

Board of Education Regular Meeting

Monday, October 8, 2018 8:00 PM

1. Call to Order

2. Flag Salute

3. Open Meetings Act

4. Roll Call

5. Review of Agenda

Motion to approve the agenda as presented Passed with a motion by JC Ourada and a second by Suzanne Brodine.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

6. Citizen's Comments

7. Consent Agenda

Motion to approve the Consent Agenda as presented with a change to the following items: take the Grainger payment from the Depreciation Fund and not from the General Fund, Move \$20,000 from General to the Depreciation Fund, Cancel the payment to Conditioned Air Mechanics check #15942 Passed with a motion by JC Ourada and a second by Morgan Meier.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

7.1. Approval of Minutes of Previous Meeting(s)

7.2. Payment of Invoices

7.3. Financial Reports

8. Old Business

8.1. Fall District Enrollment Figures

9. New Business

9.1. Approve Elm Creek Education Association as the Bargaining Agent for the 2020-2021 school year.

9.1. Approve Elm Creek Education Association as the Bargaining Agent for the 2020-2021 school year. Passed with a motion by Suzanne Brodine and a second by Morgan Fouts.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

9.2. Approve Purchase of A/V Equipment from Yanda's Pro Audio

Motion to Approve Purchase of A/V Equipment from Yanda's Pro Audio Passed with a motion by Jeff Meads and a second by Morgan Meier.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

9.3. Appoint Morgan Fouts as NASB Delegate Assembly Representative

Motion to Appoint Morgan Fouts as NASB Delegate Assembly Representative Passed with a motion by Morgan Meier and a second by JC Ourada.

Morgan Fouts: Abstain (With Conflict), Suzanne Brodine: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

9.4. Approve District to use "I Love You Guys" Standard Response Protocol

Motion to Approve District to use "I Love You Guys" Standard Response Protocol Passed with a motion by JC Ourada and a second by Morgan Fouts.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

10. Reports

10.1. Teacher Report -- John Kosch

10.2. Principal's Report

10.2.1. Preschool Report

10.3. Superintendent Report

11. Next Regular Meeting -- November 12, 2018 (8:00 pm)

12. Adjournment

Motion to adjourn meeting at 9:08 PM Passed with a motion by JC Ourada and a second by Morgan Meier.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, Marvion Reichert: Yea

September 10, 2018 at 8:00 PM - Board of Education Regular Meeting

1. Call to Order
2. Flag Salute
3. Open Meetings Act
4. Roll Call
5. Review of Agenda

Recommended Motion(s): Motion to approve the agenda as presented Passed with a motion by Board Member #1 and a second by Board Member #2.

Action(s):

Motion Passed:

Motion to approve the agenda as presented Passed with a motion by JC Ourada and a second by Morgan Meier.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Yea*

No Action(s) have been added to this Agenda Item.

6. Citizen's Comments
7. Consent Agenda

Recommended Motion(s): Motion to approve the Consent Agenda as presented Passed with a motion by Board Member #1 and a second by Board Member #2.

Action(s):

Motion Passed:

Motion to approve the Consent Agenda as presented Passed with a motion by JC Ourada and a second by Marvion Reichert.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Yea*

No Action(s) have been added to this Agenda Item.

- 7.1. Approval of Minutes of Previous Meeting(s)

Attachments:

- [August 2018 Board minutes](#)

9/8/2018 at 6:47 AM

7.2. Payment of Invoices

Attachments:

- [Check Register 09.10.18](#)

9/8/2018 at 6:57 AM

7.3. Financial Reports

Attachments:

- [Activity_Cash Balance 8-2018_NotReconciled](#)

9/8/2018 at 7:02 AM

- [Treasurers Report for 9-10-18](#)

9/8/2018 at 7:02 AM

8. Old Business

8.1. Approve 2nd Reading of Policy 3131

Action(s):

Motion Passed:

Motion to Approve 2nd Reading of Policy 3131 Passed with a motion by Suzanne Brodine and a second by Morgan Meier.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Yea*

No Action(s) have been added to this Agenda Item.

Attachments:

- [3131-- Procurement Plan - Clean](#)

9/8/2018 at 7:00 AM

9. New Business

9.1. Approve proposed 2018-2019 Elm Creek Public Schools Budget

Action(s):

Motion Passed:

Motion to Approve proposed 2018-2019 Elm Creek Public Schools Budget Passed with a motion by Suzanne Brodine and a second by JC Ourada.

- Suzanne Brodine: *Yea*

- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Nay*

No Action(s) have been added to this Agenda Item.

Attachments:

- [ECPS 2018-2019 Budget](#)

9/8/2018 at 6:53 AM

9.2. Approve 2018-2019 Proposed Tax Request

Action(s):

Motion Passed:

Motion to approve the 2018-2019 Elm Creek Public Schools Budget Passed with a motion by JC Ourada and a second by Jeff Meads.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Nay*

No Action(s) have been added to this Agenda Item.

Attachments:

- [2018-2019 Tax Request](#)

9/8/2018 at 6:54 AM

9.3. Approve Purchase of Bluebird Bus from Nebraska Central Equipment

Action(s):

Motion Passed:

Motion to Approve Purchase of Bluebird Bus from Nebraska Central Equipment. Passed with a motion by Marvion Reichert and a second by Morgan Fouts.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Yea*

No Action(s) have been added to this Agenda Item.

Attachments:

- [NDEQ.Letter of Intent](#)

9/8/2018 at 7:14 AM

10. Reports

10.1. Buildings and Ground Committee Report

10.2. Principal's Report

10.3. Superintendent Report

11. Next Regular Meeting, October 8, 2018 (8:00 pm)

12. Adjournment

Recommended Motion(s): Motion to adjourn meeting Passed with a motion by Board Member #1 and a second by Board Member #2.

Action(s):

Motion Passed:

Motion to adjourn meeting at 9:05 PM Passed with a motion by JC Ourada and a second by Morgan Meier.

- Suzanne Brodine: *Yea*
- Morgan Fouts: *Yea*
- Jeff Meads: *Yea*
- Morgan Meier: *Yea*
- JC Ourada: *Yea*
- Marvion Reichert: *Yea*

No Action(s) have been added to this Agenda Item.

Check Register

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

Checks Printed

01 - GENERAL FUND

Bank Account :A - General Fund

00015931	10/05/2018	ACTINFO	ACT		
32076568	09/24/2018		10/05/2018	ACT No Writing	1,010.00
				Check Total	1,010.00
00015932	10/05/2018	AET	AET		
100518	10/05/2018		10/05/2018	18-19 AG SUBSCRIPTION	165.00
				Check Total	165.00
00015933	10/05/2018	ALPHAREH	ALPHA REHABILITATION P.C.		
2255	09/30/2018		10/05/2018	OT & SPEECH	350.73
				Check Total	350.73
00015934	10/05/2018	BAMFORD	BAMFORD, INC		
17769	09/26/2018		10/05/2018	Fire Sprinklers	500.00
				Check Total	500.00
00015935	10/05/2018	BLACKHILLS	BLACK HILLS ENERGY		
092418-01	09/24/2018		10/05/2018	225 E Boyd	159.89
092418-40	09/24/2018		10/05/2018	230 East Calkins Ave	270.92
092418-94	09/24/2018		10/05/2018	122 North Church	35.68
				Check Total	466.49
00015936	10/05/2018	BLICKART	BLICK ART MATERIALS		
9930987	09/06/2018		10/05/2018	Glue Sticks	32.58
				Check Total	32.58
00015937	10/05/2018	BROWN&S	BROWN & SAENGER		
4015755-2	10/01/2018		10/05/2018	Screwdriver	10.20
				Check Total	10.20
00015938	10/05/2018	C&S TRUCK	C&S TRUCK & SALVAGE		
092389	09/13/2018		10/05/2018	2012 Bus Repairs	555.59
				Check Total	555.59
00015939	10/05/2018	CENTURY	CENTURYLINK		
090718	09/07/2018		10/05/2018	Telephone	343.58
				Check Total	343.58
00015940	10/05/2018	CHARTERC	CHARTER COMMUNICATIONS		
092418	09/24/2018		10/05/2018	Internet	189.88
				Check Total	189.88
00015941	10/05/2018	CHEMSEARCH	CHEMSEARCH		
3265976	09/12/2018		10/05/2018	Hand Cleaner	371.60

ALL Data

Check Register

Arranged by:
Check Number

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
					Check Total	371.60
	00015942	10/05/2018	CONDITION		CONDITIONED AIR MECHANICAL SYSTEMS	
	9298	09/10/2018		10/05/2018	Class Room Heat Pump	3,345.40
					Check Total	3,345.40
	00015943	10/05/2018	EAI ED		EAI EDUCATION	
	INV0896072	09/10/2018		10/05/2018	TI Scientific Calc	51.80
	INV0898122	09/19/2018		10/05/2018	TI Scientific Calc etc	202.66
					Check Total	254.46
	00015944	10/05/2018	ECOLAB		ECOLAB PEST ELIMINATION	
	5527364	09/25/2018		10/05/2018	Pest Elim	71.01
					Check Total	71.01
	00015945	10/05/2018	ELECTRONIC		ELECTRONIC CONTRACTING CO.	
	LN047680	09/15/2018		10/05/2018	Quarterly Monitoring	81.00
					Check Total	81.00
	00015946	10/05/2018	ESU10		Educational Service Unit 10	
	100118-26	10/01/2018		10/05/2018	Network Op	18.75
	100118-46	10/01/2018		10/05/2018	Cozad Ctr Voc Eval	439.88
	100118-72	10/01/2018		10/05/2018	NWEA & HAL	3,542.50
	100118-78	10/01/2018		10/05/2018	Deaf Ed	258.38
	100118-79	10/01/2018		10/05/2018	PT	1,419.69
	100118-80	10/01/2018		10/05/2018	Supervision	2,850.18
	100118-81	10/01/2018		10/05/2018	OT	2,645.98
	100118-82	10/01/2018		10/05/2018	Speech Path	1,817.97
	100118-84	10/01/2018		10/05/2018	Psych Services	5,127.04
	100118-85	10/01/2018		10/05/2018	Audiology	165.20
					Check Total	18,285.57
	00015947	10/05/2018	FIRSTC		FIRST CARE MEDICAL	
	090718RH	09/07/2018		10/05/2018	Bus Driver Physical	175.00
					Check Total	175.00
	00015948	10/05/2018	FOSTERC		CURT FOSTER	
	10012018	10/01/2018		10/05/2018	Rent	100.00
					Check Total	100.00
	00015949	10/05/2018	FOSTFAMI		Foster's Family Foods	
	100118-14	10/01/2018		10/05/2018	Food for Classroom	307.38
	100118-54	10/01/2018		10/05/2018	Custodial Supplies	26.87
					Check Total	334.25
	00015950	10/05/2018	FREY		FREY SCIENTIFIC	
	202501607037	09/19/2018		10/05/2018	Butane Fuel - Science	112.45
	302500173702	09/17/2018		10/05/2018	Vinyl Gloves - Science	221.00

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
					Check Total	333.45
	00015951	10/05/2018	GOPHER	GOPHER		
	9486497	08/01/2018		10/05/2018	Pull-Up Bars	320.58
					Check Total	320.58
	00015952	10/05/2018	GRACZYKL	GRACZYK LAWN & LANDSCAPE		
	0000	08/24/2018		10/05/2018	Football Field Serv 8-24	325.00
	31997	08/16/2018		10/05/2018	Fball Field Serv 8-16	422.50
	32516	09/01/2018		10/05/2018	Weed Control	794.00
	32777	08/31/2018		10/05/2018	Football Field Serv 8-31	195.00
	32867	09/01/2018		10/05/2018	Weed Control	400.00
	33229	09/07/2018		10/05/2018	Football Field Serv 9-07	195.00
	33667	09/14/2018		10/05/2018	Football Field Serv 9-14	75.00
	34041	09/20/2018		10/05/2018	Football Field Serv 9-20	260.00
	34774	09/27/2018		10/05/2018	Football Field Serv 9-27	151.45
					Check Total	2,817.95
	00015953	10/05/2018	GRAINGER	Grainger		
	9912657104	09/21/2018		10/05/2018	Air Compressor	2,093.50
					Check Total	2,093.50
	00015954	10/05/2018	HAPPP	HAPP PUBLISHING		
	01515	08/09/2018		10/05/2018	Notice of Mtg	6.87
	01533	08/30/2018		10/05/2018	August Minutes	84.00
					Check Total	90.87
	00015955	10/05/2018	HOMETOWN	Hometown Leasing		
	100118	10/01/2018		10/05/2018	Copiers	1,539.64
					Check Total	1,539.64
	00015956	10/05/2018	ISLANDSU	Island Supply Welding		
	192173	09/30/2018		10/05/2018	CYL Rental	63.00
					Check Total	63.00
	00015957	10/05/2018	IXLLEARN	IXL LEARNING		
	S335840	09/07/2018		10/05/2018	Site License	2,012.00
					Check Total	2,012.00
	00015958	10/05/2018	KELLYSA	KELLY'S SALES & SERVICE		
	17991	08/10/2018		10/05/2018	1995 Bus	473.04
	17992	08/10/2018		10/05/2018	2002 Inspection	65.00
	17993	08/10/2018		10/05/2018	2006 Inspection	111.45
	17994	08/10/2018		10/05/2018	2005 Service, Inspect	111.45
	18043	08/30/2018		10/05/2018	2013 Low Beam Bulbs	26.99
	18076	08/27/2018		10/05/2018	2012 Inspection	65.00
	18077	08/27/2018		10/05/2018	2016 Inspection	65.00
	18078	08/27/2018		10/05/2018	2014 Inspection	65.00
	18118	08/31/2018		10/05/2018	2007 Inspect, Wiper Blade	111.98

