declaring an on-campus emergency. Such a declaration could activate the various branches of the Crisis Team so that an adequate campus response can be engaged.

### **Communication During an Emergency**

#### ***Alarms (Notification of Emergency)***

The school intercom system will be utilized to notify everyone of hold, secure, lockdowns, evacuations, and shelter. Alarms will follow the “evacuate” or “shelter” announcement for fire and tornado. Campus evacuations will be initiated by verbal commands from Principals on the field after a room evacuation has occurred. All other commands will be delivered verbally by the administration. The "All Clear" declaration for all drills will be given verbally.

### ***Intercom***

The administration may, when practicable, communicate the existence of an emergency situation and during any such emergency situation via the intercom system. School personnel should use the intercom system to communicate the existence of an emergency situation, if practicable. Students should only use the intercom system when under the direction of a staff member. If not reporting an emergency situation, students and staff should avoid using the intercom system to avoid overwhelming the system and allow its use for school-wide communications.

### ***Cellular Telephones***

Some school personnel may have cellular telephones for use in emergency situations. Cell phones must not be used during a bomb scare.

### ***Student Runners***

School personnel should use adult staff to communicate with the administration by arranging to cover each other’s class. Student runners should be used only if no other means of communication is available, or if staff is incapacitated.

## **Communication Plan**

### ***Critical Situations***

All faculty and staff are responsible to sound the appropriate alarm or notification upon discovering a critical situation. A critical situation includes events such as a fire, violent act, observation of a person on the campus with a gun, or hearing/observing gunshots on campus. If a fire is observed, an alarm pull device should be activated. In any critical situation (including fire), use the intercom system or available cellular phone to immediately notify the administration. Obviously, common sense will dictate that (in some situations) you should immediately proceed with either a Room Evacuation or Lockdown for the safety of you and your students. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation.

### ***Noncritical Situations***

Noncritical observations and rumors should be reported immediately by intercom or phone to the administration without sounding an alarm. An example of this type of situation includes a student reporting that he saw a student put a knife in his pocket. The Superintendent and/or his designee will determine whether to declare a crisis or not.

### **Crisis Communication Center**

The Crisis Communication Center will be located at the office of the Superintendent, located at 10004 NW 112th St. or at such other sites determined by the administration. This site, if away from the crisis itself, has multiple telephone, electrical outlets and computer networking. If the Superintendent's office is not accessible as a Crisis Communication Center, an alternate site with similar communication facilities should be established.

### **Communication with the Media**

The school district through the Superintendent shall provide information regarding the emergency situation to the news media as deemed necessary. All news media should be directed to the Superintendent's office or other Crisis Communication Center. The Superintendent or his/her designee shall issue press releases, gather updates and arrange interviews, except where the crisis involves multiple law enforcement agencies, in which case the Nebraska State Patrol or other law enforcement agencies will assume the role of media spokesperson. Photographers and other media personnel shall not be allowed at the scene if there is still danger in the area, but should be allowed access when the immediate danger has passed. After the emergency, if the situation warrants, the administration will make arrangements for the media to be escorted to the site of the emergency. The Superintendent, or his/her designee, shall release to the media, as soon as possible, school district decisions relating to the incident, whenever it is deemed necessary. All staff members are expected to be helpful and courteous at all times to the news media, but must refer all questions to the Superintendent, or his/her designee.

### **General Response Information to Any Declared Emergency**

1. It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise, which promotes confidence.
2. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.
3. Faculty are to remain with their students at all times during an emergency until relieved by administration or administration determines students can be released.
4. Do not release students until authorized to do so by the administration.

5. Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
6. Faculty and staff are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned posts until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
7. It is the responsibility of all faculty and staff to report all rumors and observations regarding information, which might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported to the Superintendent. Faculty and staff are not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report. The reports will be evaluated by the Threat Assessment Team. Faculty of primary elementary age students are given the flexibility to discern whether or not the situation demands a report.
8. Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

## **Emergency Management Procedures**

### **General Procedures**

#### ***Initial Response in an Emergency Situation***

**Standard Response Protocol (SRP).** The first responses in a declared emergency are going to be one or more of the following tasks:

1. Hold
2. Secure
3. Lockdown
4. Evacuate
  - a. On-Site Evacuation
  - b. Off-Site Evacuation
5. Shelter

See 'The Standard Response Protocol K12 Operational Guide' for specific protocol.

**Hold.** Students go into Hold when situations require students and staff to remain in their classrooms or stay out of access areas. For example, someone got sick in the hallway and it's being cleaned up by custodial staff, and they needed the area to remain clear. During a hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

**Secure.** A Secure procedure will occur if the school receives notification from the County Sheriff or State Patrol of a threat near campus, in the local neighborhood, or in vicinity, which requires students and staff to be in rooms with the doors locked. This will usually be the result of a person at large or a potentially dangerous animal that is loose.

<b>Secure</b>	
<b>Teachers &amp; All Other Staff</b>	<ol style="list-style-type: none"> <li>1. If outside, move students around you (or your class, if you are with them) into the closest classroom or building.</li> <li>2. Once inside, lock all perimeter doors and shut and lock the windows—refer to SRP protocol as necessary.</li> <li>3. Call 911 if you have vital information and cannot reach the Command Center on the phone.</li> <li>4. Remain with students and await further instructions. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities.</li> </ol>
<b>Command Center</b>	<ol style="list-style-type: none"> <li>1. Lock the perimeter doors of the Business Office.</li> <li>2. Assess the crisis as information is received. If a Secure situation is warranted and has not been initiated elsewhere, declare the Secure. Call 911 to report the situation if necessary.</li> <li>3. Call offices and other locations to acquire information.</li> </ol>

**Lockdown.** A Lockdown procedure will occur if the school receives notification from the County Sheriff or State Patrol or a threat occurs on campus or in the local neighborhood, which requires students and staff to be in rooms with the doors locked. This will usually be the result of an attack by an armed person on campus or gunshots fired on campus (or in the near neighborhood).

<b>Lockdown</b>
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<p><b>Teachers &amp; All Other Staff</b></p>	<ol style="list-style-type: none"> <li>1. If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.</li> <li>2. Once inside the room, or if you were already in a room when the Lockdown was declared, lock all doors, shut and lock the windows, close window blinds and instruct students to get on the floor away from doors and windows. Refer to SRP protocol as necessary.</li> <li>3. Call 911 if you have vital information and cannot reach the Command Center on the phone.</li> <li>4. Do not respond to knocks or voices at the door unless directed by a school administrator or civil authority.</li> <li>5. Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities.</li> </ol>
<p><b>Command Center</b></p>	<ol style="list-style-type: none"> <li>1. Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor.</li> <li>2. Assess the emergency as information is received. If the Lockdown is warranted and has not been initiated elsewhere, declare the Lockdown. Call 911 to report the situation.</li> <li>3. Call offices and other locations to acquire information.</li> <li>4. Call the faculty roll to determine the location of people.</li> <li>5. Confirm that the Crisis Team is in place in case they are needed after the Lockdown.</li> <li>6. Inform the Crisis Team of injuries as necessary after the Lockdown.</li> <li>7. If the Lockdown is not being directed by civil authorities, determine and deliver the instructions to all staff following the end of the Lockdown. Give notice as to why the Lockdown occurred and what they are to do next.</li> </ol>
<p><b>Crisis Team</b></p>	<ol style="list-style-type: none"> <li>1. Lock down the Health Office by locking doors, shutting and locking windows, closing blinds and getting on the floor.</li> <li>2. Do not leave the Lockdown room until instructed to do so by the school administration or civil authorities.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Receive reports from the Command Center of injuries.</li> <li>4. Attend to injuries after the Lockdown.</li> </ol>
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**Evacuate.**

**On-Site Evacuation.** An On-Site Evacuation is conducted usually because of a hazard that would disrupt the school day. This will usually be the result of an earthquake, extensive campus fire, range fire, aircraft disaster, chemical threat, or local police action. Our On-Site Evacuation site and/or reunification site will be at the Business Office.

**Off-Site Evacuation.** An Off-Site Evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by the administration. This will usually be the result of an earthquake, extensive campus fire, range fire, aircraft disaster, chemical threat, or local police action. Our Off-Site Evacuation site and/or reunification site will be at the Methodist Church.

Each school’s administrator will deliver a verbal directive to faculty for an Off/On-Site Evacuation. Unless directed otherwise, On-Site Evacuations will be to the Administrative Building/Bus Barn if appropriate. If that building is at risk, the evacuation should proceed to the Methodist Church. SRP will be employed. The evacuation location will follow “evacuate” in the announcement.

<b>Off/On-Site Evacuation</b>	
<b>Teachers</b>	<ol style="list-style-type: none"> <li>1. Upon hearing the alarm system, immediately stop instructions and direct student attention to emergency procedures. Refer to the Emergency Response Packet if necessary.</li> <li>2. Upon notification from the School Principal(s) to evacuate the campus, move your students toward the business office or the Methodist Church. Take an Emergency Response Packet with you including class rosters.</li> <li>3. En route to the evacuation site, recheck the class roll. If another student is missing, have a student find the principal and report the missing student.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Upon arriving at the evacuation site, keep your class together at the assigned area for your school. Follow the instructions of the Evacuation Site Coordinator.</li> <li>5. Remain with your students and await further instructions.</li> </ol>
<b>Evacuation Site Coordinator</b>	<ol style="list-style-type: none"> <li>1. Upon arrival at the evacuation site, direct arriving classes to areas assigned for each school. If the civil authorities have the school evacuated to a location other than the Administrative building/bus barn, you should immediately designate areas of the evacuation site for each of the two schools.</li> <li>2. High School students can assist at the evacuation site.</li> </ol>
<b>Principals</b>	<ol style="list-style-type: none"> <li>1. Upon notification from the Command Center that you are to, employ the Evacuate protocol from the SRP.</li> <li>2. Upon the last class of your school leaving, notify the Command Center that your classes have all been evacuated. Upon arriving at the evacuation site, let the command center know that you have arrived. Maintain control over your students and faculty at the evacuation site, striving to reduce panic and return things to normalcy.</li> </ol>
<b>Maintenance Staff</b>	<ol style="list-style-type: none"> <li>1. Maintain previous posts from Room Evacuation procedures unless reassigned.</li> <li>2. Await further instructions from the Command Center.</li> <li>3. When notified, evacuate yourself.</li> <li>4. Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.</li> </ol>
<b>Crisis Team</b>	<ol style="list-style-type: none"> <li>1. Work with paramedics to triage the injured and determine how they should be transported.</li> <li>2. If school buses are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.</li> </ol>
<b>Command Center</b>	<ol style="list-style-type: none"> <li>1. Work with civil authorities in deciding to declare an Off-Site Evacuation.</li> <li>2. Assign a person to make sure the church is unlocked</li> <li>3. Notify staff of an Off-Site Evacuation.</li> <li>4. Monitor the evacuation from the Command Center.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Personally evacuate the campus after the evacuation is completed.</li> <li>6. See that a sign is posted, notifying parents of the location of the evacuation site.</li> <li>7. Develop a message for broadcast to parents.</li> </ol>
<b>All Other Staff</b>	<ol style="list-style-type: none"> <li>1. If you have a radio/cellular phone, turn it on.</li> <li>2. Report to the Command Center and await further instructions.</li> </ol>

**Additional Response Information for Specific Types of Emergencies**

***Natural and Accidental Disasters***

**Fire**

1. If you observe a fire, activate the nearest fire alarm pull station.
2. Call the principal with the information only if you have time.
3. Initiate SRP
4. Have students close all doors as they evacuate the room.
5. Maintenance is responsible for locating the fire and directing the fire department to that location.
6. If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.

