

SCHOOL EMERGENCY RESPONSE DIRECTIVES (SERD)

Response Paths by Directive for Staff

Each path follows 5 behaviors:

- 1. **Grab** the "go-kit"/emergency kit (i.e., student roster, medications, first-aid kit, bottled water, snacks, communication cards, maps, etc.) & communication device (i.e., cellphone, walkie talkie, pager, etc.)
- 2. Gather the students and instruct them to listen for the next step of the plan
- 3. **AVOID** danger always **continue to check** the path ahead. **Be ready to change** paths or responses.
- 4. **MOVE** go to the area designated by the command

| Recall students to the classroom. View the school map for the closest evacuation route. If that route is safe to take, begin evacuating the students to leave the classroom. If that route is quick and calm fashion. If that route is unsafe, view other ways to leave the building. A different remain in class. When evacuating, keep hands visible When and keep busy util announcement is made by two recognized voices. Conce out of the location of class room. Conce out of the class room on the class room on the class room of the class room of the class room. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is unsafe, view other ways to leave the building. A different remain in class. If there are no safe shelters, align students near an interior will own. If there are no safe shelters, align students near an interior will own. If there are no safe shelters, and once it to that location of the designated space, instruct students to be ready to COMBAT an attacker entering the classroom. If the composition of the designated space, instruct students to be ready to COMBAT an attacker entering the classroom. If the composition of the designated space, instruct students to the police and the principal. Instruct students to be ready to COMBAT an attacker entering the classroom. If the composition of the police and the principal. Instruct students to be ready to COMBAT an attacker entering the classroom. Instruct students to be police and the principal. Instruct students to the police and the principa | | the area designated by | the command | | |
|--|---------------------|--------------------------------------|--------------------------------------|--|--|
| Recall students to the classroom. Lock windows and doors. Remain in the classroom. Lock and the classroom. Lock windows and doors. Remain in the classroom. Lock and classroom. Do not allow students to leave the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the location of the building. A different walkway Leaving via windows When the students to the students to that location instead. If that route is unsafe, view the location of other shelters in the school and move students to that location instead. If there are no safe shelters, align students to that location instead. If there are no safe shelters, align students to the students to the call the continuation instead. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to CombaT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so, between the class roster and identify accounted and unaccounted students. | HOLD | EXIT | QUEI TED | PROTECT | |
| map for the closest evacuation route. Lock windows and doors. Remain in the classroom. Do not allow students to leave the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the building, the point the school and move students to that location instead. When the bell rings, remain in class. When the building, the point the school and move students to that location instead. When the bell rings, remain in class. When the building, the point the first remain in class. When the building, the point the remain in class remain in class. When the building remains remains remain in class. When the building remains remain | (Secure & Teach) | (AVOID danger) | SHEETER | (ACTIVE THREAT) | |
| evacuation route. Lock windows and doors. If that route is safe to take, begin evacuating the students in a quick and calm fashion to the identified shelter. On not allow students to leave the classroom. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is sunsafe, view other ways to leave the building. O A different walkway Leaving via windows When evacuating, keep hands visible When and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Weather shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is sunsafe, view of the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is sunsafe, view the location of other view the location of other shelter. If that route is sunsafe view the location of other shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is sunsafe, view the location of other shelter. If that route is sunsafe view the location of other shelter. If that route is safe to take, begin moving students in a quick and calm fashion. If the troute is | Recall students to | View the school | View the school | Determine location of threat. | |
| Lock windows and doors. Remain in the classroom. Do not allow students to leave the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the bell rings, remain in class. O mote and windows When the bell rings, remain in class. When the bell rings, remain in class. O mote out of the building, keep hands visible Wholl in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is safe to take, begin moving students to the classroom. If that route is students to the students to the classroom. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is safe to take, begin begin moving students to the classroom. If the route is safe to take, begin begin moving students to the students to the classroom. If the route is safe to take, begin begin moving students to the classroom. If that route is safe to take, begin believed the students t | the classroom. | map for the closest | map for the closest | AVOID – BARRICADE – COMBAT | |
| safe to take, begin moving students in a quick and calm fashion to the classroom. If that route is unsafe, view other ways to leave the building. When the bell rings, remain in class. Once out of the and keep busy until announcement is made by two recognized voices. HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is unsafe, view other ways to leave the building. If that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. It there are no safe shelters, align students to be ready to CoMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to take, public and in the identified shelter. Contact 9-1-1 when it is safe to take, all on the ide | | evacuation route. | weather shelter. | as appropriate. | |
