



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

HOLD (Secure & Teach)	EXIT (AVOID danger)	SHELTER	PROTECT (ACTIVE THREAT)
<p>Recall students to the classroom.</p> <p>Lock windows and doors. Remain in the classroom.</p> <p>Do not allow students to leave the classroom. Collect Phones. Continue teaching class.</p> <p>When the bell rings, remain in class.</p>	<p>View the school map for the closest evacuation route.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ A different walkway ○ Leaving via windows • When evacuating, keep hands visible 	<p>View the school map for the closest weather shelter.</p> <ul style="list-style-type: none"> • 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 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. 	<p>Determine location of threat. AVOID – BARRICADE – COMBAT as appropriate. If AVOID, view EXIT response path.</p> <p>BARRICADE Close and lock doors and windows. Begin barricading the entrance to the room.</p> <ul style="list-style-type: none"> • Use heavy items <ul style="list-style-type: none"> ○ Tables, desks, chairs, projectors, bookshelves, etc. <p>Instruct students to acquire a defense weapon.</p> <ul style="list-style-type: none"> • Items that when thrown, will <i>hurt</i> <ul style="list-style-type: none"> ○ Heavy water bottles, staplers, backpacks, books, laptops, chairs, etc. <p>Turn off the lights.</p> <p>Remain quiet and away from windows and doors (move to Safer Corner).</p> <p>Instruct students to be ready to COMBAT an attacker entering the classroom.</p>
<p>HOLD in room and keep busy until announcement is made by two recognized voices.</p>	<p>Once out of the building, keep moving with the students to the EXIT Gather Point. Check to AVOID danger as you move.</p>	<p>Once arriving at the designated space, instruct students to sit against a wall and cover their necks with their hands.</p>	<p>Contact 9-1-1 when it is safe to do so.</p> <p>Do not leave the room until instructed by the police and the principal.</p>

Review the class roster and identify accounted and unaccounted students.
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.



This color card is utilized by teachers/staff to signify that everyone is uninjured and accounted for.

This color card is utilized by teachers/staff to signify that someone is injured/not accounted for.

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.