**Chemical Spill/Toxic Fumes**

***Spill/Fumes Outside the School Building.*** Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial/agricultural use of chemicals.

1. When the reported accident occurs, the following procedure is required:
  - a. Keep students and staff inside.
  - b. Close and secure windows and doors.
  - c. If spill or fumes are observed or detected, school personnel should contact the school office immediately.
  - d. Administration should notify custodians to disable the air ventilation system, if necessary, and meet with any fire crew called to the school.
  - e. Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
  - f. The Administration should determine whether the students are safer in Lockdown or Building/Campus Evacuation procedure.

- g. If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
- h. Make sure students and staff do not come into contact with spilled material.

**Spill/Fumes Inside the School Building.** If a toxic spill takes place inside the school building or facility and /or fumes occur in the school building or facility, the following procedures should be followed:

1. Call 911 if you know a hazardous material is involved.
2. Call the office to notify the Administration of the spill and fumes.
3. Administration should notify custodians to disable the air ventilation system, if necessary, and meet with any fire crew called to the school.
4. Initiate SRP
5. Isolate the area and move students to another area to prevent injury or exposure.
6. If potential fire or explosive hazard exists, evacuate the building immediately.
  - a. Do not use exit routes near the hazardous area.
  - b. Evacuate to a safe area. This means a distance of at least 500 feet away upwind.
  - c. Do not return to the area until directed to do so by authorized personnel.

**Power Outage/Blackout.** In the event of a building-wide power outage or blackout, the following procedures should be followed:

1. Teachers with classes are to remain in the classroom with students and await further instructions. Teachers should attempt to proceed as usual with classes. Students should not be released during normal passing time.
2. No student movement should take place until directed to do so by an administrator or other person in authority.
3. Office personnel should report the loss of power to:
  - a. Building Administrator
  - b. Head Maintenance or Custodian
  - c. Contact Norris Public Power
4. All teachers who do not have class assignments should report to the office to determine if their assistance is needed in or about the building.
5. If the power failure occurs during the lunch period, all teachers who do not have students assigned to them at the time should report to the cafeteria to assist with supervision.

**Winter Weather and Winter Storms.** School personnel should be sensitive to the dangers winter weather can pose to children and prepare accordingly. Winter weather procedures should include:

1. The administration should monitor weather on a continuing basis. In the event of threatening weather the administration should monitor National Weather Service and/or commercial radio and television for local weather updates and predictions. Fire and Rescue will be in touch with the school.
2. During winter months children should stay inside during inclement weather when:
  - a. The temperature or wind chill factor is 15 degrees Fahrenheit or colder.
  - b. Precipitation or playground conditions warrant staying inside.
  - c. School buildings should be open to students as early as possible during cold weather.
  - d. If the decision is made to close school, all precautions will be taken to assure safety of staff and students. If special instructions for students are not available, all effort will be made to contact parents.

### **Tornado Safety**

1. Evacuate room to pre-determined area, if possible. If not possible, move students away from doors and windows.
2. Initiate SRP.
3. Duck, cover and hold procedure after arriving at the predetermined location.
4. Teachers do not have to wait for the Shelter alarm/message to sound before starting the tornado procedure.
5. Teachers should train students in the duck and cover procedure.
  - a. If indoors:
    - i. DUCK - drop to the floor.
    - ii. COVER - in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
  - b. If outdoors:
    - i. Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
    - ii. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.
  - c. If on a school bus:

- i. If possible, the driver will pull into a nearby farmyard to shelter the bus and direct students into a basement if available. The alternative would be to pull out of traffic and park at the curb.
- ii. Students will drop in the aisles or under the seats for protection.
- iii. After checking for injury to students and damage to the bus, the driver will attempt communication with the Director of Transportation.
- iv. If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the Director of Transportation or school administration.

### **Flooding.**

***School Buildings.*** In the unlikely event a school building should be flooded, Off-Site Evacuation procedures shall be followed, and an alternative site for conduct of school operation shall be established as soon as practical by the administration and Board of Education.

***Highways and Roads.*** In the event of flooding of highways and roads in the school district, the administration shall determine whether it is safe for school to be open and, if so, whether buses will run on regular or alternate routes. The administration shall inform parents, students and staff through the protocol used for severe weather.

### ***Protection of Students and Staff from Acts of Others***

**Assaults.** The person observing an assault should follow the following procedures:

1. Report the incident to the main office in the most expeditious manner (intercom, messenger, phone, etc.). The building administrator will decide if they need to issue a "Hold" command.
2. Defuse the situation and seek to protect others, but avoid risk of physical injury to anyone; such avoidance may include physical restraint of a person.
3. Deal with immediate medical emergencies by offering first aid and calling 911 to summon the Rescue unit and police as appropriate.
4. Do not leave assailants or victims by themselves.
5. Determine if it is appropriate to maintain custody of participants.
6. Take the names of all parties, including bystanders or witnesses. Designate a staff member to take such action if it is necessary for you to leave the scene.

7. Report all assaults occurring on district properties immediately to the Administration.

### **Bomb Threats**

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
  - a. Ask what time the bomb is set to go off.
  - b. Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
  - c. Ask about the appearance of the bomb package.
  - d. Listen for background noise, e.g., jukebox, radio, other people, traffic sounds, etc.
  - e. Was the caller calm or hysterical?
  - f. Was the caller's voice young or old?
  - g. Notify your Principal or the Superintendent.

The Superintendent will call the police or 911 and declare an emergency and initiate a Room Evacuation procedure of the appropriate buildings or full campus.

2. School personnel are to remain out of the threatened building. The police will conduct the bomb search.
3. Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.
4. The Superintendent (or designee) will investigate and declare an emergency, if deemed necessary, and initiate the Evacuation procedure.
5. The Superintendent/designee will call the police or 911.
6. The area where the suspect device is located will be cleared by at least 200 feet.
7. School personnel are to keep away from the suspect device and allow the police to deal with it.
8. Cell phones and/or paging devices are to be turned off.

### **Intruder or Hostage Situation [Generally]**

In the event of an intruder or hostage situation in a school building or on school grounds, school personnel shall follow the following procedure:

#### ***Principals***

1. Conduct an immediate assessment confirming the type of incident, what has happened, what is happening, who is involved, etc.

2. Summon help from law enforcement if the situation represents a danger to students or staff.
3. Call 911.
4. Have someone stay on line with 911 to explain the current situation and update status.
5. Initiate SRP.

***Inform school staff by:***

1. Initiate the SRP Lockdown protocol
  - a. Lock doors to all classrooms.
  - b. Keep all students in the classroom, ignore all passing bells.
  - c. Move students to the safest place in the classroom away from doors and windows.
  - d. Turn off light and close blinds or drapes.
  - e. Take an accurate roll and account for any missing students; if possible, communicate to the office the names of missing students.
  - f. Employ immediate sheltering action for those exposed to danger.
  - g. Ensure that all others are sheltered in place or moved to a safer location if possible.
2. Notify the Superintendent's office.
3. Assess the situation: if the hostage situation is isolated, go room to room (in non-affected areas) and have the staff evacuate to the business office
4. Wait for law enforcement to arrive.
5. Stabilize elements of the situation if safe to do so., e.g. gather school staff assigned to emergency duties; direct non-essential staff to safe area; use building level first aid to care for injured; provide staff with instructions and information as soon as possible; and protect crime scene and evidence.
6. Work with law enforcement to resolve the situation, e.g. stay at command post and provide information.
7. Work with fire/rescue and Crisis Medical Team .
8. Signal "All Clear" and follow up with staff, e.g. see that emergency medical care is provided, account for all students and staff on or off site; notify parents/guardians as necessary; support law enforcement follow-up activities; debrief staff; arrange for site security if necessary.
9. Work with specialists, e.g. ambulance or hospital staff; law enforcement officials.
10. Work with Crisis Counseling Team - Initiate recovery and follow-up activities, e.g. brief staff and provide access to support; plan for resumption of schools; arrange to clean and repair school facilities; establish long term recovery plan.

**Teacher's Emergency Procedure.** Upon hearing of an intruder or hostage situation:

1. Initiate SRP Lockdown procedure.
2. Shelter in place.
3. Use basic duck and cover techniques: lie flat, face down, on floor; cover head, get under tables/desks if possible.
4. In classrooms, stay away from windows, doors, and outer walls; watch for shattered glass. Close drapes/curtains/blinds ONLY if safe to do so.
5. Turn out the lights.
6. In open areas, use objects immediately available in the open (tree, bushes, walls, etc.) for shelter; lie down, stay motionless.
7. Be ready to move students instantly; know possible escape routes, including windows.
8. If the current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.
9. If possible, report status to the office.

If you and students are taken hostage:

1. Stay calm.
2. Do not be a hero.
3. Follow instructions of the captor.
4. Cooperate, be friendly if possible; do not argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Do not try to escape; do not try to resolve the situation by force.
8. Be observant and remember everything you see and hear.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

**School Disturbances Dealing with Intruders.** All school personnel and students should be instructed to report any intruder on the school campus to the office immediately. When incidents involving an intruder occur, it is imperative that staff and students be observant and attentive and then determine the appropriate course of action to secure the school premises and protect students and staff. Should a disturbance take place on campus involving individuals who are not students, the following procedures should be followed:

1. Report the incident to the office;
  - a. Initiate Lockdown SRP if necessary

2. Office personnel should call 911 to report the incident:
  - a. Explain the situation and the type of disturbance;
  - b. Describe the location of the activity;
  - c. A description of the participants and the number;
  - d. A description of the type and number of weapons possibly in the possession of the participants.
3. While awaiting the arrival of law enforcement:
  - a. Remain calm, use good judgment;
  - b. Tell all students involved in the disturbance to return to their classes. Attempt to keep students in their classrooms, but do not use force. Keep halls clear of students.
  - c. Isolate individuals who are not students; however, do not put yourself or other staff members at risk.
  - d. Keep hands off students unless restraint is needed to provide safety for individuals who are members of the student body.
  - e. Once law enforcement officials arrive, follow their instructions.
  - f. If members of the student body have taken part in this disturbance, determine the extent of their involvement. If students are active participants in the disturbance, follow the school discipline policy to determine consequences for behavior.