Check Register

ALL Data

Arranged by:
Check Number

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
	18128	08/31/2018		2012 Bus	34.98
	18144	09/08/2018		Lawn Mower Tire Repair	15.00
	18224	09/25/2018		'12 Raccoon Damage	1,886.81
	18241	09/24/2018		2008 Bus Repairs	819.73
				Check Total	3,851.43
00015959		10/05/2018	LANGUAGED	LANGUAGE DYNAMICS GROUP	
	060118	06/01/2018		Carlton-English	314.24
				Check Total	314.24
00015960		10/05/2018	LINWELD	MATHESON TRI GAS	
	51365966	09/30/2018		Shop	159.80
				Check Total	159.80
00015961		10/05/2018	MAGICW	MAGIC WRITER	
	781364	07/03/2018		Magnetic Card Readers	185.00
				Check Total	185.00
00015962		10/05/2018	MENARDS	MENARDS - KEARNEY	
	66022	09/20/2018		Bulbs, Oil, De-bug, Wipes	262.33
	66559	09/29/2018		2x6 Studs, Oak etc	116.15
				Check Total	378.48
00015963		10/05/2018	MOOREC	CALVIN MOORE	
	100418-18	10/04/2018		Reimbursement- Bulb	1.22
				Check Total	1.22
00015964		10/05/2018	MOSAIC	MOSAIC	
	AXT0718-29	10/01/2018		July, 2018	3,177.30
	AXT0818-29	10/01/2018		August, 2018	4,298.70
	AXT0918-29	10/03/2018		September 2018	3,551.10
				Check Total	11,027.10
00015965		10/05/2018	NASB	NEBRASKA ASSN OF SCHOOL BOARDS	
	01472-K6P4P2	09/05/2018		Meier-Area Membership MTg	72.00
	01473-Q9S3X3	09/05/2018		Ourada-Area Membership Mtg	72.00
	01474-Q6P7R1	09/05/2018		Fouts-Area Membership Mtg	72.00
	44713	08/29/2018		Membership NAEP	5.00
				Check Total	221.00
00015966		10/05/2018	NE COUNADM	NEBRASKA COUNCIL OF SCHOOL ADM	
	100518	10/05/2018		Spotanski Membership	335.00
	56834	09/07/2018		Labor Relations Conference	570.00
				Check Total	905.00
00015967		10/05/2018	NE RURALC	NEBRASKA RURAL COMMUNITY SCHOOLS ASSN	
	2018-19 Member	09/24/2018		18-19 Membership	850.00
				Check Total	850.00

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
	00015968	10/05/2018	NPPD	NEBRASKA PUBLIC POWER DISTRICT	
	091718-6740	09/17/2018		10/05/2018 Bus Barn	51.05
	091718-6744	09/17/2018		10/05/2018 Ballfield	103.27
	091718-6748	09/17/2018		10/05/2018 230 East Calkins	7,437.47
				Check Total	7,591.79
	00015969	10/05/2018	PEPPERJW	JW PEPPER	
	03576466	08/20/2018		10/05/2018 Choir Music	22.50
	03578587	08/30/2018		10/05/2018 Band Music	50.99
	03579727	09/06/2018		10/05/2018 Choir Music	111.59
				Check Total	185.08
	00015970	10/05/2018	PIONEERTE	PIONEER TELEPHONE	
	100118	10/01/2018		10/05/2018 Long Distance	107.07
				Check Total	107.07
	00015971	10/05/2018	QUILL	Quill	
	1029901	09/10/2018		10/05/2018 Ink-Format Printer	74.18
	116957278	09/10/2018		10/05/2018 Ink - Format Printer	288.27
	1334828	09/20/2018		10/05/2018 Floor Mat	67.49
	1408984	09/24/2018		10/05/2018 Ink-Tech Dept	65.73
				Check Total	495.67
	00015972	10/05/2018	SCHOOLOGY	SCHOOLOGY INC	
	19085	06/20/2018		10/05/2018 Subscription	4,000.00
				Check Total	4,000.00
	00015973	10/05/2018	SERVICE	SERVICEMASTER OF MID NE	
	16003	09/30/2018		10/05/2018 2010 Addition	3,604.64
	16004	09/30/2018		10/05/2018 Elementary Facility	3,867.76
				Check Total	7,472.40
	00015974	10/05/2018	STATENE	STATE OF NEBRASKA	
	1130759	09/01/2018		10/05/2018 Network Service Fees	229.49
				Check Total	229.49
	00015975	10/05/2018	STELLING	STELLING BRASS & WINDS	
	216450	08/06/2018		10/05/2018 Flutes Maintenance	153.50
	216592	08/07/2018		10/05/2018 Clarinet Repair	395.00
	216596	08/06/2018		10/05/2018 Tenor Sax Repair	214.50
				Check Total	763.00
	00015976	10/05/2018	THOMPSON	THE THOMPSON CO.	
	2075695	09/05/2018		10/05/2018 Can Liners, Kleenex, Pap Towel	241.15
	2078946	09/13/2018		10/05/2018 Can Liners, TP, Towels	227.88
	2081495	09/20/2018		10/05/2018 Can Liners, Towels, Soap	306.20
	2083916	09/27/2018		10/05/2018 Can Liners, TP, Towels	185.65
				Check Total	960.88

ALL Data

Check Register

Arranged by:
Check Number

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date Description	Amount
	00015977	10/05/2018	VERIZON	VERIZON WIRELESS	
	9814077429	09/28/2018		10/05/2018 Cell Service	44.74
				Check Total	44.74
	00015978	10/05/2018	VILLAGEE	Village Of Elm Creek	
	093018	09/30/2018		10/05/2018 Water, Sewer	720.00
				Check Total	720.00
	00015979	10/05/2018	WALMART	WAL-MART	
	091618	09/16/2018		10/05/2018 Ag Class & FCS	196.39
				Check Total	196.39
	00015980	10/05/2018	WEXBANK	WEX BANK	
	093018	09/30/2018		10/05/2018 Fuel	2,696.87
				Check Total	2,696.87
	00015981	10/05/2018	WOODWARDS	WOODWARDS DISPOSAL SERVICE	
	NO8820-761	09/24/2018		10/05/2018 Doc Destruction	25.00
				Check Total	25.00
	00015982	10/05/2018	YANDA'S	YANDA'S MUSIC	
	366928	09/19/2018		10/05/2018 Trumpet Stand	18.90
				Check Total	18.90
				01 - GENERAL FUND Totals:	79,313.88
				Total of Checks Printed:	79,313.88
				Report Total:	79,313.88

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2017 to 09/30/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
ECHS	Elm Creek High School							
A	Athletics							
	3030		Uniforms	0.00	15,000.00	0.00	-8,533.32	6,466.68
	3031		Basketball	0.00	22,506.71	20,131.83	128.00	2,502.88
	3033		Cheer	941.52	11,585.64	11,450.57	-546.86	529.73
	3034		Cross Country	-100.00	1,377.76	635.44	-232.00	410.32
	3035		Football	-11,916.05	36,197.92	29,369.68	-54.00	-5,141.81
	3038		Golf	0.00	2,270.00	2,330.15	0.00	-60.15
	3041		Track	-11,880.04	19,980.76	12,478.92	4,380.36	2.16
	3042		Volleyball	-23,296.93	41,776.56	24,240.23	4,152.96	-1,607.64
	3044		Wrestling	-18,664.57	34,654.00	15,234.05	-1,749.00	-993.62
		A	Totals:	-64,916.07	185,349.35	115,870.87	-2,453.86	2,108.55
B	Activities							
	1739		Speech	0.00	600.00	537.39	0.00	62.61
	1748		School Play	383.80	413.00	458.29	0.00	338.51
	1749		One Act Play	-213.22	2,922.75	2,926.92	-511.89	-729.28
	2038		Drama	-272.99	280.38	7.39	0.00	0.00
	2084		Fine Arts	0.00	0.00	0.00	0.00	0.00
		B	Totals:	-102.41	4,216.13	3,929.99	-511.89	-328.16
C	Clubs & Organizations							
	1740		ESports	0.00	1,584.56	820.52	-551.76	212.28
	1743		Band Club	0.00	2,018.75	551.17	-1,081.82	385.76
	1744		Choir Club	0.00	0.00	0.00	0.00	0.00
	3001		Stu Council	1,594.88	2,660.12	1,954.03	-494.70	1,806.27
	3002		FFA	388.55	23,028.59	25,260.69	2,295.34	451.79
	3003		FCCLA	534.60	10,072.76	2,577.19	-2,227.57	5,802.60
	3005		NHS	1,947.27	5,287.97	5,716.83	-47.31	1,471.10
	3032		Boys Basketball Club	680.23	3,465.55	3,326.59	-420.10	399.09
	3036		Football Club	3,044.42	1,215.60	3,077.42	130.02	1,312.62
	3037		Girls Basketball Club	1,182.71	2,535.52	1,921.73	-724.25	1,072.25
	3043		Volleyball Club	2,781.56	2,200.50	2,828.99	-544.30	1,608.77
	3045		Wrestling Club	-1,756.17	9,083.75	6,200.39	891.95	2,019.14
	3046		Cross Country Club	480.70	166.00	317.00	151.21	480.91
	3047		Golf Club	789.11	225.00	0.00	0.00	1,014.11
	3048		Track Club	3,250.94	2,436.15	453.25	-1,205.48	4,028.36
	3049		Quiz Bowl	0.00	315.15	92.00	650.12	873.27
		C	Totals:	14,918.80	66,295.97	55,097.80	-3,178.65	22,938.32

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2017 to 09/30/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D Special Funds								
	1766		ACC RDR	3,286.51	1,723.77	2,587.83	29.82	2,452.27
	1767		Elem Playground	0.00	0.00	0.00	0.00	0.00
	1768		Stampede Stand	0.00	0.00	0.00	0.00	0.00
	2049		SRS Gifts	-444.75	390.00	483.50	0.00	-538.25
	2082		Board Scholarship	252.54	0.00	0.00	0.00	252.54
	2086		Presidential Freedom Schol	0.00	0.00	0.00	583.64	583.64
	2087		Attend/Val Sch	1,189.29	776.00	300.00	166.36	1,831.65
	2088		FKC Scholarships	0.00	850.00	300.00	0.00	550.00
		D	Totals:	4,283.59	3,739.77	3,671.33	779.82	5,131.85
E Classes								
	2017		Class of 2017	0.00	0.00	0.00	0.00	0.00
	2018		Class of 2018	173.10	4,207.61	3,100.27	-1,617.25	-336.81
	2019		Class of 2019	4,360.55	1,169.25	4,420.26	-397.64	711.90
	2020		Class of 2020	3,500.62	3,973.10	500.21	-3,198.77	3,774.74
	2021		Class of 2021	5,316.44	2,953.52	0.00	-2,318.23	5,951.73
	2022		Class of 2022	2,913.30	519.30	0.00	-56.48	3,376.12
	2023		Class of 2023	0.00	0.00	0.00	0.00	0.00
	2024		Class of 2024	0.00	5,141.30	0.00	-2,133.11	3,008.19
		E	Totals:	16,264.01	17,964.08	8,020.74	-9,721.48	16,485.87
F School								
	1745		Band	-360.00	12,882.21	12,262.08	9,561.00	9,821.13
	1746		Choir	0.00	150.00	241.19	0.00	-91.19
	2044		Circle of Friends	855.12	2,000.00	2,943.34	747.93	659.71
	3000		Annual/Yearbook	-9,136.14	4,603.00	6,433.22	-183.63	-11,149.99
	3006		Pop - Chesterman	0.00	1,793.91	9,867.60	9,111.35	1,037.66
	3040		Concessions	-355.00	26,004.24	38,404.90	9,371.27	-3,384.39
		F	Totals:	-8,996.02	47,433.36	70,152.33	28,607.92	-3,107.07
G District								
	1741		PreSchool	38,194.75	50.00	38,244.75	0.00	0.00
	1751		FOB	3,450.00	750.00	1,150.00	0.00	3,050.00
	1752		IPads	23,203.98	8,139.80	661.00	150.00	30,832.78
	2040		General District	32,026.43	12,641.74	19,668.57	-15,295.00	9,704.60
	2041		CCC-Dual Credit Course	0.00	0.00	0.00	2,172.35	2,172.35
	2045		Insurance	-7,491.06	82,833.74	83,727.35	0.00	-8,384.67
	2046		Payflex Reimbursement Plan	-2,300.00	2,300.00	0.00	0.00	0.00
	2051		Miscellaneous Funds	22,709.87	3,158.85	2,005.10	0.00	23,863.62
	2085		Sign Adv	9,610.58	10,300.00	0.00	0.00	19,910.58
	3029		GENERAL ACTIVITIES	0.00	29,260.00	639.42	0.00	28,620.58
	3039		Gym Rent	5,989.50	200.00	0.00	0.00	6,189.50
		G	Totals:	125,394.05	149,634.13	146,096.19	-12,972.65	115,959.34