| Remain in the classroom. Do not allow students in a quick and calm fashion. If that route is unsafe, view other ways to leave the building. When the bell rings, remain in class. O a different walkway o leaving via windows • When evacuating, keep hands visible D once out of the building, sand keep busy until announcement is made keep busy until announcement is made keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Begin moving students in a quick and calm fashion to the identified shelter. • If that route is unsafe, view the location of other shelters in the school and move students to that location in the cother shelters, align students to that location windows. • When evacuating, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | Lock windows and | If that route is | If that route is | If AVOID, view EXIT response path. | |
| Classroom. Do not allow students to leave the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the bell rings, remain in class. When the bell rings, remain in class. Once out of the building, weep hands visible When and keep busy until announcement is made by two recognized voices. HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Students in a quick and calm fashion to the identified shelter. If that route is unsafe, view other ways to leave the building. If that route is unsafe, view other shelters in the school and move students to that location oinstead. If there are no safe shelters, align students near an interior wall away from windows. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | | safe to take, | safe to take, | | |
| students in a quick and calm fashion to the identified shelter. • If that route is unsafe, view other ways to leave the building. When the bell rings, remain in class. • When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. HOLD in room and keep busy until announcement is made by two recognized voices. Students in a quick and calm fashion to the identified shelter. • If that route is unsafe, view other ways to leave the building. • A different walkway • Leaving via windows • When evacuating, keep hands visible Students in a quick and calm fashion to the identified shelter. • If that route is unsafe, view the location of other shelters in the school and move students to that location instead. • If there are no safe shelters, align students near an interior wall away from windows. Instruct students to be ready to COMBAT an attacker entering the classroom. HOLD in room and keep busy until announcement is made by two recognized voices. Feview the class roster and identify accounted and unaccounted students. | | begin | begin moving | | |
| puck and calm fashion. If that route is unsafe, view other ways to leave the building. When the bell rings, remain in class. When the bell rings, remain in class. When the bell rings, remain in class. Once out of the and keep busy until announcement is made by two recognized voices. HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. If shion to the identified shelter. If that route is unsafe, view the location of other shelters in the school and move students to that location instead. If there are no safe shelters, align students near an interior wall away from windows. Turn off the lights. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is and the principal. | classroom. | | | | |
| students to leave the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the bell rings, remain in class. When the bell rings, remain in class. Once out of the and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. If that route is unsafe, view other vays to leave the building. A different walkway Leaving via windows A different walkway Leaving via windows If the location of other shelters in the school and move students to that location instead. If the route is unsafe, view the class roster and identified shelter. If that route is unsafe, view the class roster and identified shelter. If that route is unsafe, view the location of other shelters in the school and move students to acquire a defense weapon. Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Instruct students to be ready to CombaT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Instruct students to be ready to CombaT an attacker entering the classroom. | | | | Begin barricading the entrance to the | |
| the classroom. Collect Phones. Continue teaching class. When the bell rings, remain in class. When the bell rings, remain in class. • If that route is unsafe, view other ways to leave the building. • A different walkway • Leaving via windows • When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Continue teaching class. • If that route is unsafe, view the location of other shelters in the school and move students to that location instead. • If there are no safe shelters, align students near an interior wall away from windows. Conce out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | | quick and calm | fashion to the | room. | |
| Collect Phones. Continue teaching class. When the bell rings, remain in class. When the bell rings, remain in class. • When evacuating, keep hands visible HOLD in room and leave busy until announcement is made by two recognized voices. HOLD in room and leave the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. unsafe, view the location of other whe the location of other shelters in the school and move students to acquire a defense weapon. Items that when thrown, will hunt Heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. Instruct students to acquire a defense weapon. Items that when thrown, will hunt Heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. | | fashion. | identified shelter. | | |