***Trespasser.*** A trespasser is any person found on school premises who has not or will not register as a visitor. All visitors should register in the school office (listing their name and the time they entered the building) and be given a visitor identification to wear or carry. Treat those without identification in the following manner:

1. Greet the visitor in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Inquire as to the purpose of his/her presence. If the person has a legitimate reason for being on campus, have them report to the office and register.
4. If a visitor gives no indication of voluntarily reporting to the office, notify law enforcement by calling 911.
  - a. Observe the person's size, weight, clothing, age and location to relay to the emergency operator.
5. Call the office and report the trespasser immediately
6. **DO NOT GET IN AN ARGUMENT OR ATTEMPT TO CHALLENGE THE TRESPASSER.**

### **Intruders/Students with Weapons**

School policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapon on the school property. If staff become aware of the presence of a weapon, the following procedure should be followed:

1. Report information to the principal's office at once.
2. In no case should staff endanger themselves or others to secure a weapon.
3. The office should contact law enforcement upon information of the existence of a weapon on school grounds.
4. Escort the person with the weapon to the school office if possible.

When a serious threat of immediate harm to students or staff is identified on campus, the Superintendent/designee will initiate a Lockdown. A call will immediately be made to 911. After the Lockdown announcement, the Command Center will notify the administration of the situation via phones or other available methods.

If a staff member or student hears gunshots or sees someone with a gun:

1. Immediately initiate a Lockdown Procedure, even if the Lockdown announcement has not been made.
2. Notify the administration using your (if your cell phone is not available, use a telephone, e-mail or whatever communication is available inside the locked down room). Do not exit the room in order to send notification; do not send runners to the office.
3. Do not exit the room to investigate the situation. Wait for further instructions from the administration or civil authorities.

If an armed individual comes into the classroom (See also Hostage Situation below):

1. If possible, notify the administration of the situation. Do not place yourself or students at risk to notify anyone of the situation.
2. Do as the gunman demands.
3. Do not make sudden moves which could frighten the subject (ask permission to move).
4. Never argue.
5. Take your time.
6. Keep your students as calm as possible.
7. Physical force should not be used unless someone's life is in imminent danger.
8. Talk to the gunman.
9. Learn as much as you can about the gunman.
10. Keep the gunman's attention on you, not on your students.

11. If more than one person is involved, concentrate on only the one person.
12. Be observant.
13. Do not stare at the gunman in observing him/her.
14. Mentally record a detailed description of the individual and the weapon.
15. Identify a distinctive feature and continue to concentrate on that one item.
16. Remember what objects the intruder touches and preserve them for law enforcement.
17. It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at that site.
18. If the gunman starts shooting, tell the students to get down and lie on the floor.
19. Take cover on the floor and/or behind equipment.

### **Hostage Situation Protocol**

**Hostage Crisis Prevention Plan.** Hostage-taking is a criminal offense that must be reported. Once reported, the local police take over the investigation and resolution of the situation. It is important for school personnel to be aware of this fact for once the police arrive on the scene, the school staff must work under their authority. Hostage-taking situations in schools usually involve persons who are in conflict with the law, who feel aggrieved, or who are mentally ill. As precautionary measures against a hostage crisis, the school district maintains a positive relationship with local law enforcement officials. In addition, the district has implemented both district level and building level emergency response plans. The objectives of the crisis response plan are to resolve a hostage crisis while insuring:

1. The protection of life and prevention of injury.
2. The safety and welfare of hostages.
3. The restoration of order and protection of property.
4. The identification of participants and possible prosecution.

The line of command in the event of a hostage-taking situation is as follows:

1. Superintendent;
2. Senior Building Principal;
3. Junior Building Principal;
4. Next Senior Member of Administrative Crisis Team

**Personnel Responsibilities in Hostage Situation.** If an employee is taken hostage, he/she should:

1. Do everything a captor says to do.

2. Be especially careful during the last four or five minutes. These minutes are the most critical ones as the captor is probably as desperate and jumpy as the victim.
3. Speak only when spoken to and never make wisecracks.
4. Try not to show emotions openly. Hostage-takers like to play on emotional weaknesses.
5. Sit down, if possible, to avoid appearing aggressive.
6. Act relaxed as this posture may relax the captor.
7. Weigh carefully any chance to escape to be sure that escape is certain and will not endanger anyone else.
8. Have faith in fellow workers and negotiators.
9. Get rid of personal effects (e.g., photographs of husband or wife and keys), if possible.
10. Do not make any suggestions to the hostage-taker(s). If the victim's suggestions go wrong, the hostage-taker may think that the victim tried to create problems.
11. Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone at whom they are looking.
12. Be patient.

***Personnel Responsibilities in Hostage Situation.*** The first employee to identify a hostage-taking situation should:

1. Secure the immediate area, if possible, by removing all nonparticipating persons.
2. Secure the door, if appropriate, to isolate the incident.
3. Notify by the quickest possible means the administrator who notifies the police.
  - a. Administrator will initiate the Lockdown SRP
4. Observe in order to report fully on:
  - a. the number of hostages taken
  - b. the type of disturbance
  - c. the type and number of participants
  - d. the type and number of weapons possibly in possession of participants
5. Make specific notes of any threats or demands.
6. Do not speak to the media unless authorized to do so.

***Identification and Reaction to Hostage Situation.*** When police and administrative staff arrive, the following information should be available:

1. number of hostages taken
2. threats and demands by hostage-taker
3. type and number of weapons thought to be in the hostage-taker's possession

4. precise area controlled by hostage-taker
5. floor plan of the area; be prepared to identify possible escape routes and guard post locations
6. identify and description of participants, with photographs if possible (both the suspects and the victims)
7. location and number of telephones in the area
8. any special considerations (room construction, hazardous materials, dangerous gases, etc.)
9. be prepared to identify rooms for use by school administrative staff and the police negotiators: a command room, a hostage debriefing room and a think room. These rooms should be close together and linked by telephone.

**Hostage Negotiations.** Two key factors to keep in mind when dealing with a hostage situation: First, the person is thinking irrationally and will respond with desperate actions. Second, try to calm the situation and provide enough time for a safe conclusion. Negotiations with hostage-takers are best handled by the police who have personnel trained for such negotiations. If the school staff must enter into negotiations with hostage-takers before the police arrive, the following should be borne in mind:

1. Negotiations must be conducted by junior rank personnel in order to assist in the use of delay tactics, such as "I'll ask," or "I'll seek clarification."
2. All demands are to be met with an "I'll do my best," never with a "No".
3. Under no circumstances should drugs be given to any parties involved in a hostage-taking situation.
4. Every effort should be made to regain control of the situation by peaceful means (e.g., through discussion).
5. Staff members on duty should not hesitate to contact those staff members who are familiar with and have some influence over the persons involved in the hostage situation, even though they may not be on duty.
6. The administrator and the police must be the principals in any decision-making process with regard to the handling of the hostage-taking situation.
7. Remain calm.
8. Do not use your title, only your name.
9. Determine what the hostage-taker wants.
10. Do not accept demands for alcohol, drugs, weapons, or substitute hostages.
11. Offer alternatives.
12. Downplay the seriousness of the incident.
13. Do not bluff.
14. Ask open-ended questions.

15. Repeat any questions or demands the hostage-taker may have (so they can hear what was said and to make sure you are clear).
16. Avoid deadlines.
17. Talk to hostages, if possible. (Ask them yes/no questions).

### ***Confidentiality of Intruder/Hostage Protocols***

The foregoing protocol for an Intruder or Hostage situation should not be disclosed to students. Detailed crisis response plans involving a suspicious intruder or a hostage situation should be known only to school personnel and local law enforcement authorities. Therefore, this response plan should be available just to building staff members and not shared with students. Students should know that if such a situation occurs, they are to abide by the instructions of teachers and administrators who have been instructed in how to deal with these circumstances. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.

### ***Disturbances/After Hours/School Activities***

Students attending after-hour school activities are under the same rules and school policies as those followed during the regular school day.

1. Minor incidents should be isolated and contained, if possible, by available supervisory personnel.
2. Call law enforcement authorities immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.

### ***Death of a Student or Staff Member***

In the event of the death of a student or staff member, the Administrative and Counseling Branches of the Crisis Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special student and staff needs and situations including, keeping parents and staff informed, establishing a plan for helping students and staff cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the school community (administration, staff, students, and parents) to deal with the loss with a minimal disruption to students, staff and the school program. In addition to the Crisis Team, the following procedures should be followed by school personnel:

***Administration.*** Upon being informed of the death of a student or staff member (or loss of significant other of a student or staff member), the administrator of the building

where the student was enrolled or the staff member employed should follow the following protocol:

1. Notify head of Crisis Counseling Team, (Business Manager)
2. Together, verify information regarding tragedy.
3. Notify the Superintendent, if not already informed.
4. Use the school emergency-calling tree to notify staff of the tragedy, as well as time and place for an all-building staff meeting. At the all building staff meeting:
  - a. Review procedures for referring students to the crisis counseling team for counseling and support and location of crisis support area.
  - b. Provide a statement for staff to read to students once school starts for the day.
  - c. Provide a statement for secretaries to use in responding to inquiries.
  - d. Check emotional needs of staff.
5. Determine areas where crisis team members can meet with students; maintain a list of students who are counseled for follow-up with parents.
6. Cancel meetings/appointments that are not of an urgent nature.
7. Keep staff updated on circumstances, as new information becomes available.
8. Identify staff who are in need of emotional support.
9. Emphasize the need to use prepared statements to control rumors.
  - a. Prepare a statement to be sent home with students.
  - b. Provide brief factual information.
  - c. Outline support that has been available throughout the day.
  - d. When deemed appropriate, provide Death of Student or Staff Member Response Packet or Suicide Prevention or Response Packet.
  - e. Provide a contact number for assistance with any student concerns.
  - f. Provide a meeting time and place for concerned parents if appropriate.
10. Reschedule activities when necessary or appropriate.
11. Contact the family personally and offer support and condolences.
12. Refer media inquiries to the Superintendent's office or his/her designee.
13. Arrange for appropriate staff to attend services.
14. Arrange for remembrance from school (flowers, card, etc.).
15. Plan and provide follow-up visits with the family.

**Vicious Animal on School Grounds.** If there is determined to be a vicious animal (such as a dog) on school grounds, on property immediately adjacent to school grounds, or reported to be in the vicinity of the school campus, all students and personnel should be directed inside the school building. The Secure SRP should be initiated by the building

principal. If the animal is observed, local animal control or law enforcement should be called, and informed of the location of the animal, a description of the animal and its conduct. Students and staff should remain in the building until the animal is removed.