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2017 to 09/30/2018.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
H	Miscellaneous							
	2037		Special Committee	0.00	436.00	252.49	0.00	183.51
	2050		Courtesy Committee	20.90	290.00	64.20	0.00	246.70
	4000		Checking Acct Interest	0.00	0.00	0.00	0.00	0.00
		H	Totals:	20.90	726.00	316.69	0.00	430.21
		ECHS	Totals:	86,866.85	475,358.79	403,155.94	549.21	159,618.91
			Report Totals:	86,866.85	475,358.79	403,155.94	549.21	159,618.91

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR October 8, 2018

GENERAL FUND - ACCT NO. 137766 (Reconciled 10-5-18)

BANK BALANCE September 1, 2018 \$ 226,620.22

RECEIPTS

BUFFALO COUNTY	\$	599,063.11
DAWSON COUNTY	\$	31,797.63
ESU #10 (SUB PAY)	\$	500.00
ESU #10 (Consortium)	\$	499.00
ESU #10 (Title 1)	\$	7,171.05
Fisher Tracks	\$	20,000.00
PHELPS COUNTY-September 2018	\$	25,073.21
Preschool Tuition	\$	1,710.00
State-Preschool	\$	35,121.00
State Aid	\$	9,586.00

TOTAL RECEIPTS \$ 730,521.00

AVAILABLE BALANCE \$ 957,141.22

DISBURSEMENTS:

Bills Paid September 10, 2018	\$	117,796.16
Payroll	\$	324,223.19

TOTAL DISBURSEMENTS \$ 442,019.35

BOOK BALANCE September 30, 2018 \$ 515,121.87

DEPRECIATION FUND - ACCT NO 14832

BALANCE September 1, 2018	\$	361,622.74
EXPENSES	\$	-
INTEREST	\$	227.94
RECEIVED	\$	-

BOOK BALANCE September 30, 2018 \$ 361,850.68

CERTIFICATES OF DEPOSIT THRU September 30, 2018

#6692	Bus Depreciation	\$	11,804.29
#6233	Track Maintenance - Issued 8/31/09	\$	16,617.22
#6013	Track Maintenance	\$	56,375.25
#6235	Unknown Capital Outlays - Issued 8/31/09	\$	16,633.76
#2232	Unemployment	\$	10,978.84
#6482	Track Maintenance - Issued 8/31/2011	\$	10,334.13
#6701	ECPS-(Issued 3-12-15)	\$	24,713.92
	CERTIFICATE TOTALS	\$	147,457.41

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR October 8, 2018

BUILDING FUND(Reconciled 10-5-18)

Balance September 1, 2018	\$	69,887.63
INTEREST	\$	24.13
EXPENSES	\$	-
BALANCE September 30, 2018	\$	69,911.76

BOND FUND (OPENED 11-12-09)(Reconciled 10-5-18)

Balance September 1, 2018	\$	458,160.08
RECEIPTS- BUFFALO	\$	99,274.74
RECEIPTS - DAWSON COUNTY	\$	5,296.41
RECEIPTS - PHELPS COUNTY	\$	148,045.24
DISBURSEMENTS (Wire Transfer - Interest Payment)	\$	-
BALANCE September 30, 2018	\$	710,776.47

SAM/DUNS ACCOUNT (REAP-1173)

(Reconciled 9-7-18)

BALANCE September 1, 2018	\$	10,193.40
DISBURSEMENTS	\$	-
BALANCE September 30, 2018	\$	10,193.40

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR October 8, 2018

LUNCH FUND

BANK BALANCE September 1, 2018 (Not Reconciled) \$ 41,998.84

RECEIPTS

LUNCH SALES	\$	5,894.15
EFUND PAYMENTS	\$	700.00
Federal Reimbursement Breakfast	\$	1,071.19
Federal Reimbursement Lunch	\$	3,837.30
State Reimbursement	\$	-
TRANSFERS FROM GENERAL ACCT	\$	-
TOTAL RECEIPTS	\$	11,502.64

AVAILABLE BALANCE \$ 53,501.48

DISBURSEMENTS

Food/Groceries/Milk Etc.	\$	9,318.10
General Expenses	\$	4,935.92
Supplies	\$	1,897.02
October Payroll	\$	10,073.14

TOTAL DISBURSEMENTS \$ 26,224.18

BALANCE September 30, 2018 \$ 27,277.30

OCTOBER BILLS

BERNARD FOODS	\$	-
CASHWA	\$	3,983.38
CENTRAL FIRE & SAFETY	\$	-
DOUBLE D	\$	4,512.00
FOSTERS	\$	13.86
HEARTLAND REFRIGERATION	\$	253.25
HILAND (MILK)	\$	1,527.09
HUBERT COMPANY	\$	-
NE FOOD DISTRIBUTION PROGRAM	\$	-
THOMPSON	\$	795.46

\$ 11,085.04

Enrollment Summary:

as of 10/06/2018 ()

District Office

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Unclassified
-3	3 2 / 1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	3 2 / 1
-2	18 9 / 9	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	18 9 / 9
-1	20 14 / 6	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	20 14 / 6
0	26 17 / 9	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	26 17 / 9
1	22 10 / 12	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	22 10 / 12
2	28 17 / 11	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	28 17 / 11
3	22 9 / 13	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	22 9 / 13
4	35 20 / 15	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	35 20 / 15
5	17 7 / 10	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	17 7 / 10
6	21 8 / 13	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	21 8 / 13
7	22 12 / 10	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	22 12 / 10
8	26 13 / 13	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	26 13 / 13
9	22 10 / 12	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	22 10 / 12
10	32 16 / 16	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	32 16 / 16
11	22 8 / 14	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	22 8 / 14
12	19 10 / 9	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	19 10 / 9
TOTAL	355 182 / 173	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	355 182 / 173

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Grade Level	Number of Option students
Pre-K	0
K	1
1	2
2	3
3	3
4	2
5	4
6	1
7	3
8	1
9	4
10	3
11	2
12	3
Total	32

September 18, 2018

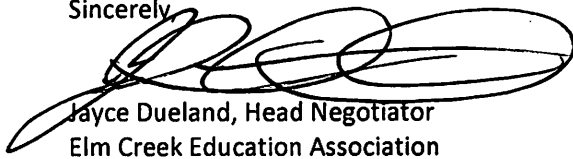
JC Ourada, President
Elm Creek Public Schools Board of Education
230 East Calkins Avenue
Elm Creek, NE 68836

Dear President Ourada:

The Elm Creek Education Association requests that the school board of the Elm Creek Public Schools take action to recognize Elm Creek Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2020-21 contract year.

Please direct your response to the undersigned.

Sincerely,



Jayce Dueland, Head Negotiator
Elm Creek Education Association

9/14/2018

Yandas Pro Audio & Video

2301 Central Ave. Kearney, Ne 68847

1-800-338-6939

Preliminary Hi-Def 16:10 Video System Bid

Elm Creek Public Schools

Elm Creek, NE

Qty	Item	Package Price
1	Da-lite Fixed Frame 100" x 160" 16:10 HC Da-Mat 70374)	
1	Eiki EK-623U 6000 lumens 1080p laser projector w/3yr. W.	
1	Chief CMA-395 truss mount w/custom pole 1ft.	
1	Chief RPA-204 projector mount	
1	Chief PG3A large projector cage	
1	Furman Power ProPWF surge outlet for projector	
1	Kramer VP-440XL 4 hdmi to hdbaset scaler/switcher	
1	Kramer RC-2 wall switch for on/off projector control	
1	Kramer TP-580r w/WP-580T extenders to hdmi	
1	Rapco custom hdmi plate w/10ft hdmi cable	
400	Kramer Unikat cable shielded	
1	Cables/Connectors	
1	Rigging	
1	Misc. Supplies	
1	Installation Mileage	
1	Installation Labor	
		\$17,584.00

1	Switch Eiki EK-623U 6000 lumens laser to Eiki EK-511W 7500 lumens bulb projector w/3 yr. warranty	-\$2,600.00
---	--	-------------

\$14,984.00

Eiki projectors come with a 3 year warranty!!!

Customer supplies electrical at projector location...

Customer supplies computer for operation...

Yanda's provides a 2 year service contract upon installation...

Thank you for this opportunity!!!

Greg Sales

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Schools, Districts, Departments and Agencies
The "I Love U Guys" Foundation

SRP K12 Version 2.0



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

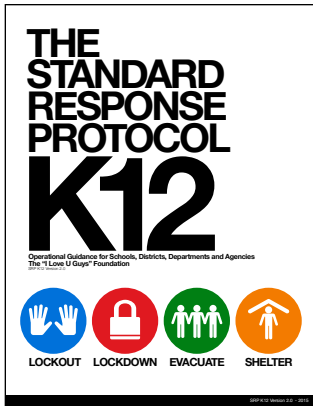
It means to be in the midst of those things and still be calm in your heart.



STANDARD™ RESPONSE PROTOCOL

CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol



Operational Guidance for Schools, Districts, Departments and Agencies

A General Guide on Incorporating and Operating
The Standard Response Protocol within a School Safety Plan

Version 2.0

ISBN-13: 978-1507832738

ISBN-10: 1507832737



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.

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.

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. Lockout - “Secure the Perimeter”
 - 2.2. Lockdown - “Locks, Lights, Out of Sight”
 - 2.3. Evacuate - *followed by a Location*
 - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The “I Love U Guys” Foundation through one of the following:
 - 3.1. Email notice to srp@iloveguys.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

CERTIFICATION PROGRAMS

The “I Love U Guys” Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

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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.

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The “I Love U Guys” Foundation
Volunteer

SPECIAL THANKS

Joleen Reefe - City and County of Broomfield (Joleen coined the phrase, “Locks, Lights, Out of Sight.”)

Pat Hamilton - Executive Director of Operations, Adams 12 Five Star Schools

Kent Davies - Emergency Manager, City and County of Broomfield

John McDonald - Executive Director, Safety, Security and Emergency planning, Jefferson County Public Schools

Sergeant Heidi Walts - Broomfield Police

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Email: srp@iloveguys.org.

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Bailey, CO 80421
303.426.3100

EXECUTIVE DIRECTOR

John-Michael Keyes
johnmichael@iloveguys.org

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REQUEST FOR COMMENT

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. As of 2015, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including day time phone.

SRP REVIEW COMMITTEE

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through electronic means - Email or teleconference.

The following are the current members of the SRP Review Committee.

Dr. David Benke

The "I Love U Guys" Foundation
Bailey, Colorado

Sgt. AJ DeAndrea

Jefferson County Regional SWAT Team
Arvada, Colorado

Pat Hamilton

Director of Safe and Secure Environments
Adams 12 Five Star Schools
Thornton, Colorado

John-Michael Keyes

Executive Director, The "I Love U Guys" Foundation
Bailey, Colorado

John McDonald

Executive Director
Safety, Security and Emergency Planning
Jeffco Public Schools
Lakewood, Colorado

Louis J. Rapoli

Emergency Preparedness Consultant
Peregrine Training Services
Former NYPD
Newburgh, New York

Lee Shaughnessy

Vice President The "I Love U Guys" Foundation
Denver, Colorado



INTRODUCTION

This document 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.

SRP IS NOT A REPLACEMENT... IT'S AN ENHANCEMENT TO YOUR EXISTING SAFETY PLANS.

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

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 the SRP and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <http://iloveguys.org>.

BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by dedicated safety or security personnel. That same, Safety Team, should be responsible for incorporating the SRP into the safety program. Having staff and including students on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety program, 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.

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”; i.e. 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 of staff and students, but also visitors to a campus who expect a friendly and secure environment.

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

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

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

THE STANDARD RESPONSE PROTOCOL

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 this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a 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 four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive”. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

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

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

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

BENEFITS

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

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

LOCKOUT VS LOCKDOWN

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

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

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

TACTICAL RESPONSES

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

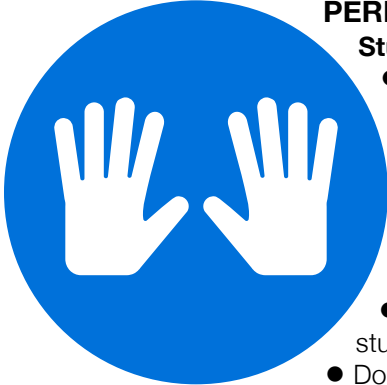


SRP IN A NUTSHELL

4 ACTIONS

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

LOCKOUT - "SECURE THE PERIMETER"



- Students** are trained to:
- Return to inside of building
 - Do business as usual
- Teachers** are trained to:
- Recover students and staff from outside building
 - Increased situational awareness
 - Take roll, account for students
 - Do business as usual

LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"



- Students** are trained to:
- Move away from sight
 - Maintain silence
- Teachers** are trained to:
- Lock classroom door
 - Lights out
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Take roll, account for students

EVACUATE - "TO A LOCATION"

- Students** are trained to:
- Leave stuff behind
 - Bring their phone
 - Form a single file line

- Teachers** are trained to:
- Grab roll sheet if possible
 - Lead students to Evacuation location
 - Take roll, account for students



SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

- Hazards** might include:
- Tornado
 - Hazmat
 - Earthquake
 - Tsunami

- Safety Strategies** might include:
- Evacuate to shelter area
 - Seal the room
 - Drop, cover and hold
 - Get to high ground

- Students** are trained in:
- Appropriate Hazards and Safety Strategies

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



1 DEMAND

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

** Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.*

PROTOCOL DETAILS

SUMMARY

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

PREREQUISITES

NIMS CERTIFICATION

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

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

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

The courses are offered at no charge.