| Continue teaching class. When the bell rings, remain in class. A different walkway Leaving via windows When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Other ways to leave the building. The location of other shelters in the school and move students to that location instead. Instruct students to acquire a defense weapon. Items that when thrown, will hurt Heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | If that route is | If that route is | Tables, desks, chairs, projectors, | |
| Class. I leave the building. O A different walkway o Leaving via windows visible When the bell rings, remain in class. When the bell rings, remain in class. When evacuating, keep hands visible When and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. I leave the building. Other shelters in the school and move students to that location instead. I heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. I heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | unsafe, view | unsafe, view | | |
| building. A different walkway Leaving via windows When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Check to AVOID danger as you move. building. A different walkway Leaving via windows When evacuating, keep ands visible building. A different walkway Leaving via wow students to that location instead. If there are no safe shelters, align students near an interior wall away from windows. Turn off the lights. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Contact 9-1-1 when it is safe to do so. Contact | | | | • | |
| When the bell rings, remain in class. O A different walkway Leaving via windows When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Contact 9-1-1 when it is safe to do so. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | class. | | | • | |
| walkway Leaving via windows When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. to that location instead. It there are no safe shelters, align students near an interior wall away from windows. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. | | | | | |
| O Leaving via windows When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. Instruct students to be ready to COMBAT an attacker entering the classroom. Chairs, etc. Turn off the lights. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | | | | |
| windows When evacuating, keep hands visible Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. If there are no safe shelters, align students near an interior wall away from windows. Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | remain in class. | | to that location | | |
| When evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Power of the lights. Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | <u> </u> | | chairs, etc. | |
| evacuating, keep hands visible HOLD in room and keep busy until announcement is made by two recognized voices. Review the class roster and identify accounted and unaccounted students. Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | | | | |
| keep hands visible near an interior wall away from windows. Note that the police and the police and the principal. Note that the police and the police and the principal. Remain quiet and away from windows and doors (move to Safer Corner). Instruct students to be ready to COMBAT an attacker entering the classroom. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | | - | | Turn off the lights. | |
| Wall away from windows. Instruct students to be ready to COMBAT an attacker entering the classroom. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Once out of the building, keep designated space, instruct students to sit against a wall and cover their necks with their hands. Review the class roster and identify accounted and unaccounted students. | | | | | |
| HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. Nonce arriving at the designated space, instruct students to sit against a wall and cover their necks with their hands. | | | | | |
| HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. Once arriving at the designated space, instruct students to sit against a wall and cover their necks with their hands. | | visible | | and doors (move to Safer Corner). | |
| HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. Once arriving at the designated space, instruct students to sit against a wall and cover their necks with their hands. | | | windows. | Leadment attack at a language that a COMPAT | |
| HOLD in room and keep busy until announcement is made by two recognized voices. Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Contact 9-1-1 when it is safe to do so. Do not leave the room until instructed by the police and the principal. Do not leave the room until instructed by the police and the principal. Review the class roster and identify accounted and unaccounted students. | | | | | |
| and keep busy until announcement is made by two recognized voices. Building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Check to avoid and cover their necks with their hands. Review the class roster and identify accounted and unaccounted students. | | | | an attacker entering the diassidom. | |
| announcement is made by two recognized voices. moving with the students to the EXIT Gather Point. Check to AVOID danger as you move. Check to AVOID danger as you move. Check to AVOID danger and identify accounted and unaccounted students. | HOLD in room | Once out of the | Once arriving at the | Contact 9-1-1 when it is safe to do so. | |
| made by two recognized voices. Students to the EXIT Gather Point. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | and keep busy until | building, keep | designated space, | | |
| recognized voices. Check to AVOID danger as you move. Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | | | | | |
| Check to AVOID danger as you move. Review the class roster and identify accounted and unaccounted students. | | | | the police and the principal. | |
| danger as you move. Review the class roster and identify accounted and unaccounted students. | recognized voices. | | | | |
| move. Review the class roster and identify accounted and unaccounted students. | | | | | |
| Review the class roster and identify accounted and unaccounted students. | | danger as you | hands. | | |
| | | | | | |
| Identify which injured students or those who may need medical attention. | | | | | |
| | | | | | |