## **Preventative Procedures/Programs for Student Protection**

### ***Student and Staff - Code of Conduct (See also Student Handbook in Appendix)***

#### **Students**

##### General Rules of Conduct

1. Students shall obey all rules and regulations of the school district as determined by the administration and Board of Education.
2. Students shall submit to lawful supervisory and disciplinary authority of the district and school.
3. Students shall obey classroom and campus rules as developed by the Principal and staff members. Campus rules shall further apply to adjacent properties and designated areas in neighboring school grounds.
4. Students shall submit to reasonable corrective action imposed by the district or its authorized employees.
5. The rules concerning pupil conduct shall apply to all school related activities on or off campus.
6. Adult students shall observe rules applicable to all students.

##### Specific Rules of Conduct

1. Disabled students are subject to the same treatment under the rules governing pupil conduct as nonhandicapped students with the modifications indicated in the provisions of their IEP.
2. Students participating in interscholastic activities are further subject to the Student-Athlete Code of Conduct, available from the Director of Athletics or building administrator.
3. Students shall:
  - a. Be regular in attendance, on time to class, remain on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused.
  - b. Comply with school bus rules of conduct.
  - c. Obey driving and parking regulations.
  - d. Identify themselves upon request to school, district, or public officials.
  - e. Assume the responsibility for restitution of lost or damaged material, equipment, or other school property.

- f. Students shall use appropriate language when in the classrooms, hallways, on campus, or while at a school activity.
- g. Students shall not make inappropriate physical contact that would constitute an assault and battery with other students or staff. This includes fondling, hitting, slapping, or poking under any circumstances.
- h. Students shall refrain from "public displays of affection" while in the classroom, hallways, or on campus.
- i. During school hours, students should make an effort to be educationally productive. They shall not be in the hallway without a pass.

**Staff.** Teachers have the right to:

- 1. Administrative support in their efforts to maintain student discipline.
- 2. Freedom from assault, abuse, interference by force or violence, and intimidation by threat of force or violence.
- 3. Orientation by the Administration on the maintenance of student discipline.
- 4. Participate in the development and/or review of the campus rules relating to student conduct. These shall be consistent with district rules relating to student conduct.
- 5. Receive a copy of the building safety plan and student discipline policies and procedures.

Teachers shall have the responsibility to:

- 1. Enforce building and district regulations.
- 2. Maintain good order and discipline.
- 3. Hold pupils accountable for any disorderly or antisocial conduct.
- 4. Report suspected or alleged incidents of child abuse according to district policy.
- 5. Observe the substantive and procedural due process rights of pupils.
- 6. Provide a written referral to the appropriate administrator when removing a pupil from class.
- 7. Maintain accurate attendance records.
- 8. Make a reasonable attempt to involve the parent or guardian and the student in resolution of student discipline problems.
- 9. Provide active learning throughout the entire class time. Students should remain in their seats or on task until the bell rings. (Allowing students to crowd the door is unacceptable.)
- 10. Adhere to the bell schedule; not allowing students to leave prior to the bell.
- 11. Participate in general supervision in the classroom and halls. This includes:
  - a. dress code
  - b. appropriate language

- c. p.d.a. (public displays of affection)
- d. physical contact (whether in jest or not)
- e. visitors

Teachers shall have the authority to:

1. Require pupils to submit to disciplinary authority
2. Use prudent and reasonable disciplinary measures.
3. Detain pupils after school with prior provision made for student transportation needs.
4. Recommend other specific corrective action.
5. Assume responsibility for the behavior of the students in his or her charge when accompanying students on a bus or supervising students at school activities.

### ***Controlled Substances, Alcohol, and Tobacco***

**Student Welfare First.** In dealing with student involvement with illegal drugs – including alcohol – school personnel should have as their first concern the welfare of the student involved and other students in the school (see Medical Emergency section below).

**Law Enforcement.** Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated regardless of law enforcement action. Law enforcement agencies will be called upon where there is reasonable suspicion that drug activity is occurring on school grounds or involving students of the school district.

**Students Under the Influence.** If a student appears at school, at a school sponsored activity, or on a school bus demonstrating behavior that indicates the student may be under the influence of alcohol or a controlled substance and/or admits to a school authority that he/she may be under the influence of alcohol or a controlled substance, the school personnel shall follow the following procedure:

1. Immediately notify the authority in charge of the classes, activity, or campus security.
2. If the student's illegal use of a drug is confirmed, school authorities may request the assistance of law enforcement authorities in investigating the source of the drug.
3. Determine if medical assistance is needed.
4. Be sure the student's parents are contacted and they become involved in the safe transporting of their child.

5. Write a referral to the responsible administrator if during the school day, or the appropriate administrator as soon as practicable.

**Student Possession.** If a student is found in possession of tobacco, alcohol, or controlled substances at school or school related activities, the items shall be confiscated. Students may not distribute or possess imitation controlled substances commonly known as "look alike" drugs at school or school sponsored activities.

**Student Discipline.** The building administrator shall follow the appropriate rules and regulations regarding student discipline. (See, Student Handbook for Code of Conduct). The administrator shall follow the appropriate rules and regulations regarding student discipline. Students may be disciplined, suspended or expelled for violations of alcohol, tobacco and controlled substances regulations.

### ***Vandalism and Burglaries***

In the event an incident of vandalism or burglary to school buildings or facilities is observed, discovered or reported to staff, it should be immediately reported to the administration. Under such circumstances staff should follow the following procedures:

#### **Vandalism or Burglary in progress**

1. When students are involved, attempt to stop or prevent further vandalism and apprehend or identify those involved. Get help if necessary.
2. When adults are involved, do not attempt to apprehend, but try to identify.
3. During school hours contact the office and campus security if available, giving location of vandalism or burglary in progress.
4. Write down information (description of persons, vehicle, and license numbers, etc.).

#### **Discovery of Vandalism or Burglary:**

1. Do not touch or otherwise disturb anything.
2. Notify the administration immediately.
3. Write down all available information.
4. Reroute personnel and students around the affected area.

### ***Student "Hit Lists" or Death Threats***

Student "hit lists" or death threats should be taken seriously. When information of any kind (including rumors) is reported about a "hit list", the following steps should be followed:

1. Document the report or information received regarding comments or other information indicating a student has threatened or is threatening the well being of others; ask witnesses to any student comment to sign a written statement and date the statement.
2. Contact the building administrator who will convene the Threat Response Team
3. If the subject is a student, review the student's school records.
  - a. Check discipline files for incidents of threats or aggression.
  - b. Check academic files for IEP or other evaluative material relevant to alleged conduct.
  - c. Interview school personnel for information regarding the subject's background, e.g., home life, drug or alcohol abuse, etc.
  - d. Interview student's friends and teachers to determine if the subject has made threats to others or talked of doing violent acts.
  - e. Interview subject of the investigation, invite subject to tell his/her side of the story; take notes; listen and observe subject's behavior. Such an interview should be conducted with another adult present.
  - f. If appropriate to the situation, inquire if the subject has access to weapons of any kind.
  - g. If appropriate, conduct a search of the student's locker, book bag, etc.
  - h. Contact parents of the subject after completion of the investigation to inform the parents of the information received regarding threats by the subject, the findings of the investigation, and inquire as to the parents' knowledge or concerns related to the threatening behavior of the subject and the availability of weapons in the home.
  - i. Follow student discipline due process procedures and, if appropriate, place students on emergency exclusion pending final disposition.
  - j. Report concerns to law enforcement agencies and request an investigation and report. Cooperate with providing such information to law enforcement as is allowed by law.
  - k. Determine if an outside agency should be made for support or evaluation.

### ***Anti-Bullying/Harassment Program***

School personnel shall instruct students regarding school district policy and practice to prevent harassment and bullying of students and staff in any manner. Reference shall be made to the school district bullying policy and the student handbook. Teachers shall reinforce the following maxims to prevent bullying or other harassing conduct by students toward other students:

1. Treat others how you want to be treated
2. Play fair.
3. Respect teachers and other students.

4. Allow all to play in activities.
5. Help others when needed.
6. Do not hurt kids on the inside or the outside.
7. Be respectful to everyone.

### ***Search and Seizure***

When the Administration determines that the safety of students and staff depends on determining if a weapon or instrument of harm is on the school premises, a search of a student or school personnel may be conducted. In order to conduct such a search, there must be a basis for "reasonable suspicion" that the person being searched has violated a school rule and that information, facts or circumstances lead a reasonable person to conclude that a search will provide evidence of the violation. Upon establishment of grounds for a search, the following guidelines should be followed:

1. Under no circumstances should a strip search be conducted.
2. Have another adult witness present at all times during the search , and make a record of the objects secured by the search.
3. Searches of a student's person should be conducted and witnessed by an adult of the same sex as the person subjected to the search.
  - a. Ask the subject to remove all objects from pockets; lay the objects aside until the search is completed.
  - b. Have the subject pull the pocket lining inside out, check the waistband of trousers, check socks and shoes.
  - c. Check items from pockets that could conceal contraband.
  - d. Check backpacks and notebooks for contraband.
  - e. Seized contraband should be placed in an envelope and sealed with the information regarding the date, the name of the person conducting the search, any witnesses to the search, the subject's name and the circumstances behind the search and eventual seizure of property.
  - f. Contraband should be turned over to the hearing officer or police as soon as possible.
4. Prior to any search, the person to be searched should not be allowed to make any stops at a desk, restroom, locker, or trash can where contraband may be deposited.
5. The student handbook should contain a statement that school lockers belong to the school and that there should be no expectation of privacy with regard to the contents of such lockers.

### ***Monitoring Internet Use on School Equipment***

See E-Mail/Internet Access Policy.

### ***Identification of Potentially Violent Individuals***

See Threat Assessment in Schools.

### ***Student Attire***

Students shall wear appropriate attire; appropriate attire shall exclude any type of dress, apparel, manner of grooming displayed, reflected or participated in, which school officials reasonably believe:

1. Would disrupt or interfere with the school environment, activities and/or educational process; or,
2. Would create, in fact, an atmosphere in which a student, staff member or other person's well being is hindered due to undue pressure, behavior, intimidation, overt gesture or threat of violence.

### ***Excessive Absenteeism and Truancy***

Excessively absent and truant students are often involved in disruptive and illegal behavior. It is school district policy to collaborate with law enforcement and state and local agencies to prevent excessive absenteeism and truancy. The school district has adopted aggressive intervention policies to diminish occurrences of excessive absenteeism and truancy. See Student Attendance and Absences, Excessive Absenteeism and Reporting Habitual Truancy, Tardiness, Excused Absence, Credit for Makeup Work policy.

### ***Suicide Prevention***

The school district shall provide staff with in-service and materials to assist in the identification of students who exhibit suicidal tendencies.