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

SCHOOL SAFETY PROGRAM

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

CREATING TIME BARRIERS

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

DOORS, LOCKS, STRESS AND FIRE MARSHALS

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

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

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

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

TALK TO THE FIRE MARSHAL

It’s important to talk to local fire authorities regarding this “Life Safety” solution. It may be relegated to only buildings with sprinkler systems. Code interpretation varies between authorities.

MEMORANDUMS OF UNDERSTANDING

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

LIAISONS AND OTHER MOUS

Schools and/or Districts should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers.

THE “I LOVE U GUYS” FOUNDATION MOUS OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized MOU with The “I Love U Guys” Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online 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.

Another option is to formally notify the foundation with a “Notice of Intent.”

These are included within this material.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveguys.org and let know.





LOCKOUT CONDITION

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

PUBLIC ADDRESS

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

ACTIONS

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

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

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

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

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

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

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

REPORTER

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

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

PREPARATION

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

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

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

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

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

DRILLS

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

CONTINGENCIES

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

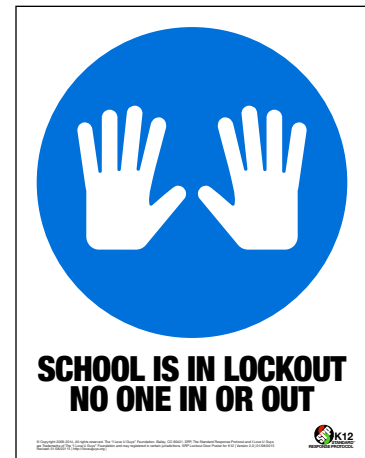
modular buildings are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

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

EXAMPLES OF LOCKOUT CONDITIONS

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

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





LOCKDOWN CONDITION

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

PUBLIC ADDRESS

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

ACTIONS

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

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

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

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

REPORTER

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

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

PREPARATION

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

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

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

DRILLS

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



CONTINGENCIES

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

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

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

EXAMPLES OF LOCKDOWN CONDITIONS

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

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

RED CARD/GREEN CARD

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

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



EVACUATE CONDITION

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

PUBLIC ADDRESS

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

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

ACTIONS

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

REPORTER

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

PREPARATION

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

EVACUATION ASSEMBLY

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

DRILLS

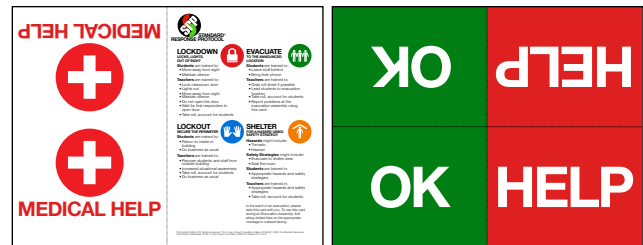
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RED CARD/GREEN CARD/MED CARD

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

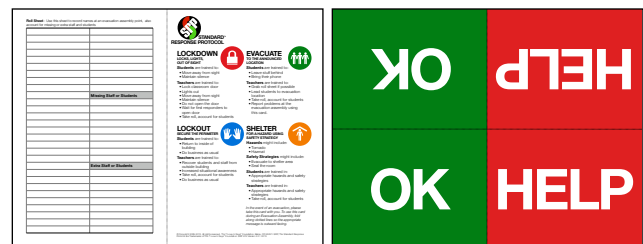


- **Green Card (OK)** - All students accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

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

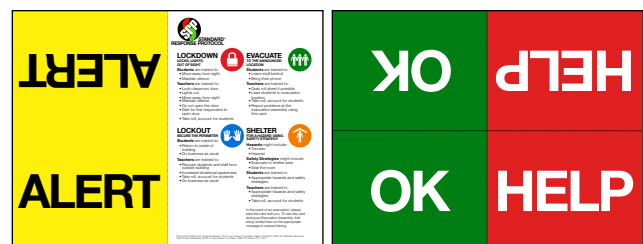
RED CARD/GREEN CARD/ROLL CARD

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



RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

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

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

STANDARD REUNIFICATION METHOD

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



SHELTER CONDITION

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

PUBLIC ADDRESS

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

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

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

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

ACTIONS

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

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

REPORTER

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

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year.

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

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

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

PLAIN LANGUAGE ACT

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

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

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

CUSTOMIZATION

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

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

1. Our promise to you: Writing you can understand - <https://www.fema.gov/plain-language-act> (URL still active January 2015)



HOLD IN YOUR CLASSROOM

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may demand keeping students out of the halls until it is resolved.

The focus of the SRP was in using common language and expectations in a crisis, between students, staff and first responders. While we looked at “Hold in your Classroom” as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. (Although a medical emergency might warrant the action.)

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

PUBLIC ADDRESS

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

ACTIONS

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

SRP V2 EXPANDED AUDIENCE

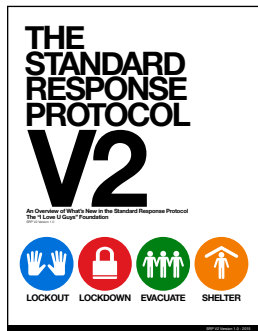
The old adage “Build a better mouse trap and they’ll beat a path to your door,” is apparently true. In developing the original Standard Response Protocol, The “I Love U Guys” Foundation knew that it was an all-hazards, every-age, solution to sharing common language, common actions, and common expectations of behavior, between those impacted by a crisis and first responders. But our mission was youth.

Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated into safety plans in business, institutions and organizations across the US and Canada.

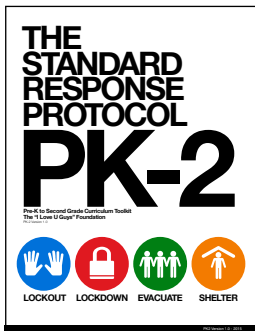
As a result, the Foundation has worked with safety professionals to create materials for all audiences. Additionally, we’ve documented “What’s New” in the Standard Response Protocol. All digital materials are available at no cost at <http://iloveuguy.org>. Printed materials may be purchased through Amazon or the Foundation’s eStore.

SRM V2

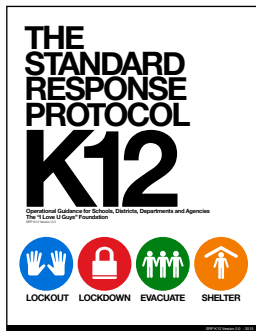
The Standard Reunification Method has also been updated.



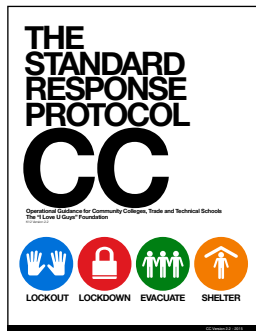
What’s New in SRP V2



Pre-K to Second Grade



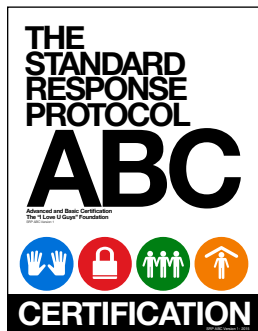
K12 Guidance



College Guidance



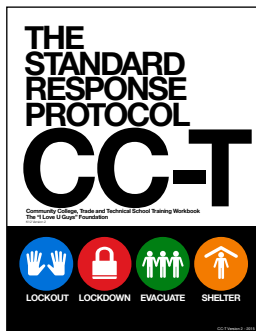
Business Guidance



Certification



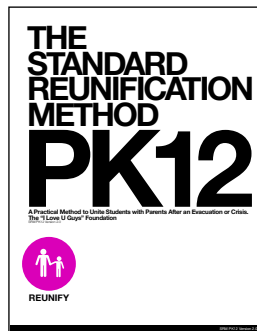
K12 Training



College Training



Business Training



Reunification



LOCKDOWN DRILL INTRODUCTION

A critical aspect in 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 procedure or personnel.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation (available at <http://iloveguys.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, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

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

A common practice is for the school to have a pre-identified Building/School Emergency Response Team. In a growing number of states, these teams are legislatively mandated to be organized using the Incident Command System. Even if not mandated, this structure is effective for responding to any type of incident and is used by other first responders.

It is not uncommon for administration to survey the staff population for prior emergency response, military or law enforcement experience for placement in the team.

THE LOCKDOWN DRILL TEAM

The Lockdown Drill Team is a little different than the Emergency Response 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 ideal Lockdown Drill Team should include the principal, facilities manager, district safety representatives and law enforcement. In larger schools it's important to have enough people on the team to conduct the drill in a timely manner.

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 inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

THE PRE-DRILL BRIEFING

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

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and classroom conversation
4. Potential student or staff distress
5. 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 this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

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 “Scribe” and documents each classroom response. (See Lockdown Response Worksheet.)

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.

THE CLASSROOM CONVERSATION

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.

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.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.

LOCKDOWN DRILL WORKSHEET



School _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____



TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

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

TALKING TO KIDS ABOUT THE SRP

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

BEFORE THE DRILL

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

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

STUDENTS Move away from sight Maintain silence Do not open the door	TEACHER Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance
LOCKOUT! SECURE THE PERIMETER.	
STUDENTS Return inside Business as usual	TEACHER Bring everyone indoors Lock perimeter doors Increase situational awareness Business as usual Take attendance
EVACUATE! TO ANNOUNCED LOCATION.	
STUDENTS Bring your phone Leave your stuff behind Follow instructions	TEACHER Lead evacuation to location Take attendance Notify if missing, extra or injured students
SHELTER! HAZARD AND SAFETY STRATEGY.	
STUDENTS Hazard Safety Strategy Tornado Evacuate to shelter area Hazard Seal the room Earthquake Drop, cover and hold Tsunami Call to high ground	TEACHER Lead safety strategy Take attendance

© Copyright 2010-2011 by David Benke, The "Locked Door" Procedure and its related information.
 No warranty, express or implied, is made by the author for the use of this procedure.

Emphasize that the rules; no phones, silence, lights out, out of sight, locked doors, are all absolutes. Talking, poking each other, texting, will all result in a trip to administration and a requirement to redo the drill during lunch or after school until it is done perfectly.

THIS IS SERIOUS.

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

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

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

SAFE ZONE

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

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

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

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

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

AFTER THE DRILL

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

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

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

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

WHAT IF I AM IN THE HALL?

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

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

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

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

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

WHAT IF I AM OUTSIDE?

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

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

PUBLIC ADDRESS PROTOCOL

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

The following represents the Public Address for The Standard Response Protocol

- **Lockout!** Secure the Perimeter
- **Lockdown!** Locks, Lights, out of Sight
- **Evacuate!** To a Location
- **Shelter!** For Hazard Using Safety Strategy

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

CLASSROOM POSTERS

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.

Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge.

CELL PHONES

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 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 communications.

There is also an opportunity to ask the students to text their parents with crafted messages. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID."

TRAINING RESOURCES

The Foundation can provide on site training and has worked with a number of organizations in providing train the trainer sessions.

PROGRAM REVIEW

Reviewers of this material are available at <http://iloveguys.org>

SRP REVIEW COMMITTEE

The SRP is locked at version 2. Substantive changes can now only be made after committee review. Change requests can be emailed to srp_rfc@iloveguys.org. Please include all contact information.



ADVANCED AND BASIC CERTIFICATION PROGRAMS

The "I Love U Guys" Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization. Two levels of certification are available - Basic Certification or Advanced Certification.



WHY CERTIFY?

Certification is another demonstration of your organization's commitment to safety. It shows that your organization meets baseline requirements in implementing the SRP.

WHAT'S IT COST?

The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$1,000 in addition to training costs and demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

- Public School District
- Community College Campus
- University Campus
- Private School Network
- Independent Private School
- Catholic Diocese
- Sheriff's Office
- Local Police
- Special Jurisdiction
- Tribal Police
- State Police/Highway Patrol
- Fire Protection District/Department
- Business Site
- Hospital Site

WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?

For full details see our certification guides available online at iloveguys.org, but in general include presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organization's community.

Within those general guidelines are specific program objectives and procedures.

Advanced Certification includes all outcomes from the Basic Certification but also requires on-site training and evaluation.

ARE THERE ANY GRANTS AVAILABLE?

While we feel both certification programs are modestly priced, there is a grant process that can reduce or eliminate the certification costs.



STANDARD™ RESPONSE PROTOCOL

FREQUENTLY ASKED QUESTIONS

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. Simply 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 PROGRAMS?

No. We've attempted to put enough material online 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 in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

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

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

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

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

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

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

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

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A 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, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

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

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

While we looked at "Hold in your Classroom" as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. We do include it in some classroom training materials as an optional addition.

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 defer 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, amongst other items.

CAN I MODIFY MATERIALS?

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

1. **Lockout** “Secure the Perimeter”
2. **Lockdown** “Locks, Lights, Out of Sight”
3. **Evacuate** followed by the announced location
4. **Shelter** followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the classroom 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 signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

No. 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.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don't need to ask permission. But, it would be fabulous 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 an MOU 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.