5. Check-in - Communicate this information with Person in Charge when it is safe to do so.





SERD sheets are intended as single sheet documents, with emergency response instructions on one side. RED/GREEN cards or building maps placed on the reverse can then be laminated and placed in each room as efficient guide sheets



TRAINING STAFF ON SCHOOL EMERGENCY RESPONSE DIRECTIVES (SERD)

Instructions for Incident Response Training of Staff at Schools

All emergency actions follow the same five steps:

- 1. Grab your Kit
- 2. Gather your Kids
- 3. AVOID Danger
- 4. Move
- 5. Check-in

Below are more detailed explanations.

Preliminary Behaviors

All response paths in emergency scenarios will follow the same set of behaviors. The staff member should secure a way to communicate with the School Administrator/outside. Room staff will also be responsible for taking the "go-kit" or emergency kit for their area. In most cases, this container will be in a classroom and will therefore include items like the class roster, backup medications for the students in that classroom, a first-aid kit, bottled water, snacks, communication cards, and maps. For certain staff, these backpacks may include more thorough versions of the listed items. The final step in the preliminary behaviors is to gather students. Teachers will be gathering the students in their class. For other faculty and staff, this may be students in the nearby hallways or vicinities. Staff will instruct the students to remain calm, stay quiet, and listen for the next instructions.

Depending on the situation, the adult will then identify which response path to take: Secure & Teach, Exit, Shelter, or Active Threat - Protect.

Secure & Teach

After completing the preliminary behaviors, the adult will recall all students back to the classroom. After students have returned from bathrooms or halls, lock the windows and doors. Then, continue teaching class as usual. Do not allow students to leave the classroom for requests, transition bells, or end of day bells. Stay in Secure & Teach until an announcement is made by two recognized voices that it is safe to transition.

When it is safe to do so, review the class roster and identify which students are accounted for and which students are not. Further, identify what students have injuries or may need medical attention. Then, communicate with School Administration and inform them of their status. Using telecommunications or apps is acceptable.

Exit

After completing the preliminary behaviors, the adult will refer to the school map for the closest evacuation route. Look outside of the classroom to determine if evacuating the classroom is safe at that time. If that route is safe to take, begin evacuating the students in a quick and calm fashion. If that route is unsafe, view other ways to leave the building. This can include a different walkway, or, in more extreme circumstances, leaving via windows.

Once evacuated from the building, keep moving the students until reaching the evacuation site – **this is where the site specific location is inserted**. In situations of active violence, contact 9-1-1 when it is safe to do so. Helpful information to include will be location, number of individuals in that location, injuries in that location, and any information of the perpetrator of the violence such as the number of perpetrators, their location(s), their weapon(s), their physical description(s).

When it is safe to do so, review the class roster and identify which students are accounted for and which students are not. Further, identify what students have injuries or may need medical attention. Then, communicate with School Administration and inform them of their status.

School Administration will make the determination whether to return to school or move to Reunification.



Shelter

After completing the preliminary behaviors, refer to the school map for the closest approved shelter area. If that route is safe to take, begin moving students in a quick and calm fashion to the identified shelter. If that route is unsafe, view where other shelters are in the school and move students there. If there are no safe shelters, align students near an interior wall away from windows.

Once arriving at the safe space, instruct students to sit down against an interior wall away from windows and cover their necks with their hands.

When it is safe to do so, review the class roster and identify which students are accounted for and which students are not. Further, identify what students have injuries or may need medical attention. Then, communicate with School Administration and inform them of their status.

Active Threat - Protect

After completing the preliminary behaviors, staff should attempt to determine the location of the threat to determine whether they should AVOID or Barricade. If the threat is farther away (the other side of the building), AVOID by following the steps in the EXIT Response path. If the threat is closer in proximity, begin the process of Avoid-Barricade-Combat. The beginning of these behaviors is often closing and locking the doors and windows that provide access to the space. Following this, the most critical behavior is to Barricade, not hide. Adults and students should begin Barricading the entrance to the room. Various objects can be used including, but not limited to tables, desks, chairs, moving whiteboards, projectors, and bookshelves. At this point, creating a separating obstacle is more important than the noise moving those items may create. Once Barricaded, instruct students to acquire an item that can be used for defense if the attacker enters the classroom, or breaches the safety zone. Typical classroom items that can be used include, but are not limited to, heavy water bottles, staplers, backpacks, books, laptops, and chairs. After everyone is prepared, turn off the lights, remain quiet, and move students away from windows and doors to the safer corner in the room. Instruct students to be ready to throw their defense weapons at anyone breaching the safety zone.

When it is safe to do so, contact 9-1-1. Helpful information to include will be location, number of individuals in that location, injuries in that location, and any information of the perpetrator of the violence such as the number of perpetrators, their location(s), their weapon(s), their physical description(s).

When it is safe to do so, review the class roster and identify which students are accounted for and which students are not. Further, identify what students have injuries or may need medical attention. Then, communicate that information to School Administration.

SERD is a proposed response protocol from ACAP. It may be reproduced without permission, so long as authorship is acknowledged.