### ***Medical Emergencies***

A medical emergency includes life-threatening situations such as heart attack, air obstruction, suffocation, trauma, unconsciousness, and severe bleeding. School buildings should have staff trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The staff member in charge should notify the school office immediately giving the:
  - a. Location of the victim;
  - b. Name of the victim;
  - c. Type of injury;
  - d. Apparent need for emergency services.
2. Upon receipt of the information, the school office shall:

- a. If, from the first report, the need for emergency services immediately is apparent, CALL 911!
  - i. Explain the situation (be calm);
  - ii. Give the name of the school and the address;
  - iii. Inform emergency personnel which door to enter and the room number and location;
  - iv. Make sure someone meets the emergency personnel at the door to take them to the victim;
  - v. If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member should go along to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.
3. Upon recognition of an emergency:
  - a. Classroom teachers should close the doors to their classrooms (to minimize confusion) and continue instruction. A Hold shall be put in place and observed until deemed 'all clear'.
  - b. Students in the classroom where the emergency is taking place should be moved to a neighboring classroom as soon as it is possible to do so without creating additional confusion or threat to the victim's well being.
  - c. The building administrator shall report to the location of the emergency, assess the situation, and begin necessary treatment within the scope of their training. IF the medical emergency involves a serious injury, the following measures should be followed by staff present:
    - i. The victim should not be moved unless his/her location is potentially dangerous.
    - ii. The staff member present should reassure the victim and keep the victim quiet and lying down until the emergency personnel arrives.
    - iii. All personnel and students not involved with the emergency or administration of first aid should be directed away from the scene.
4. Office personnel should notify the parents (spouse) of the victim as soon as possible. All known details should be relayed to the family. Be clear, and concise, informing only what is known; do not speculate, but be tactful, using a manner to avoid the creation of undue panic.
5. Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the school day.

6. Prepare an announcement (for staff members only) to explain the nature of the emergency and the facts as they are known. As soon as practical, staff members and administrators should meet to review the emergency response. Staff members involved and the administration should prepare a written report of the medical emergency setting forth the facts giving rise to the medical emergency, the victim's condition, and the action taken by school personnel.
7. The foregoing protocol for Medical Emergencies should be pre-taught to students. Students should know that if a medical emergency takes place in their classroom, they should remain seated and quiet until they are directed to move. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.

## **School/Parent Relations**

### ***Non-Custodial Parents***

1. Rights Under the 1974 Federal Educational Rights and Privacy Act, unless there is a court order or other legally binding document, all parents, custodial and non-custodial, are entitled to have equal access to the school records of their children. When a divorce decree or other legal document restricting access to school records exists, the burden of proof rests on the custodial parent to produce it. A copy should be provided to the school. The following procedures shall be followed to assist with meeting the needs of student(s) who have both a custodial and a non-custodial parent.
2. School Information: The school calendar, newsletter, etc., shall be made available, upon request, to the non-custodial parent. This information may be either picked up in the school office or mailed.
3. Parent/Teacher Conferences and School Records: A non-custodial parent may request a conference with a teacher to discuss student progress and records. The conference will be scheduled at a time convenient to the teacher and parent, unless there is legal documentation prohibiting this. If at all possible, the custodial parent's conference shall take place prior to the non-custodial parent's conference. A non-custodial parent may request to receive a copy of his/her child's report card. A request for a copy of the report card should be made through the principal's office.
4. School Visitation/Parental Access: Anyone having a legitimate reason to visit in a classroom will be welcomed after they check in at the office and receive a visitor's badge. However, non-custodial parents who are legally restricted from seeing their child will not be permitted to visit a class or speak to their child while the school has responsibility for him/her. The burden of proof for such restriction exists with the custodial parent, however. If there is ever any doubt, ask the non-custodial parent to

wait for the sheriff. Proof of limited access must be in the form of a court order or other legally binding document and a copy of such must be in the school office.

### ***Children in Need of Protection***

#### **Child Abuse/Domestic Violence**

1. Pursuant to Neb. Rev. Stat. § 28-711, and other state and federal law, school personnel shall report to the administration when they have reasonable cause to believe that a child has been subjected to abuse or neglect, or circumstances which reasonably could result in abuse or neglect.
2. The administration shall report the matter to the proper law enforcement agency.

In the event the principal's office is informed that a student is under the protection of a state agency, or the student and/or his/her family has been placed in a safe house to provide protection from an abusive parent, step-parent or other adult, the following procedures shall be followed:

1. No information about the child should be given to any adult other than those identified by agency representatives as "safe".
2. Under no circumstances allow the abusive parent the opportunity to visit with or see the child placed in safekeeping.
3. If the perpetrator appears at school, contact law enforcement (911).
4. If an individual calls from out-of-town asking if his/her child has been enrolled in school, release no information without permission from the custodial parent. (Access to information regarding students who are placed in a safe environment to avoid domestic abuse situations is different than a non-custodial parental right issue).

***School In Loco Parentis/Release of Children from School.*** The school district is committed to providing each student with a safe learning environment and protection against identifiable dangerous individuals. To assist in providing that safe environment, the school district will follow the following procedures:

1. The school will ask for information about the marital status of a student's parents when the youngster is enrolled, and annually thereafter.
2. Parents should be told this information is requested in order to protect their rights as parents.

3. If a student's parents are divorced or legally separated, the custodial parent should be asked if there are any court orders of which the school needs to be aware.
4. If there is a court order restricting the non-custodial parent's access to his/her child, the files of the student(s) should be flagged.
  - a. A copy of the court document defining the restrictions should be placed in the child's file.
  - b. The child's teacher(s) should be made aware of this information. Teachers should be instructed not to release students to parents unless authorized by the Principal's office. Noncustodial parents have attempted to enter schools in order to take their child without the office's knowledge.

***Release from School/School Dismissal.*** Students will not be released during the school day except for those reasons that constitute valid excuses for nonattendance in accordance with the compulsory attendance rules set by the state.

1. When a request to release a child is made, the school secretary should check the files to determine whether the parents are divorced or legally separated and, if so, which parent has legal custody.
2. The school will not release a youngster to a non-custodial parent without the custodial parent's consent.
3. If a school secretary does not recognize the parent, she should ask for identification, such as a driver's license.
4. If there are any concerns about releasing a student or about the person picking the child up after school, the Principal should be immediately notified.
5. The Principal may need to contact the custodial parent before deciding whether to release the student.
6. If there is any doubt, the student should not be released.

***Student Dismissal from School.*** The school district's responsibility for supervision of students ends upon dismissal from school and the student leaving the school campus. If school personnel become aware that a student is being picked up from school by a person other than the student's parent, caregiver, or school bus, the following procedures should be followed:

1. The school personnel should ask the person or persons to identify themselves.
2. If there are any concerns about releasing a student or about the person picking the child up after school, the Principal should be immediately notified.

3. The Principal may need to contact the custodial parent before deciding whether to allow the student to leave the campus with the person or persons picking up the student.
4. If there is any doubt, the student should not be released, and should be kept at school pending pickup by the student's parent(s).

**Law Enforcement.** If there are any problems with the individual(s) who came to pick up the child, contact the police (911). **DO NOT GET IN AN ARGUMENT WITH THE NON-CUSTODIAL PARENT OR HIS/HER REPRESENTATIVE. STAY CALM TO AVOID ESCALATING THE SITUATION. IF IT BECOMES OBVIOUS THAT NO RESOLUTION CAN BE REACHED, CALL THE POLICE.**

### **Safety and Emergency Precautions and Preparedness**

#### **Drill Practice Schedules**

1. Evacuation drills will be practiced regularly.
2. Shelter drills will be practiced semi annually.
3. Lockdown and Secure drills will be practiced each semester.

#### **Safety and Security Training of Staff and Students**

##### **Staff Training and In-service**

**Safety and Security Plan.** The Safety and Security Plan will be reviewed annually by the Administration with all school district staff. All staff shall have a copy of the Safety and Security Plan available.

**Emergency Response Packet.** An Emergency Response Packet will be distributed to each staff member. All staff shall review the Emergency Response Packet once each semester.

**Safety and Security Awareness Curriculum.** Staff annually shall be provided a safety awareness curriculum. In addition, the district has adopted the standard response protocol from iloveguys

1. Review of Student Code of Conduct;
2. Review of school safety and emergency procedures;
3. Review of dress code, proper social interaction in schools and conflict management and resolution;
4. Instruction on recognition of unsafe behavior and conditions;
5. Review of Bullying/Victim behavior responses and harassment policies;
6. Reporting of concerns of safety and security at school using Safe2Help.

### **Staff Members in Crisis Response Team**

1. Review of Safety Procedures in Safety and Security Plan as scheduled.
2. Training in use of safety equipment.

### ***Student Training and Instruction***

**Safety and Security Awareness Curriculum.** Students shall be provided a safety awareness curriculum and training on the instruction of the school safety awareness program, which curriculum shall include review of curriculum for:

1. Review of Student Code of Conduct [annually];
2. Review of school safety and emergency procedures [once each semester];
3. Review of dress code, proper social interaction in schools and conflict management and resolution [annually];
4. Instruction on recognition of unsafe behavior and conditions [annually];
5. Review of Bullying/Victim behavior responses and harassment policies [once each semester].
6. Review of content and location of Emergency Response Packet in each classroom and office on the school campus [monthly with classroom evacuation drills].

### **Safety and Emergency Precautions for Students with Special Needs.**

#### ***Generally***

1. Make sure students with disabilities understand and can carry out action required in an emergency.
2. Have a team in place to assist special needs students in an emergency.
3. Use the "buddy system" and train the "buddies" to know the extent of the assistance needed by each special needs student.

#### ***Students with Hearing Impairments***

1. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
2. Students shall demonstrate that they understand the procedures;
3. Each student will be provided room evacuation and tornado evacuation maps and diagrams;
4. A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
5. If necessary, the services of a teacher of the hearing impaired or interpreter should be used.

### ***Students with Visual Impairments***

1. Students shall be read the school's safety and emergency procedures in the Emergency Response Packet;
2. Students shall demonstrate that they understand the procedures;
3. A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
4. If necessary, the services of a teacher of the visually impaired or interpreter should be used.

### ***Students with Learning Disabilities, Mild/Moderate or Severe/Profound Mental Impairments or Emotional Impairments***

1. Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand;
2. Students shall demonstrate that they understand the procedures;
3. A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
4. If necessary, the services of a special education teacher should be used to teach students emergency procedures.
5. Crisis planning for classrooms should take into consideration:
  - a. Evacuation of students who use wheelchairs and walkers;
  - b. Access to medications at evacuation site;
  - c. During inclement weather, access to school vehicles, coats and blankets to keep medically fragile students warm or cool.

### ***Students with Orthopedic and Other Health Impairments***

1. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
2. Students shall demonstrate that they understand the procedures;
3. Each student will be provided room evacuation and tornado evacuation maps and diagrams;
4. A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
5. Assure that no architectural barriers hinder the orthopedically impaired student from exiting the building, and exit time should not be unreasonably longer than the exit time for unimpaired students.