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.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders that have implemented the SRP, but hadn't quite mentioned it to us. Please, please, please let us know that 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 for achieving our goal.

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 intended usage.

In some states we have co-branding agreements with “umbrella” organizations. (Often school district self insurance pools.) In those states we ask that you also include the umbrella organizations branding.

Please see <http://iloveguys.org/cobranding> for a list of current states and organizations.

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 WORK WITH “RUN, HIDE, FIGHT?”

In 2014, the Department of Education suggested “Run, Hide, Fight” as the preferred response to an active shooter. We don't believe the practice is mutually exclusive to the SRP. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the “Run, Hide, Fight” materials available as of January 2015. The Department of Education suggests, *“These videos are not recommended for viewing by minors.”*

(Citation - Circa 2015: <http://rems.ed.gov/K12RespondToActiveShooter.aspx>)

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don't believe that SRP and A.L.I.C.E. are mutually exclusive.

DOES THE SRP WORK WITH “AVOID, DENY, DEFEND?”

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that “Avoid, Deny, Defend” from Texas State University has the best positioning, linguistics and actions.

<http://www.avoiddenydefend.org>

APPENDIX A

RED/GREEN/MED/ROLL/ALERT CARDS

RED CARD / GREEN CARD / MED CARD / ROLL CARDS

Print-ready PDFs are available at <http://iloveguys.org>

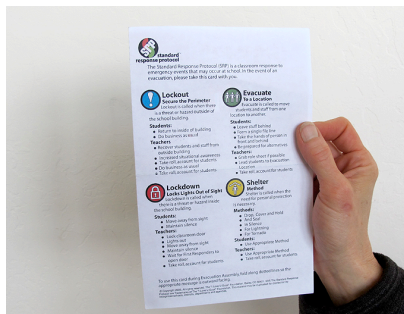
RED/GREEN/MED/ROLL CARD

Provided are three different versions of the SRP visual status indicator cards. One should be placed with a student roster in the classroom. During an Evacuation from the classroom, teachers should bring both the SRP card and the roster to Evacuation Assembly point. Teachers should fold the card to indicate status of the class or group.

While three different versions are available, please select the one that fits your practices. The following pages represent the fronts and backs of each version of the SRP card.



If you have missing or extra students or other non medical assistance needs, fold sheet to Help/Red.



Shown here is the Red/Green/Med Card. A quick introduction to the SRP is included on the front of the page.



During an Evacuation Assembly, the card can be folded for a quick, visual demonstration of status.



If you need immediate medical assistance, fold sheet to Medical Help.



Take roll, if no missing or extra students and everything else is OK, fold sheet to OK/Green. On the back of the sheet are other options.



Note: There may be tactical concerns about using the card system as a classroom status indicator. (Sliding the card under the door.)

SRP suggests consulting with local law enforcement about suggested practice.

OK

OK

HELP

HELP

EMERGENCY MEDICAL HELP



EMERGENCY MEDICAL HELP



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

- Students are trained to:
 - Move away from sight
 - Maintain silence

Teachers are trained to:

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



EVACUATE

TO THE ANNOUNCED LOCATION

- Students are trained to:
 - Leave stuff behind
 - Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER

- Students are trained to:
 - Return to inside of building

Teachers are trained to:

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



SHELTER

FOR A HAZARD USING SAFETY STRATEGY

- Hazards might include:
 - Tornado
 - Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

OK

HELP

HELP

DRY

ALERT



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

- Students are trained to:
 - Move away from sight
 - Maintain silence

Teachers are trained to:

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



EVACUATE

TO THE ANNOUNCED LOCATION

- Students are trained to:
 - Leave stuff behind
 - Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

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



SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

OK

HELP

HELP

APPENDIX B POSTERS AND HANDOUTS CLASSROOM POSTER

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

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

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

LOCKOUT! SECURE THE PERIMETER.

STUDENTS
Remain inside
Do not leave the building

TEACHER
Lock perimeter doors
Lock perimeter windows
Increase situational awareness
Remove or shield
Take attendance

EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS
Bring your phone
Leave your stuff behind
Follow instructions

TEACHER
Lead evacuation to location
Take attendance
Notify if missing, extra or injured
Attend to

SHELTER! HAZARD AND SAFETY STRATEGY

STUDENTS
Hazard Safety Strategy
Hazard Seal the room
Earthquake Drop, cover and hold
Teachers Get to high ground

TEACHER
Lead safety strategy
Take attendance

Placing Posters is an essential step in full implementation of the SRP. The classroom poster should be displayed in every classroom, near all entries, and near the entrances to cafeteria, auditorium and gym. The shelter hazards and safety strategies should be modified for local conditions.

PUBLIC ADDRESS POSTER

IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.

LOCKDOWN LOCKOUT EVACUATE SHELTER

Standard Response Protocol - Public Address

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

The Public Address Protocol Poster should be modified for the school's specific hazards and responses.

STUDENT PARENT HANDOUT TELL PARENTS HOW IT WORKS

STANDARD RESPONSE PROTOCOL

STUDENT SAFETY

SRP

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

LOCKOUT! SECURE THE PERIMETER.

EVACUATE! TO ANNOUNCED LOCATION.

SHELTER! HAZARD AND SAFETY STRATEGY

The Student Parent Handout is another useful tool in implementing the SRP. Many districts request that their schools send a copy home with students at the beginning of the school year and again prior to any planned drill.

It is also not uncommon to include the handout as an electronic attachment to email newsletters or safety related announcements.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

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



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

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



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

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



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

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

TEACHER

Lead safety strategy
Take attendance



IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



LOCKDOWN



LOCKOUT



EVACUATE



SHELTER

Standard Response Protocol – Public Address

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





STANDARD™ RESPONSE PROTOCOL

STUDENT SAFETY

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

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

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



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

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



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

APPENDIX C

NOTICES AND MEMORANDUMS OF UNDERSTANDING

NOTICE OF INTENT

Name of School District (School District)

Standard Response Protocol (SRP)

Notice of Intent (MOU) to

The “I Love U Guys” Foundation (The Foundation)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The “Term of Art” **Lockout** is followed by the Directive **“Secure the Perimeter”**. The action associated with Lockout is to bring participants into the School Building and secures the building’s outside perimeter by locking appropriate windows, doors or other access points.

The “Term of Art” **Lockdown** is followed by the Directive **“Locks, Lights, Out of Sight”** The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The “Term of Art” **Evacuate** is followed by the Directive **“To a Location”** (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The “Term of Art” **Shelter** is followed by the **“Hazard and Safety Strategy”** (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

Communication between School District and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

PURPOSE

By standardizing 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 and staff 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.

AGREEMENT BY SCHOOL DISTRICT

School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

School District may terminate this Memorandum of Understanding via Written or Electronic notification at any time. Upon termination School District will cease use of any materials provided by The Foundation.

Name of School District

Address

City/State/Zip

Superintendent

Date

The “I Love U Guys” Foundation

PO Box 1230

Bailey, Colorado 80421

Executive Director

Date

MOU WITH THE “I LOVE U GUYS” FOUNDATION

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with
The “I Love U Guys” Foundation (The Foundation)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

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AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action.
11. School District agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveguys.org>.
12. School District is responsible for physical material production of any online resources provided by The Foundation. The School District is not required to utilize printing services provided by The Foundation for production of support materials.

SAMPLE MOU OR ADDENDUM WITH LAW ENFORCEMENT/FIRE/EMS

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with

Name of Law/Fire/Medical Agency (Agency)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including Students, Staff, Teachers and First Responders.

The “Term of Art” **Lockout** is followed by the Directive **“Secure the Perimeter”**. The action associated with Lockout is to bring participants into the School Building and secures the building’s outside perimeter by locking appropriate windows, doors or other access points.

The “Term of Art” **Lockdown** is followed by the Directive **“Locks, Lights, Out of Sight”** The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The “Term of Art” **Evacuate** is followed by the Directive **“To a Location”** (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.

The “Term of Art” **Shelter** is followed by the **“Hazard and Safety Strategy”** (Where Hazard may include: tornado, hazmat, bomb, tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

Communication between School District and The Agency may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

PURPOSE

By standardizing 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.

AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. School District agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action at a minimum of twice per school year per action.

AGREEMENT BY NAME OF LAW/FIRE/MEDICAL

1. The Agency agrees to incorporate SRP in the official written response plans of all schools in district, either in the body or as an addendum or amendment.

2. The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. The Agency agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. The Agency agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. The Agency agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. The Agency agrees to train dispatch personnel in The Standard Response Protocol.
8. The Agency agrees to train School Resource Officers in The Standard Response Protocol.
9. The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

School District or Agency may terminate this Memorandum of Understanding via Written or Electronic notification at any time.

Name of School District

Address
City/State/Zip

Superintendent

Date

Name of Law/Fire/Medical

Address
City/State/Zip

Resource

Date

UNK Band Day

Results

What the Scores “Mean”

- 1 – “Criterion demonstrated consistently throughout section”
- 2 – “Criterion demonstrated throughout section with minor inconsistencies”
- 3 – “Criterion demonstrated throughout section with several noted inconsistencies”
- 4 – “Criterion not demonstrated by section requiring attention to fundamental approach”

What the Scores *Really Mean*

1 – Great job!

2 – Eh...

3 – This needs serious attention

4 – You need to develop technical skills AND personal skills

Colorguard

Rank/File Alignment and Spacing

Lines are straight, and spacing is even

2017 – 2

2018 – 2

Difference: 0

Colorguard

Visual Musicality

Routine complements the music and the performance

2017 – 1

2018 – 2

Difference: -1

Colorguard

Ensemble Precision

Movements are accurate, angles are the same

2017 – 2

2018 – 2

Difference: 0

Colorguard

Posture/Technique/Expression

Good posture, smiles, and understanding of flag techniques

2017 – 3

2018 – 2

Difference: +1

Colorguard

Overall

4-6 Points = 1, 7-9 Points = 2, 10-13 Points = 3

2017 – 8 Points (2)

2018 – 8 Points (2)

Total Difference: 0

Drumline

Tone Quality

Overall section tone is full, focused, and controlled. Equipment is well maintained and tuned.

2017 - 3

2018 - 2

Difference: +1

Drumline

Rhythm/Pulse Precision

Section performs with rhythmic precision and clarity and exhibits a steady pulse.

2017 – 3

2018 – 3

Difference: 0

Drumline

Body Posture/Instrument Carriage

*Members exhibit tall body posture maintaining position of attention/
presentation in motion*

2017 – 3

2018 – 2

Difference: +1

Drumline

Sticking

Sections play with consistent and uniform sticking and stick heights.

2017 – 3

2018 – 2

Difference: +1

Drumline

Overall

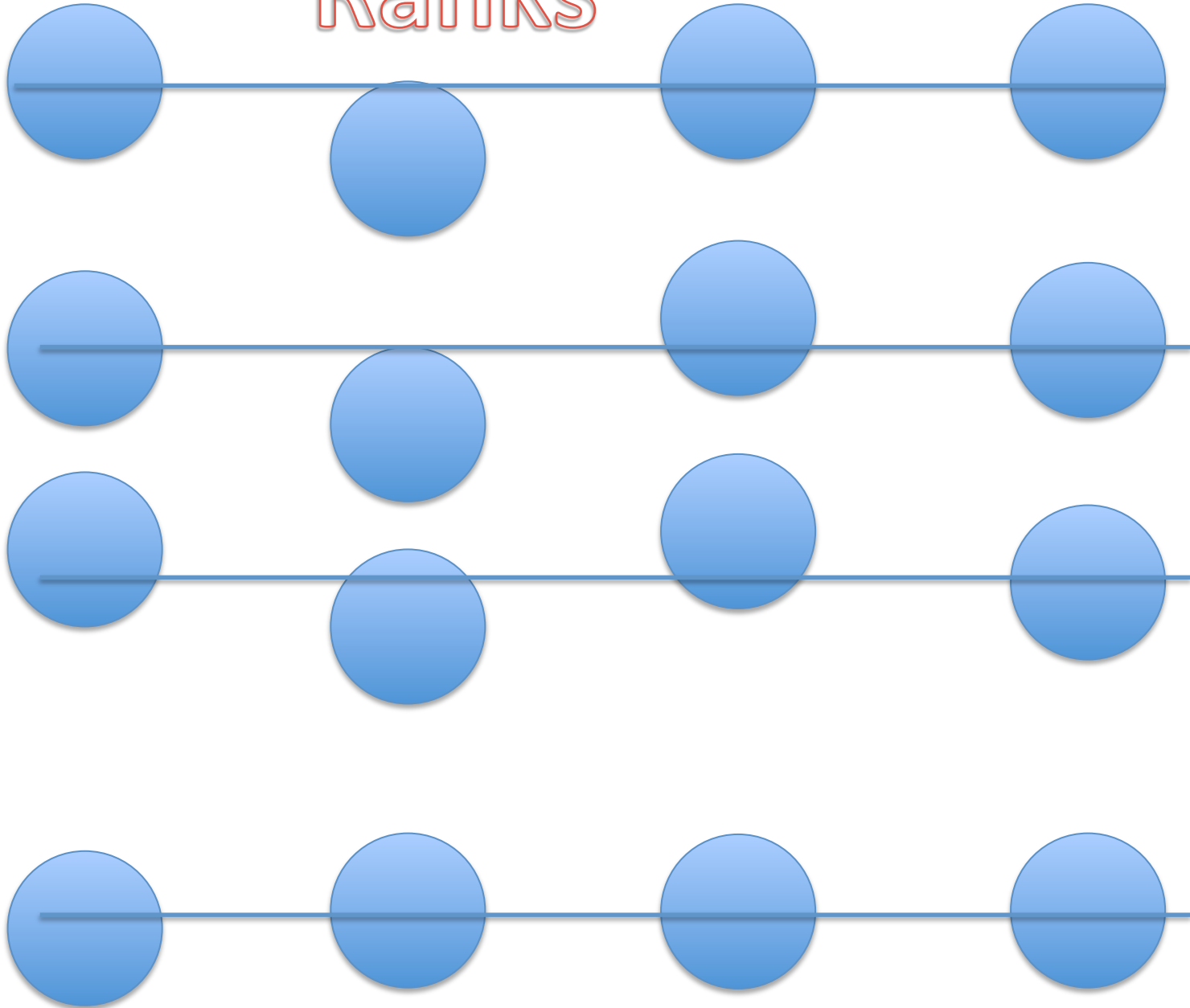
4-6 Points = 1, 7-9 Points = 2, 10-13 Points = 3