### ***English Language Learner [ELL] Students***

1. Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand;
2. Students shall demonstrate that they understand the procedures;
3. A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
4. If necessary, the services of an ELL teacher should be used to teach students emergency procedures.

### **Building Security**

The physical security of the school buildings of the district shall be the responsibility of the Administration. In establishing and maintaining a secure environment for students without diminishing the learning environment, the Administration shall address the following issues:

#### **Access Control**

Access to school buildings during the school day, for school activities and during non-school hours shall be designed to account for and control all visitors to the school buildings. Basic visitor control shall include:

1. Limited access points into the building.
2. Posted signs directing visitors to the school office, with directions and/or floor plans.
3. School staff should be trained to engage visitors and strangers observed in their building. Visitors should be greeted, questioned, identified and logged in at the office.
4. Provide identification badges and escorts for visitors.
5. Sign out visitors in a log book when they leave the school building.
6. Train staff to challenge visitors and students to report strangers.

#### **Communications**

The school intercom and alarm systems shall be used for general communications of building security or emergency issues. Additionally, identified staff members may be issued cellular phones to provide back-up communication systems for the building.

#### **Identification Systems**

Identification cards will be issued to and worn by all staff. Such identification cards shall be worn each school day and at all school activities by the staff. Students shall have a student identification card.

#### **Intrusion Detection Systems**

Intrusion detection systems or alarms should be kept in operating order at all times.

### **Inventory Control**

All personal property of the school district shall have permanently affixed or engraved an inventory identification number along with the school district's name. An inventory of all school district property should be conducted on a regular basis.

### **Key and Lock Control**

Classroom doors and storage rooms should all have operative locks. Keys to school district buildings and rooms should be issued only to staff. Staff should clearly understand that no duplicates are to be made of school keys. Students are not to be issued or allowed access to keys. All classrooms should be locked when not occupied. Storage rooms should be kept locked at all times.

### **Perimeter and Outside Security**

Inspections of the perimeter and outside of school buildings should be conducted during the school day and at night. Trees and shrubs should be kept trimmed so as to keep lines of sight open to all portions of the school campus and prevent their use for access into and on top of the building.

### **Protective Lighting**

The school building exterior shall be lighted in a manner which shall provide school personnel with the ability to monitor all exterior areas at night, and provide a deterrent to prospective vandals and other trespassers. Such lighting should be maintained in operative condition at all times.

### **Signage**

Outside signs should include notices prohibiting trespassing, identifying drug-free and weapon-free zones, providing directions to visitors, and identifying specific entrances available to the public. Signs inside the school should include clear directions to the office and identification of different wings, program areas and facilities.

## **Safety and Emergency Equipment and Supplies**

### **Communication Equipment**

#### ***Cellular Phones***

Administrators and others assigned cell phones shall keep them accessible at all times when they are on campus. Those assigned cell phones shall retain the equipment on their person and active at all times. It is recommended that at least one (1) on-duty staff member should be

equipped with a cell phone on each playground or area where students are located during any portion of the day, including PE teachers, when on the field.

### ***Alarm System***

The maintenance department is responsible for keeping all emergency equipment functioning, including the alarm system. A breakdown in the system is to be considered the top priority above all else.

### ***Bullhorns***

Bullhorns shall be kept in the Principals' offices and one in the Central Office.

### **Disaster Equipment and Emergency Supplies**

A supply of hard hats will be maintained by the Maintenance Department for the Crisis Response Team and maintenance worker use in case of a disaster where their use is necessary.

### **First Aid Supplies**

The school nurse or Superintendent's office shall order and maintain an up-to-date inventory of the first aid supplies and kits. Notice of the location of such first aid kits shall be posted.

### **Emergency Response Packets**

There shall be an Emergency Response Packet in each classroom. Teachers are responsible for making sure that such Emergency Response Packets are in their classroom at all times.

StudentsPreschool Enrollment

The District's preschool program shall be operated in accordance with this policy.

Eligibility

The Superintendent or designee will develop and maintain eligibility guidelines for children to enroll in the District's preschool program.

If the Superintendent or designee determines that the preschool program is at capacity, then children will be admitted to the preschool program in the following order of priority:

1. Those students that are required by law to participate or be given a preference in the preschool program:
  - a. Children identified with a disability and are receiving early childhood services
  - b. Children whose family income qualifies them for participation in the federal free lunch program
  - c. Children who reside in a home where English is not the primary language for communication
  - d. Children of parents that are younger than eighteen or have not completed high school
  - e. Children who were born prematurely or at low birth weight as verified by a physician
2. Those students living in our school district who will turn four by July 31st, oldest to youngest by birth month/day/year (staff children first, followed by oldest to youngest).
3. Those students living in our school district who will turn three by July 31st, oldest to youngest by birth month/day/year (staff children first, followed by oldest to youngest).
4. Resident students who are eligible to enroll in kindergarten.
5. If there are still available spots, non-district students will be chosen based on the criteria set by our school staff and/or the capacity of the school programs.
  - a. Staff Children who will turn four by July 31st, oldest to youngest by birth month/day/year - a student who is a child of a staff member at Malcolm Public Schools. "Staff Children" for this purpose means any child (natural, adoptive, step, or foster) who resides in the same household on a permanent basis with a staff member.
  - b. Siblings who will turn four by July 31st, oldest to youngest by birth month/day/year - A child who is the sibling of a student attending Malcolm Public Schools. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending Malcolm Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
  - c. Staff Children who will turn three by July 31st, oldest to youngest by birth month/day/year - a student who is a child of a staff member at Malcolm Public Schools. "Staff Children" for this purpose means any child (natural, adoptive, step, or foster) who resides in the same household on a permanent basis with a staff member.
  - d. Siblings who will turn three by July 31st, oldest to youngest by birth month/day/year - A child who is the sibling of a student attending Malcolm Public Schools. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending Malcolm Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.

- e. All Other Children - those children living outside our district, oldest to youngest by birth month/day/year.
- f. Non-resident students who are eligible to enroll in kindergarten.

The Superintendent or designee shall have the authority to implement and interpret capacity and enrollment decisions to ensure the best interests of the District and its preschool program, and there shall be no appeal process to the Board of Education related to the Superintendent or designee's decision.

#### Enrollment Process

Enrollment for the preschool program will be conducted on an annual basis. Parents or legal guardians must complete and submit a preschool enrollment application form by the specified deadline. Applications will be reviewed, and enrollment decisions will be based on available space, eligibility criteria, and other factors deemed appropriate by District staff. Parents will be notified of their child's enrollment status within a reasonable timeframe after the application deadline.

#### Waitlist

In the event that the number of applicants exceeds the preschool program's capacity, a waitlist may be established. Priority on the waitlist may be given to eligible children based on the priorities listed in this policy. Parents will be notified if their child is placed on the waitlist and will receive updates regarding their status if openings become available.

#### Compliance

All aspects of this policy shall be implemented in accordance with applicable state and federal laws, regulations, and guidelines related to preschool education and enrollment.

Date of Adoption: [Insert Date]

October 9, 2025

Malcolm Public School  
Board of Education  
10004 NW 112<sup>th</sup> St.  
Malcolm, NE 68402

Dear Negotiations Committee:

The Malcolm Education Association requests that the school board of Malcolm Public Schools take action to recognize the Malcolm Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2027-28 contract year.

Please direct your response to the undersigned.

Sincerely,

*Kelly Frank*

Kelly Frank  
Malcolm Education Association

# **MALCOLM PUBLIC SCHOOLS**

# **SUPERINTENDENT EVALUATION**



## STANDARD I: MISSION, VISION, & GOALS

*Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

**Excellent**  
The supt. does an outstanding job at this task.

**Good**  
The supt. performs this task as required.

**Average**  
The supt. does an adequate job performing this task.

**Fair**  
The supt. does a passable job performing this task.

**Poor**  
The supt. does not perform this task well or at all.

**Unsure**  
I do not have certainty or confidence that the supt. completes this task.

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
I.c.	Effectively utilizes data to guide and monitor progress of district goals.						
I.d.	Engages internal stakeholders and external stakeholders in the discussion of long-term plans and goals.						
I.e.	Implements and monitors progress of the district/strategic plan.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• Plan for implementing, monitoring and reporting progress of strategic plan/district goals</li> <li>• School improvement plan (including updates/assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• Superintendent performance plan aligned with district priorities and indicators to measure progress and success</li> <li>• Student performance data</li> <li>• Engagement/communication plan</li> <li>• Meeting agendas/minutes</li> </ul>						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						



## STANDARD II: POLICY

*Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

**Excellent**  
*The supt. does an outstanding job at this task.*

**Good**  
*The supt. performs this task as required.*

**Average**  
*The supt. does an adequate job performing this task.*

**Fair**  
*The supt. does a passable job performing this task.*

**Poor**  
*The supt. does not perform this task well or at all.*

**Unsure**  
*I do not have certainty or confidence that the supt. completes this task.*

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy and provides public access.						
II.b.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.c.	Ensures all handbooks are aligned to district policy.						
II.d.	Governs consistently through board policy and administrative protocol and procedures.						
II.e.	Ensures student discipline is implemented with integrity and consistency.						
II.f.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District adopted policy review process/calendar</li> <li>• Progress/updates of the board's work with policy</li> <li>• Policy committee minutes</li> <li>• Curriculum review policy</li> <li>• Meeting agendas/minutes</li> </ul>						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						



## STANDARD III: BUDGET PLANNING & MANAGEMENT

*Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction, improved and student learning.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

<b>Excellent</b> <i>The supt. does an outstanding job at this task.</i>	<b>Good</b> <i>The supt. performs this task as required.</i>	<b>Average</b> <i>The supt. does an adequate job performing this task.</i>	<b>Fair</b> <i>The supt. does a passable job performing this task.</i>	<b>Poor</b> <i>The supt. does not perform this task well or at all.</i>	<b>Unsure</b> <i>I do not have certainty or confidence that the supt. completes this task.</i>
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III.a.	Ensures the maintenance and upkeep of facilities.						
III.b.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.c.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.d.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.e.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.f.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.g.	Upholds fiscal responsibility and accountability.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Budget strategic/district goals</li> <li>• Professional development plan</li> <li>• Monthly budget reports</li> <li>• Quarterly expenditure updates</li> <li>• District audit</li> <li>• Crisis and safety plan</li> <li>• Executive summary of the safety audit</li> <li>• Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.)</li> <li>• Five/Ten-year facility plan</li> <li>• Budget development calendar/board</li> <li>• Financial policies</li> <li>• Forecast financial data</li> </ul>						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						



## STANDARD IV: EDUCATIONAL LEADERSHIP

*Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

<b>Excellent</b> <small>The supt. does an outstanding job at this task.</small>	<b>Good</b> <small>The supt. performs this task as required.</small>	<b>Average</b> <small>The supt. does an adequate job performing this task.</small>	<b>Fair</b> <small>The supt. does a passable job performing this task.</small>	<b>Poor</b> <small>The supt. does not perform this task well or at all.</small>	<b>Unsure</b> <small>I do not have certainty or confidence that the supt. completes this task.</small>
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IV.a.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.					
IV.b.	Ensures the district-adopted instructional framework is implemented consistently.					
IV.c.	Integrates the district-adopted instructional framework into certificated staff evaluations.					
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.					
IV.e.	Promotes a student-centered culture and advocates for the learning needs of all students.					
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.					
IV.g.	Advocates for the engagement of parents/families as partners in the education of students.					
IV.h.	Optimizes alignment of resources, curriculum, and assessments to support student success.					
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• School improvement plan (including assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• District calendar</li> <li>• Curriculum review cycle plan and updated policy for curriculum and assessment review</li> <li>• Curriculum review committee minutes</li> <li>• Student performance data and goals</li> <li>• Data to support instruction strategies and student-centered initiatives</li> <li>• Curriculum/programs additions/modifications</li> <li>• Instructional model</li> </ul>					
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?					



## STANDARD V: ORGANIZATIONAL & CULTURAL LEADERSHIP

*Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

**Excellent**  
The supt. does an outstanding job at this task.

**Good**  
The supt. performs this task as required.

**Average**  
The supt. does an adequate job performing this task.

**Fair**  
The supt. does a passable job performing this task.

**Poor**  
The supt. does not perform this task well or at all.

**Unsure**  
I do not have certainty or confidence that the supt. completes this task.

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Commits to developing a high-performing leadership team.						
V.b.	Promotes a culture of shared expectations and mutual accountability.						
V.c.	Ensures a purposeful and equitable recruiting and hiring process.						
V.d.	Provides leadership to support the health and well-being of staff and students.						
V.e.	Assures the development, implementation, and sustainability of a responsive district crisis and safety plan.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Conflict resolution process</li> <li>• Leadership development plan</li> <li>• Professional development plan</li> <li>• Hiring protocols and procedures</li> <li>• Evidence to validate engagement of parents/families</li> <li>• Diversity, equity and inclusion initiatives</li> <li>• Personnel policies</li> </ul>						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						



## STANDARD VI: COMMUNITY RELATIONS

*Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

<b>Excellent</b> <small>The supt. does an outstanding job at this task.</small>	<b>Good</b> <small>The supt. performs this task as required.</small>	<b>Average</b> <small>The supt. does an adequate job performing this task.</small>	<b>Fair</b> <small>The supt. does a passable job performing this task.</small>	<b>Poor</b> <small>The supt. does not perform this task well or at all.</small>	<b>Unsure</b> <small>I do not have certainty or confidence that the supt. completes this task.</small>
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VI.a.	Collaborates with special interest groups to address concerns and opinions that may present conflict.					
VI.b.	Effectively communicates key public information in a timely manner.					
VI.c.	Understands and is respectful of the political, economic, and social aspects of the community.					
VI.d.	Establishes a visible presence in the district and community by regularly attending and participating in school activities, events, and programs.					
VI.e.	Builds positive relationships with parents and community members.					
VI.f.	Develops collaborative partnerships to foster support for the school district.					
VI.g.	Promotes a positive image of the district.					
VI.h.	Interacts and expresses genuine interest in building a connection with students.					
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Community engagement summary/report</li> <li>• District partnerships and initiatives established to provide resources and support</li> <li>• Partnership support received through the district foundation, scholarships, grant monies, etc.</li> <li>• Inter-local agreements</li> <li>• District annual report</li> <li>• Communications designed by and distributed to generate support of the district</li> <li>• Membership and participation with civic, community and state organizations</li> <li>• Meeting invitations/agendas</li> </ul>					
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?					



## STANDARD VII: PROFESSIONAL LEADERSHIP

The superintendent models and develops the professional capacity of school personnel to promote improved instruction and student academic success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

<b>Excellent</b> <i>The supt. does an outstanding job at this task.</i>	<b>Good</b> <i>The supt. performs this task as required.</i>	<b>Average</b> <i>The supt. does an adequate job performing this task.</i>	<b>Fair</b> <i>The supt. does a passable job performing this task.</i>	<b>Poor</b> <i>The supt. does not perform this task well or at all.</i>	<b>Unsure</b> <i>I do not have certainty or confidence that the supt. completes this task.</i>
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		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Addresses concerns and opinions with respect and confidence.						
VII.b.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.c.	Promotes opportunities for staff to pursue professional development to fulfill responsibilities and grow in current positions						
VII.d.	Provides an effective evaluation process with constructive feedback.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> <li>• Memberships</li> <li>• Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works)</li> <li>• Educational growth plan (professional goals and development)</li> <li>• Leadership team development plan</li> <li>• District staff professional development plan</li> </ul>						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						



## STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

<b>Excellent</b> <i>The supt. does an outstanding job at this task.</i>	<b>Good</b> <i>The supt. performs this task as required.</i>	<b>Average</b> <i>The supt. does an adequate job performing this task.</i>	<b>Fair</b> <i>The supt. does a passable job performing this task.</i>	<b>Poor</b> <i>The supt. does not perform this task well or at all.</i>	<b>Unsure</b> <i>I do not have certainty or confidence that the supt. completes this task.</i>
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VIII.a.	Supports board committee work as part of effective board decision-making.					
VIII.b.	Keeps all board members informed with consistent and open communication.					
VIII.c.	Maintains an appropriate and professional relationship with the board.					
VIII.d.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.					
VIII.e.	Demonstrates collaborative problem solving and decision-making.					
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Superintendent performance plan/goals</li> <li>• Board committee minutes</li> <li>• Communication plan</li> <li>• Board development plan</li> <li>• Board policies</li> <li>• Meeting agendas/minutes</li> <li>• Retreat agendas/minutes</li> </ul>					
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?					



## STANDARD IX: STRATEGIC PLANNING

*The superintendent collaborates with the board to act as agents of continuous improvement to promote each student's academic success and well-being.*

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

## SUPERINTENDENT GOALS

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.



**Superintendent's Response:**

**Superintendent Evaluation Summary**

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

-----  
(Signature of Superintendent)

-----  
(Date)


-----  
(Signature of Board President)

-----  
(Date)




DESCRIPTION	QUANTITY
36"W x 54"H Boys Basketball Record Board	1
36"W x 54"H Girls Basketball Record Board	1
36"W x 54"H Wrestling Record Board	1
36"W x 54"H Football Record Board	1
36"W x 54"H Softball Record Board	1
36"W x 54"H Baseball Record Board	1
36"W x 54"H Volleyball Record Board	1
36"W x 54"H Boys Cross Country Record Board	1
36"W x 54"H Girls Cross Country Record Board	1
36"W x 54"H Boys Track & Field Record Board	1
36"W x 54"H Girls Track & Field Record Board	1

Example of the preferred style:



### BOYS TRACK RECORDS

100M	George Johnson	1:23	2012
200M	George Johnson	1:23	2012
400M	George Johnson	1:23	2012
800M	George Johnson	1:23	2012
1600M	George Johnson	1:23	2012
3200M	George Johnson	1:23	2012
400M Relay	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
1600M Relay	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
3200M Relay	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
	George Johnson	1:23	2012
110MH	George Johnson	1:23	2012
300MH	George Johnson	1:23	2012
Long Jump	George Johnson	1:23	2012
High Jump	George Johnson	1:23	2012
Shot Put	George Johnson	1:23	2012
Discus	George Johnson	1:23	2012
Triple Jump	George Johnson	1:23	2012
Pole Vault	George Johnson	1:23	2012



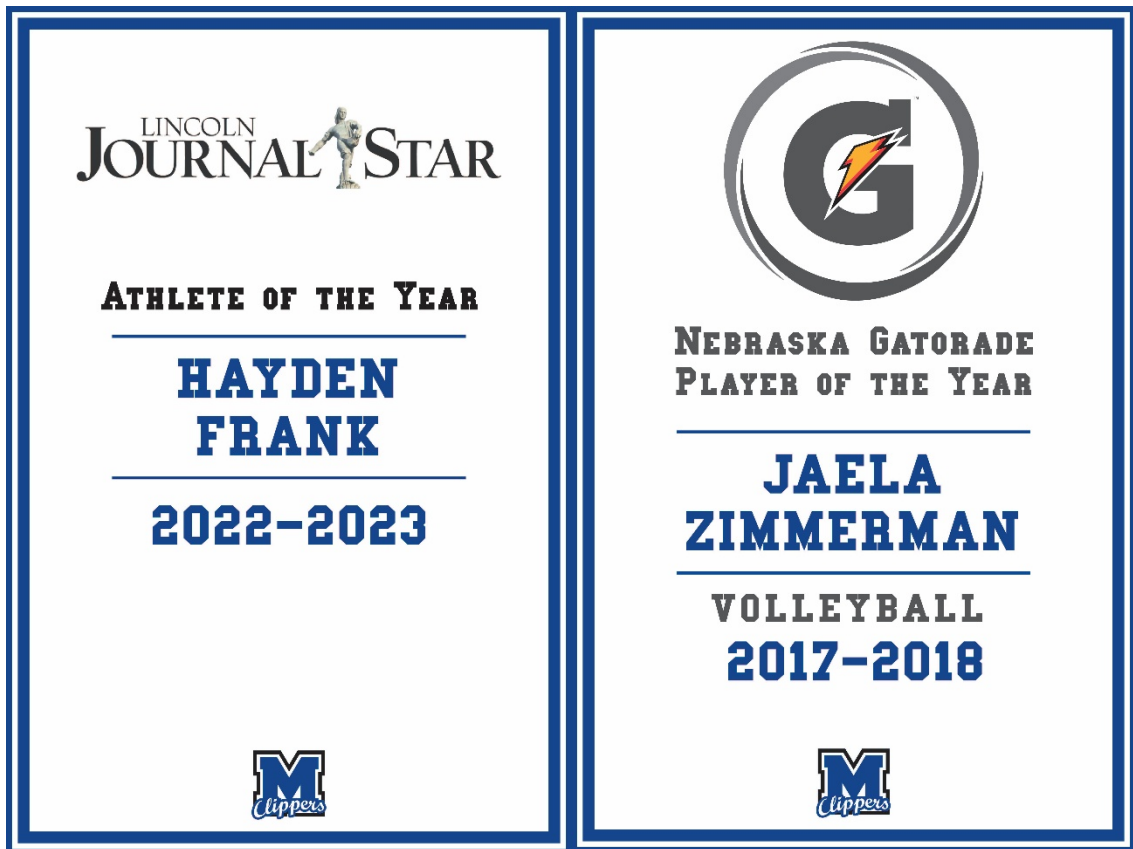
### GIRLS TRACK RECORDS

100M	Maggie Johnson	1:23	2012
200M	Maggie Johnson	1:23	2012
400M	Maggie Johnson	1:23	2012
800M	Maggie Johnson	1:23	2012
1600M	Maggie Johnson	1:23	2012
3200M	Maggie Johnson	1:23	2012
400M Relay	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
1600M Relay	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
3200M Relay	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
	Maggie Johnson	1:23	2012
100MH	Maggie Johnson	1:23	2012
300MH	Maggie Johnson	1:23	2012
Long Jump	Maggie Johnson	1:23	2012
High Jump	Maggie Johnson	1:23	2012
Shot Put	Maggie Johnson	1:23	2012
Discus	Maggie Johnson	1:23	2012
Triple Jump	Maggie Johnson	1:23	2012
Pole Vault	Maggie Johnson	1:23	2012

- Boys Cross Country
- Girls Cross Country
- Volleyball
- Softball
- Football
- Wrestling
- Girls Basketball
- Boys Basketball
- Boys Track & Field
- Girls Track & Field
- Baseball
- Other?