2017 – 12 Points (Low 3)

2018 – 9 Points (Low 2)

Total Difference: +3

Ranks



Marching

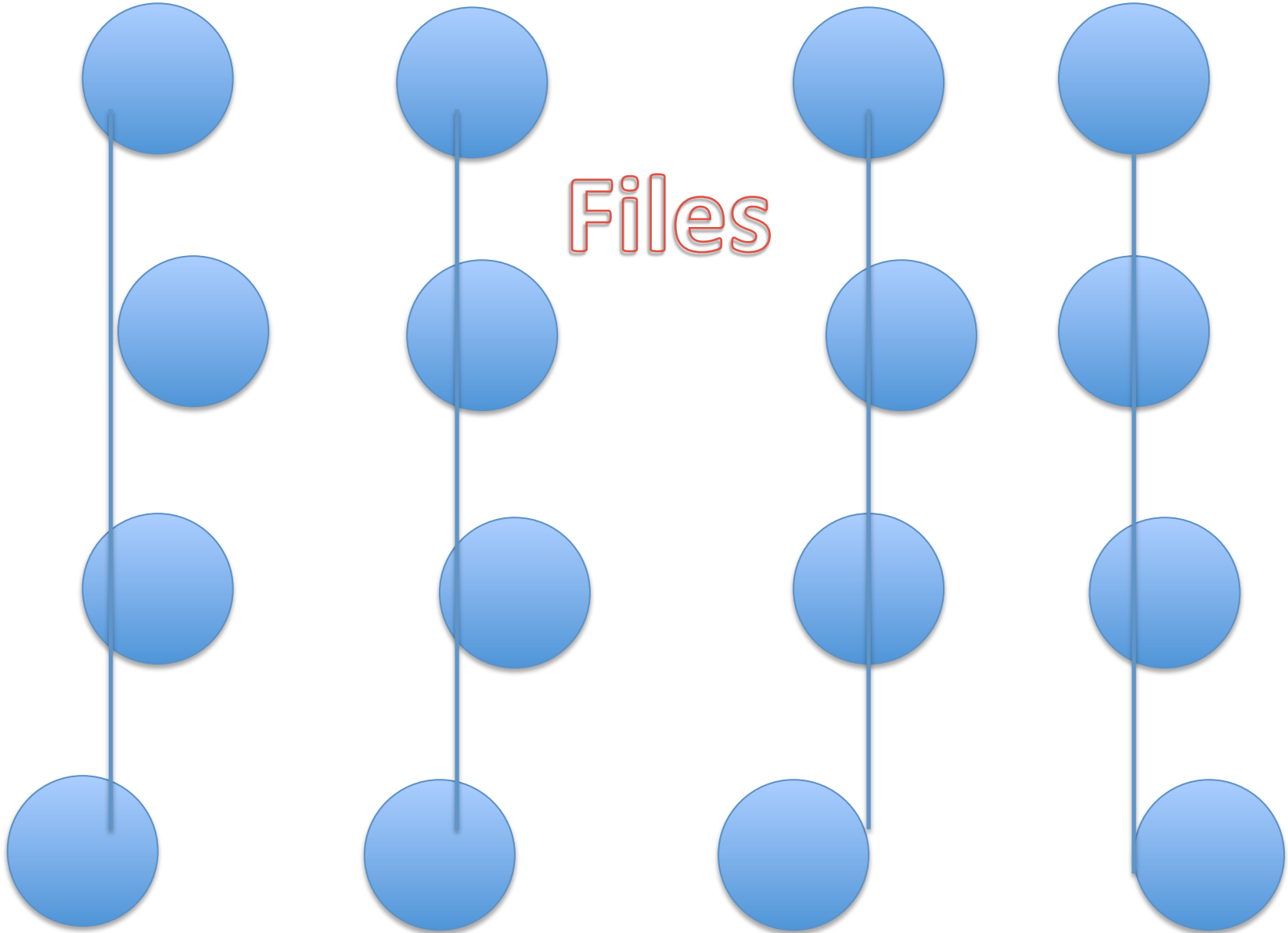
Rank Alignment and Spacing

Lines are straight side-to-side and spacing is consistent front-to-back

2016 & 2017 – 3

2018 – 2

Difference: +1



Marching

File Alignment and Spacing

Lines are straight front-to back and spacing is consistent side-to-side

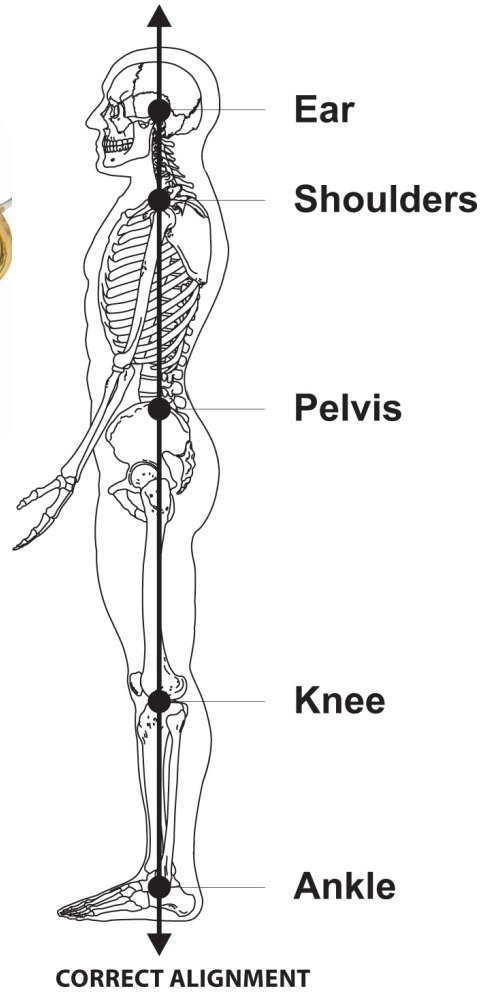
2015 - 2

2016 & 2017 - 1

2018 - 1

One-Year Difference: 0

Posture



Marching

Body Posture and Carriage

*Members exhibit tall body posture maintaining position of attention/
presentation in motion*

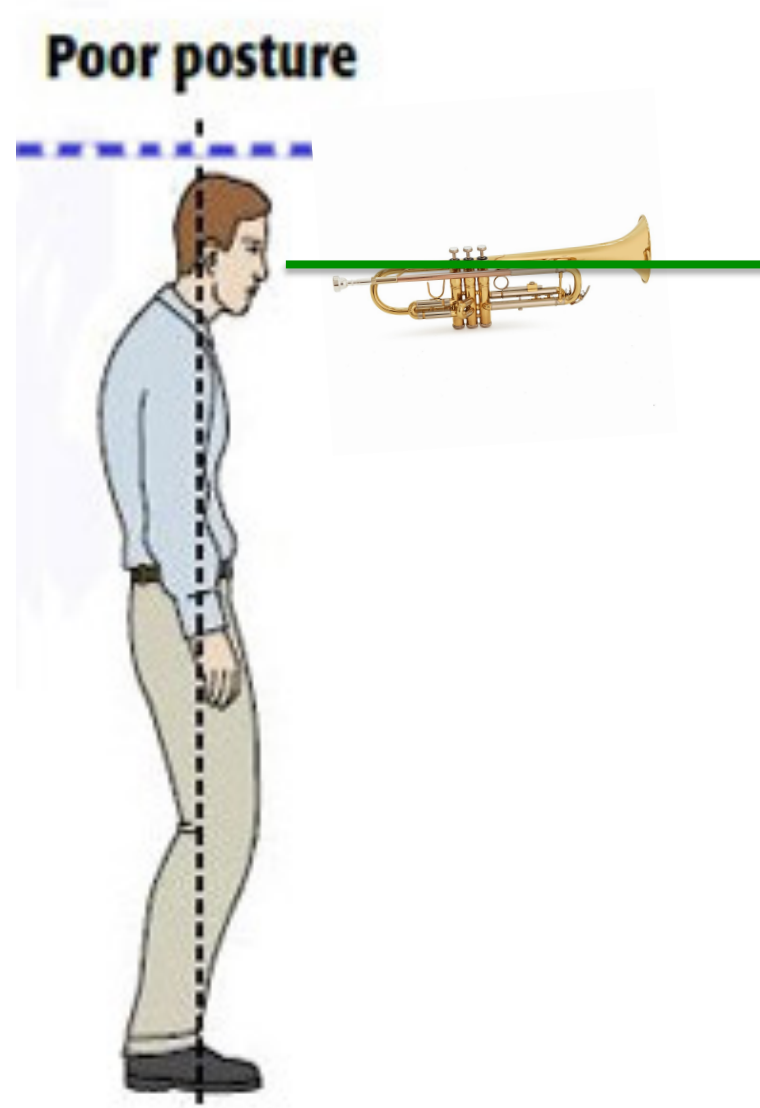
2015 - 3

2016 & 2017 - 2

2018 - 1

One-Year Difference: +1

Instrument Position (Horn Angles)



Marching

Uniform Instrument Position

Consistent Instrument position throughout sections in ensemble

2015 - 3

2016 & 2017 - 2

2018 - 2

One-Year Difference: 0

Step Style



Marching

Uniform Step Style

Step style is clearly discernible with very few inconsistencies in execution

2015– 3

2016– 2

2017 – 3

2018 – 3

One-Year Difference: 0

Marching

Players in Step

Members consistently in step, quickly making adjustments when out of phase

2016 - 3

2017 - 2

2018 - 2

One-Year Difference: 0

Marching

Overall

6-9 Points = 1, 10-14 Points = 2, 15-20 Points = 3

2015 – 15 Points (3)

2016 & 2017 – 13 Points (Low 2)

2018 – 11 Points (High 2)

One Year Difference: +2

Music

Tone Quality

Overall ensemble sound is full, focused, and controlled

2015 & 2016 – 2

2017 – 1

2018 – 1

One-Year Difference: 0

Music

Balance

All sections and parts are balanced, and the melody is always heard.

2015 - 3

2016 & 2017 - 1

2018 - 2

One-Year Difference: -1

Music

Intonation

Pitch is accurate and centered

2015 - 3

2016 - 1

2017 - 2

2018 - 2

One-Year Difference: 0

Music

Articulation

Individuals are matching note lengths (long and short), and tonguing and slurring the same way

2015 - 3

2016 & 2017 - 2

2018 - 1

One-Year Difference: +1

Music

Rhythm/Pulse

The band is staying together with a steady beat

2015 & 2016 - 2

2017 - 1

2018 - 1

One-Year Difference: 0

Music

Interpretation

The band is playing some parts separated and some parts connected, and is playing with crescendos and decrescendos on long notes

2015 & 2016 - 2

2017 - 1

2018 - 1

One-Year Difference: 0

Music

Overall

6-9 Points = 1, 10-14 Points = 2, 15-20 Points = 3

2015 – 15 Points (3)

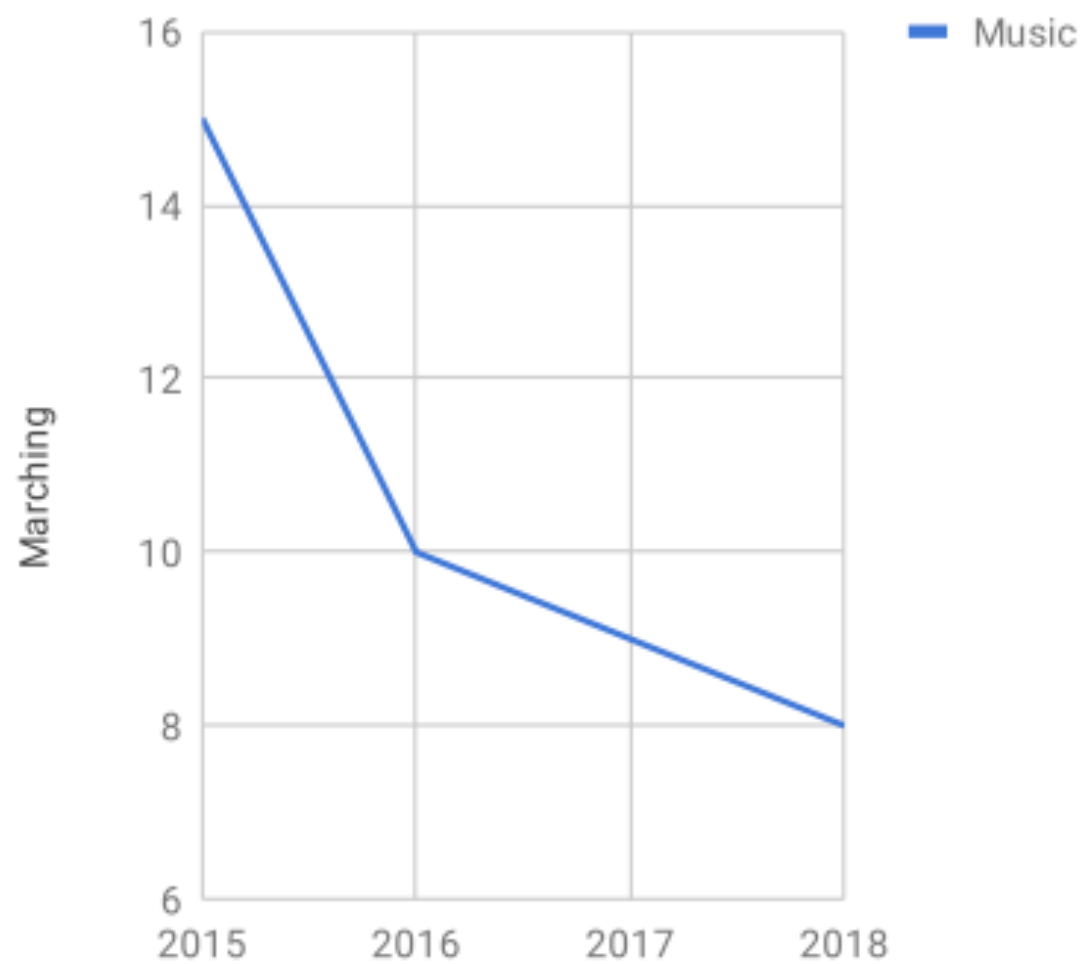
2016 - 10 Points (2)

2017 – 9 Points (1)

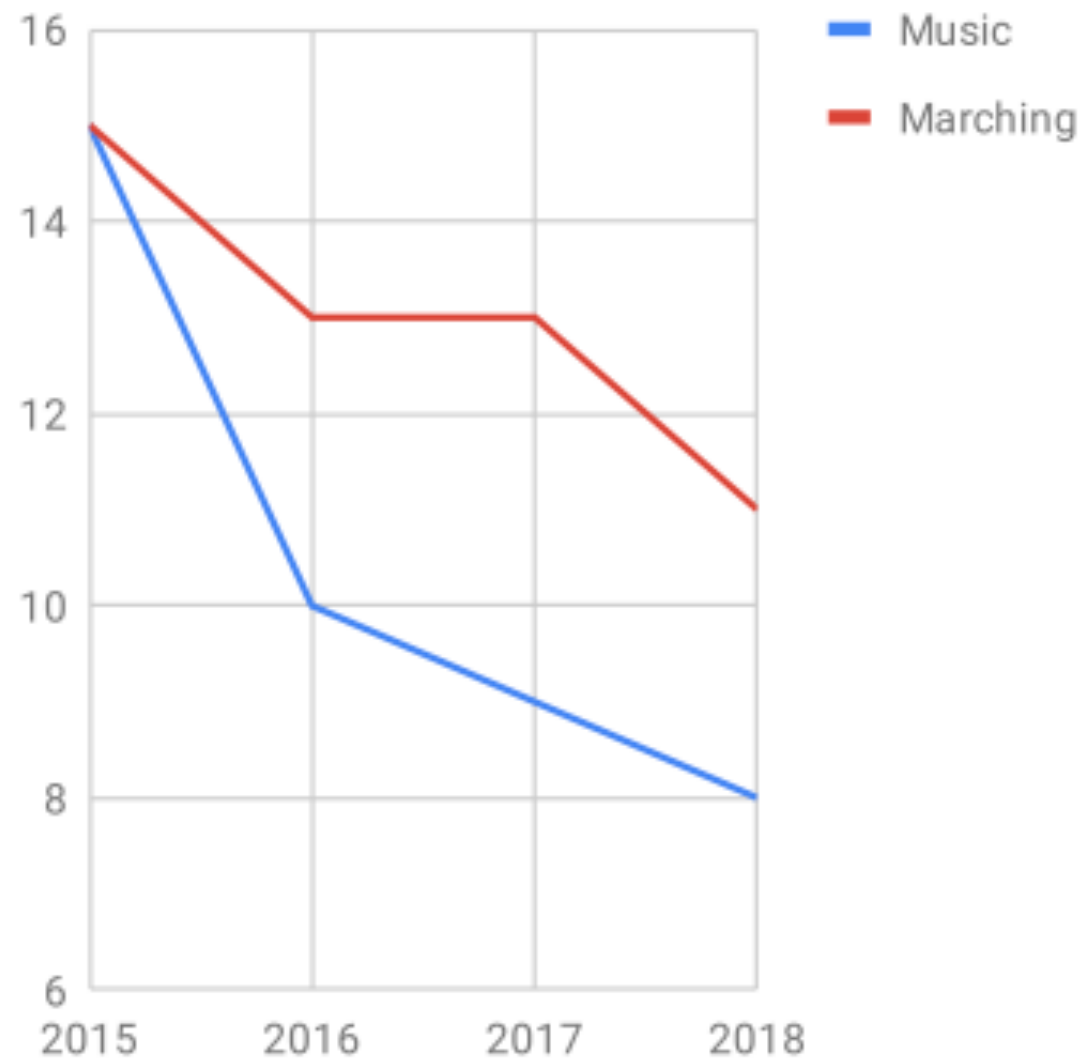
2018 – 8 Points (1)

One Year Difference: +1

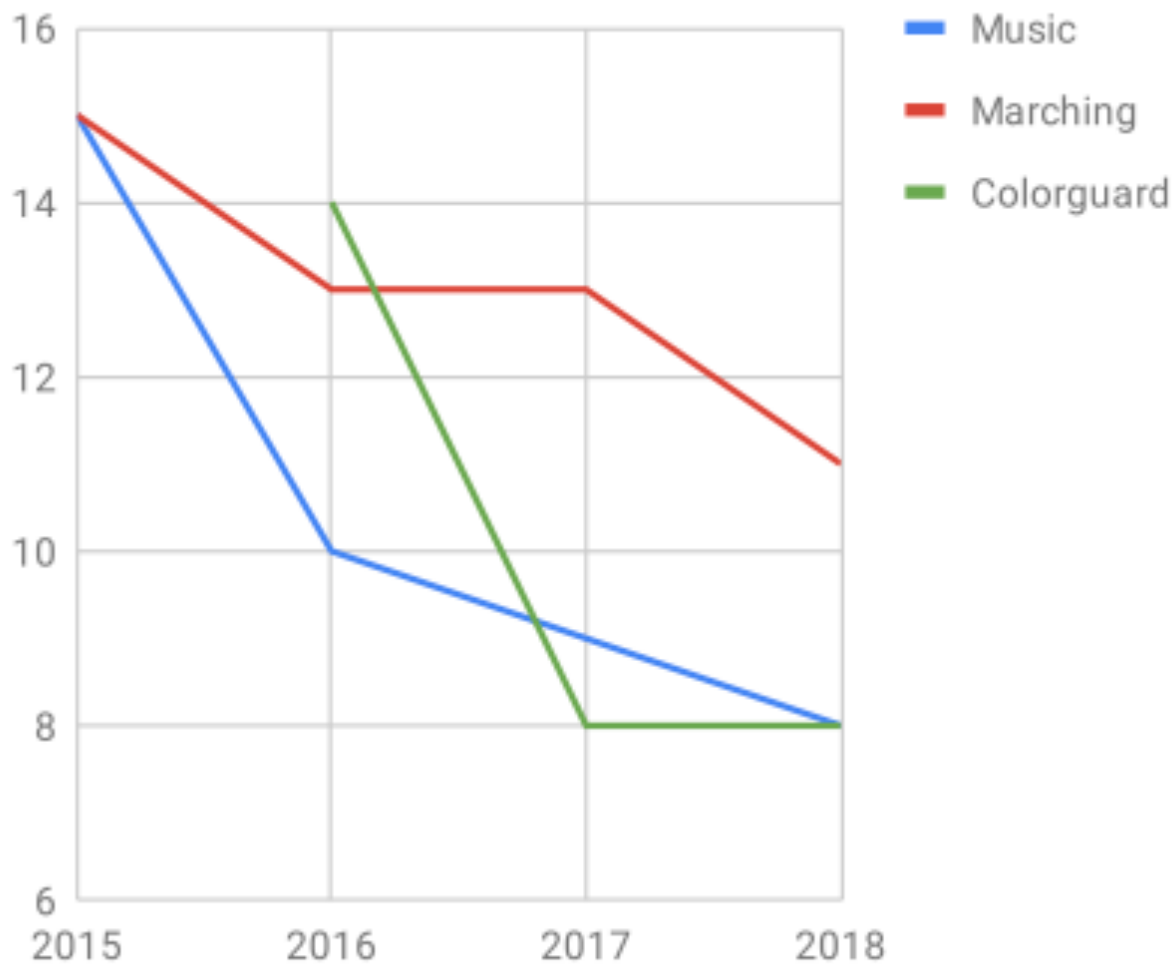
UNK Band Day Scores



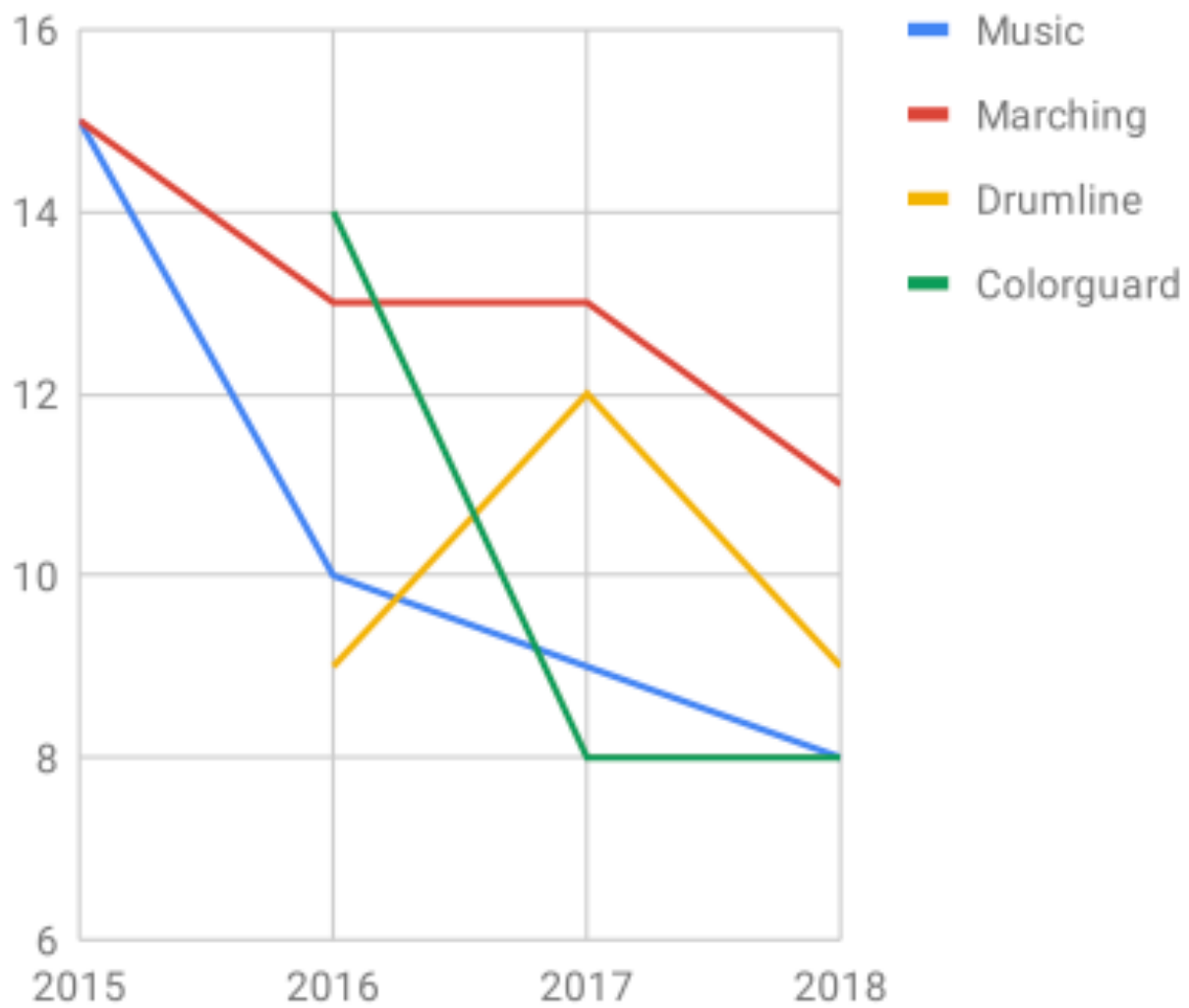
UNK Band Day Scores



UNK Band Day Scores



UNK Band Day Scores



Early Childhood Environment Rating Scale-Third Edition (ECERS-3) Summary Report

Observation Site Information

Program Name/School District Name: **Elm Creek**

Room/Building Observed (if applicable): **230 E Calkins Ave**

Teacher/Provider Name: **Jessica Sullivan**

Date of Observation: **October 4, 2018**

Observer: **Strazdas**

Space and Furnishings

Subscale Score: **5.00**

Item	Score	Key Concepts	Observed Evidence
1. Indoor space	6	<ul style="list-style-type: none"> • Amount of space • Clean & well-maintained • Lighting & ventilation • Accessible 	<ul style="list-style-type: none"> • The classroom provides an ample amount of space for the number of children enrolled. No crowding is observed in any areas. • The space is clean and well maintained. • There are five windows in the classroom that provide natural lighting. All of these windows open for ventilation but only a few have window coverings to control light as needed. • The space is accessible to children and adults with disabilities.
2. Furniture for care, play and learning	4	<ul style="list-style-type: none"> • Good repair • Child-sized tables & chairs • Soft furnishings accessible • Designed for specific activity 	<ul style="list-style-type: none"> • The classroom is equipped with furniture for play and learning. All of this furniture is sturdy and in good repair. <ul style="list-style-type: none"> ○ Many low, open shelves for toys/learning materials. ○ Furniture for a specific use: <ul style="list-style-type: none"> ▪ A wooden kitchen set is set up for use in the dramatic play area. ▪ A sensory table is filled with sand. ▪ A lego table with legos. ▪ A bookshelf with books displayed. ▪ A listening table set up with headphones. • There are a total of 23 cubbies located in the classroom. There is minimal touching and/or overlapping of children's personal belongings. • All of the furniture used by children in the classroom is child sized and children sit comfortably. • The children eat breakfast in the commons area of the school. The tables and chairs used in this area are not child-sized.