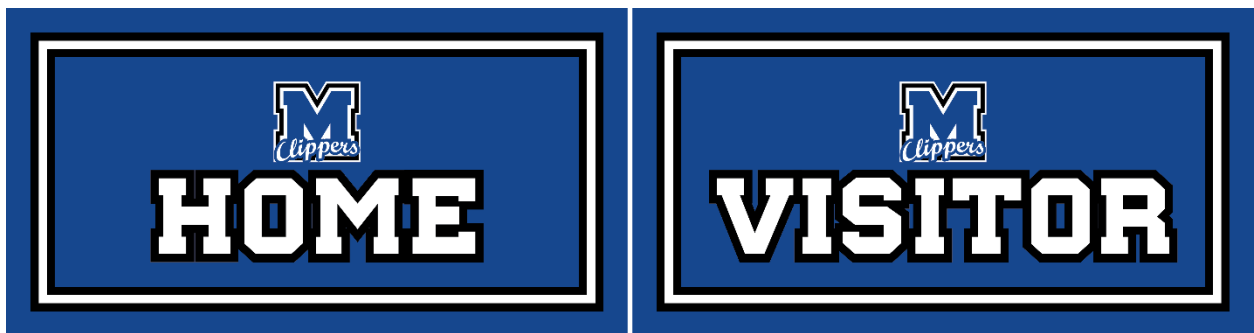
2'W x 3'H Journal Star Male Athlete of the Year	1
2'W x 3'H Gatorade Player of the Year	1

Example of the preferred style:



3'W x 2'H Gym Entry Boards	2
----------------------------	---

Example of the preferred style:



5'W x 7'H State Runner-Up Add-A-Year Banner (Gray)	6
5'W x 7'H State Champion Add-A-Year Banner (Blue)	6

Example of the preferred style: (The activities that we need are on the examples)







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# PRINCIPAL REPORT

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In partnership with our community, we will provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.



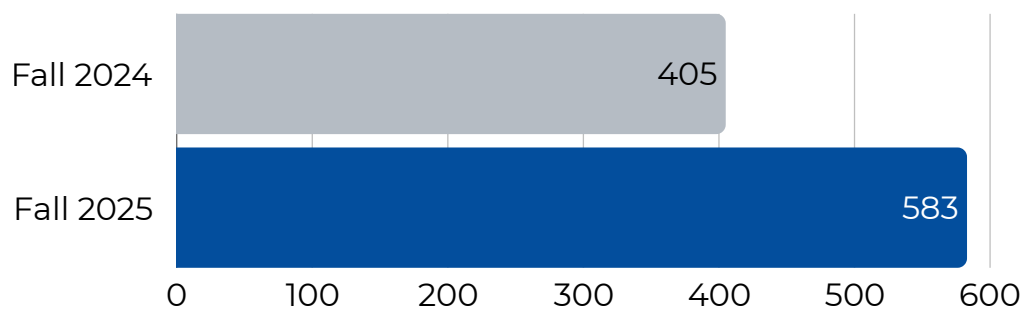
October  
Board Meeting

## ***On Showing Up***

### **In Partnership with the Community**

Our mission statement begins with “In partnership with our community,” emphasizing the belief that a student’s educational experience, and their success within it, requires the combined efforts of both the school and the broader community, especially with their parents. While communication between teachers and parents occurs throughout the school year, parent attendance at conferences plays an especially important role. These conferences allow us to share not only how students are performing, but also the what and why behind what we teach each day.

This year, we adjusted the format of our parent-teacher conferences by bringing many of our teachers out of their classrooms and into the high school gym. Our goal was to make the conference experience more efficient for families and help them make the most of their time at the school. This change allowed parents to quickly find their child’s teachers, easily see which teachers were available, and connect with other parents while they waited. Although we are still fine-tuning the way we collect attendance data, the graph below highlights the difference in total conferences held this year compared to last fall.



### **Student Success**

Our students continue to do incredible things both in and out of the classroom. A few recent highlights include:

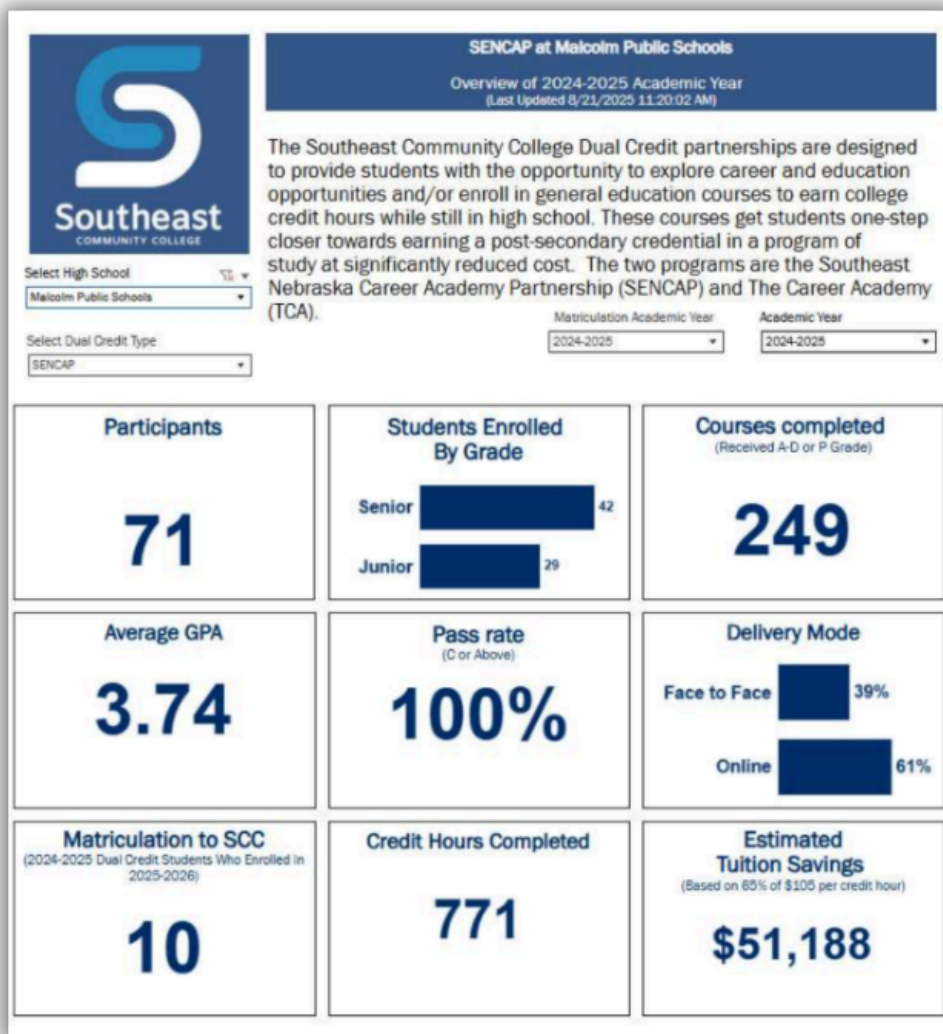
- Softball qualified for the district final, playing against Centura in Cairo, NE.
- Volleyball won the conference championship, defeating Platteview in the final.
- Will Kaczor and Emery Endicott individually qualified for the cross country state meet. Our boys’ team placed third at districts, earning the opportunity for the full team to compete in Kearney as well.



## SENCAP

We recently received our 2024-25 overview from Southeast Community College, which reinforces the benefits our partnership through the SENCAP program provides. In total, our students completed more than 249 courses last year with a 100% pass rate. 73 students are currently enrolled in SENCAP courses this semester.

We were also able to grow our face-to-face offerings by adding Introduction to Psychology being taught by Mr. Lewandowski and Principles of Marketing with Mr. Arnold. We are excited to continue finding ways to enhance learning opportunities for our students and to ensure they are well prepared for whichever path they choose after graduation.





**Administrative Report**  
**Westfall Elementary**  
**Date: 10/20/2025**  
**Amber Dolliver, PK-6 Principal**

**Elementary/School Information**

- 1st Quarter Information
  - Report cards, progress reports, reading cards, enrichment information, etc.
- Parent Teacher Conferences
  - PK-5 98%
  - PK-6 94% (6th grade is not scheduled but walk in)
- ANCHOR Info
  - September ANCHOR assembly and awards
  - Clipper Crews
    - Fall Stations
    - K-5 & 9-12 Game Day
  - 6-8 1st Quarter Celebration & Awards
- School Activities:
  - Fire Department visit Oct 13
  - Red Ribbon Week - October 27-30
- Field Trips
  - Kindergarten - Pumpkin Patch
  - 4th Grade - AG Literacy Festival
  - 5th Grade Orchestra
- Rule 10 Visit - Nebraska Department of Education (10/15/2025)
- ECRS Visit - Nebraska Department of Early Childhood
- LETRS Training
- Youth Sports Nights (softball, volleyball, football)

**Upcoming Events**

- October 16th - End of 1st Quarter
- October 17th - No School
- October 31st - Early Dismissal
- November 14th - PK-6 No School (teacher training)



**Rule 10  
Compliance Visit  
2025-2026**

Date: 10/20/25

Superintendent: Ryan Terwilliger

School District Name: Malcolm Public Schools

Date of Visit: 10/15/25

Dear Superintendent Terwilliger,

The Nebraska Department of Education Accreditation Section appreciates the time and effort you place into maintaining compliance with the requirements and regulations of **Title 92, Nebraska Administrative Code, Chapter 10**.

**Malcolm Public** has demonstrated compliance through requested evidence presented before, during, or immediately after the scheduled compliance visit. No further actions are required from you at this time.

Thank you for your continued efforts in maintaining compliance with **Title 92, Nebraska Administrative Code, Chapter 10**. Please share this information with your local school board as acknowledgement of your compliance.

A handwritten signature in blue ink that reads 'Sandra M. Suiter'.

Sandra M. Suiter, EdD  
Accreditation Specialist

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