			<ul style="list-style-type: none"> The majority of the classroom is carpet with one small tiled area for messy play. Furniture located in the library center provides a substantial amount of softness to children. <ul style="list-style-type: none"> The top of the large loft is carpeted and has three beanbags (one is deflated). A chair made from tires with a cushion.
3. Room arrangement for play and learning <i>Time observed for accessible:</i> 1 hour, 3 minutes	6	<ul style="list-style-type: none"> Interest centers Play areas Cozy area Space Noisy & quiet areas Visual supervision 1 hour 	<ul style="list-style-type: none"> All areas of the classroom are set up for a specific use and meet the definition of defied interest centers. <ul style="list-style-type: none"> Blocks Dramatic Play Reading/Cozy Listening Writing Art Music Science Fine Motor/Math Noisy and quiet areas are separated by space and do not interfere with one another. Three teachers were present during free choice play and all move around the classroom to visually supervise children. All areas mentioned above were available and accessible for a total of 1 hour and 3 minutes during the observation.
4. Space for privacy <i>Time observed for accessible:</i> 1 hour, 3 minutes	6	<ul style="list-style-type: none"> Indoor space intentionally set-up 1 hour Positive staff interaction 	<ul style="list-style-type: none"> It is observed that there is a writing center set up for use in the classroom. This area is located near the back wall and has two tables with two chairs at each. All teachers are observed interacting positively with children who choose to play alone or with a friend (i.e. science table, reading in loft, and the art table). No examples are observed for indicator 7.2. On one occasion, two children are arguing over the materials provided for the balance scale. The teacher at the table suggests that one child puts materials in one side and the other uses the opposite side. One of the children is not satisfied with this response and the teacher tells her that she must share. This child stays upset and walks away from the area.
5. Child-related display	6	<ul style="list-style-type: none"> Appropriate materials, including photos of enrolled children Related to current interest/topic of study Staff talk about for teaching and/or guidance Individual & 3-D child artwork 	<ul style="list-style-type: none"> There were a number of different commercially produced posters/signs displayed throughout the classroom (ABC's, shapes, numbers, birthdays, question of the day, bad choices/good choices, colors, hand washing, etc. Photos of the enrolled children were displayed on the Question of the Day board. Individualized artwork created by the children, to include three-dimensional pieces are displayed in the classroom. The teacher is observed using the display on a number of different occasions during the observation. A few examples include:

			<ul style="list-style-type: none"> ○ The teacher points to and reads aloud the “Question of the Day” and then counts aloud the number of children in each column. They then discuss which column has more and which has less. ○ The teacher points to different letters of the alphabet displayed on the wall and her and the children do a chant with the letter sound and identify each picture. ○ Step-by-step hand washing directions are posted above both sinks in the classroom. The teacher is observed pointing to the steps and assisting children with the procedure as they wash their hands. • It is not observed that any of the displayed items are used to encourage social conversations with children.
6. Space for gross motor play <i>Time observed for space use:</i> 27 minutes	4	<ul style="list-style-type: none"> • Safe • Allows for vigorous play • Easily accessible • 30 minutes 	<ul style="list-style-type: none"> • The teachers and children have access (must walk up a few stairs) to an outdoor space for gross motor play. The space includes: <ul style="list-style-type: none"> ○ An area of concrete for running and/or using wheeled toys. ○ A turf area with a climbing structure. ○ A patch of real grass. • The entire area is fenced and has three different gates. All gates are latched properly and no safety hazards are observed. • All children are observed using the outdoor gross motor space for a total of ten minutes from 10:07 – 10:17 a.m. The teacher has the children line up to go back indoors when it begins to rain. Once back in the classroom, the children use a large, open space to have a “dance party” from 10:30 – 10:47 for a total of 27 minutes.
7. Gross motor equipment <i>Time observed for equipment use:</i> 10 minutes	2	<ul style="list-style-type: none"> • Stationary & portable • Age & ability appropriate • 30 minutes 	<ul style="list-style-type: none"> • One large climbing structure is observed being used that stimulates different skills with steps, climbers, and two slides. The entire structure is appropriate for the ages and abilities of children. • A small shed is located on the playground. Portable equipment used: <ul style="list-style-type: none"> ○ Balls of different shapes and sizes ○ A basketball hoop ○ A number of large vehicles for children to push around. • All children are satisfied with the amount of equipment that is accessible. • Children are observed using the gross motor equipment for a total of 10 minutes before moving back indoors when it begins to rain (no portable equipment is accessible in the classroom).

Personal Care Routines

Subscale Score: 3.75

Item	Score	Key Concepts	Observed Evidence
8. Meals/snacks	1	<ul style="list-style-type: none"> • Schedule • Nutritional requirements • Sanitary procedures/requirements • Conversations 	<ul style="list-style-type: none"> • Children are served a snack before they transition to go outdoors. Children are served pre-packaged strawberries. Please note that the ingredients listed are strawberries and sugar. <ul style="list-style-type: none"> ○ No liquids are available and/or offered to children during this time. ○ Children use hand sanitizer before sitting at the tables to eat. ○ It is observed that one teacher wipes each table with a Clorox wipe right after free choice play and shortly before snack is served. ○ When children are finished they are able to leave the table and begin getting dressed to go outdoors for gross motor play. • After outdoor gross motor play, children are observed trying to get a drink from the water fountain in the hallway just outside of the classroom. Children are told they cannot get a drink at this time and need to wait until after the “dance party”. Please note that children are taken out to the hallway after the “dance party” is over.
9. Toileting/diapering	3	<ul style="list-style-type: none"> • Schedule • Sanitary procedures/requirements • Supervision 	<ul style="list-style-type: none"> • Children are able to use the restroom as needed during the observation. The restrooms are located just outside of the classroom in the hallway. There is both a boy’s room as well as a girl’s room. Teachers are aware of and provide adequate supervision for all children. • The restrooms are equipped with all necessary provisions. • All children attempt to wash their hands but the proper procedure is not always followed as children usually get soap before water and do not use a paper towel to turn off the faucet.
10. Health practices	4	<ul style="list-style-type: none"> • Sanitary procedures/requirements • Staff interaction • Model good health practices 	<ul style="list-style-type: none"> • The majority of children that use the sand table are observed attempting to wash their hands after play but the proper procedure is not always followed. • All teacher interactions are positive with children as they attempt hygiene practices. • Hand washing posters are posted near the sinks in the classroom and are observed being used to teach some of the children the proper procedure. • It is not observed that any teachers and/or children wash their hands when entering the classroom after breakfast in the commons area or outdoor gross motor play.
11. Safety practices	7	<ul style="list-style-type: none"> • Indoor hazards • Outdoor hazards • Supervision 	<ul style="list-style-type: none"> • No hazards are observed in the outdoor environment. • A couple minor hazards are observed in the indoor environment. <ul style="list-style-type: none"> ○ A cord is stretched across the floor near the listening center and one child is observed tripping over it. ○ Children use anti-bacterial hand sanitizer. • Supervision is adequate for the ages and abilities of the children throughout the observation.

Language and Literacy

Subscale Score: 6.40

Item	Score	Key Concepts	Observed Evidence
12. Helping children expand vocabulary	7	<ul style="list-style-type: none"> • Words name people, places, things & actions • Words describe people, places, things & actions • Information expands children’s understanding of word meaning 	<ul style="list-style-type: none"> • Teachers often use a wide range of specific words to describe children’s experiences with materials and activities during routines and play. • Teachers are heard explaining unfamiliar words to children. <ul style="list-style-type: none"> ○ “Bark is the stuff on the outside of the tree that helps protect it, kind of like our skin on our body.” ○ “The dentist is the person who helps us keep our teeth healthy.” • Teachers often add ideas and expand on the language children use.
13. Encouraging children to use language	7	<ul style="list-style-type: none"> • Staff-child conversations • Communication • Open-ended, non-rote questions 	<ul style="list-style-type: none"> • All teachers frequently converse with children during free choice times, routines, and group times. They move around during free choice having many conversations during both indoor and outdoor play. • Teachers are heard asking children open-ended questions during free choice time and whole group: <ul style="list-style-type: none"> ○ “Why do you think that is spinning so fast?” ○ “How could you make it bigger?” Teachers are heard having social conversations with children during meals and free choice time.
14. Staff use of books with children	6	<ul style="list-style-type: none"> • Staff read books • Discuss book content • Staff use books to answer questions & provide information • Active engagement of children 	<ul style="list-style-type: none"> • Two teachers are observed reading to different children during free choice time. Children are engaged as teachers read with enthusiasm and ask questions about the books. • During a whole group time, the teacher reads aloud a “Peppa Pig” dental book to children. All children are actively engaged during this time. • No examples are observed for indicator 7.4.
15. Encouraging children’s use of books <i>Time observed for accessible: 1 hour, 3 minutes</i>	6	<ul style="list-style-type: none"> • Interest center • 1 hour • Wide selection • Accessible 	<ul style="list-style-type: none"> • Children have access to a selection of books for 1 hour, 3 minutes during free choice play. • This center meets the required definition to be considered a defined interest center. <ul style="list-style-type: none"> ○ Books are neatly organized on a shelf on the top of the loft and children have beanbags and a comfy chair to relax and read them. • Two teachers are observed reading informally to children during free choice time. • No examples are observed for indicator 7.2.
16. Becoming familiar with print	6	<ul style="list-style-type: none"> • Visible print combined with pictures • Related to current interest/topic of study • Staff write child’s words & encourage writing 	<ul style="list-style-type: none"> • Some visible print is combined with pictures and is easily seen by children throughout the classroom. • Children’s names are printed on their cubbies, the “Question of the Day” board, and the birthday board. • Child dictations are observed on two different pieces of artwork displayed in the classroom (i.e. “Whale” and “A Dinosaur”).

			<ul style="list-style-type: none"> No examples are observed for indicator 7.2.
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Learning Activities Subscale Score: 5.70

Item	Score	Key Concepts	Observed Evidence
17. Fine motor <i>Time observed for accessible:</i> 1 hour, 3 minutes	7	<ul style="list-style-type: none"> Accessible materials in each category Staff involvement Staff conversations with children 	<ul style="list-style-type: none"> Children have access to materials from all of the required categories for 1 hour, 3 minutes during free choice play. All of these materials are organized on a shelf with picture/word labels and children may use them on the floor or at one of the tables nearby. Teachers are observed interacting with children as they build with stacking sticks, connect waffle blocks, use play dough and tools at the art table, and putting together puzzles at a small table nearby.
18. Art <i>Time observed for accessible:</i> 1 hour, 3 minutes	6	<ul style="list-style-type: none"> Accessible materials in each category Individual expression Staff involvement Staff conversations with children 	<ul style="list-style-type: none"> Children have access to materials from all categories for 1 hour, 3 minutes during free choice play. <ul style="list-style-type: none"> Children are able to use art materials how they choose. Teachers check in with children regularly in this area and ask about what they are creating. Examples of child dictations are observed in the display. No examples are observed for indicator 7.1.
19. Music/movement <i>Time observed for accessible:</i> 1 hour, 3 minutes	5	<ul style="list-style-type: none"> Accessible materials 1 hour Staff involvement Children engaged 	<ul style="list-style-type: none"> Children have access to a basket of musical instruments during free choice play for a total of 1 hour, 3 minutes. One teacher is observed showing a child how to play the triangle and singing songs with him during free choice play. The teacher plays a clean up song at the end of free choice time. During whole group time, the teacher and children sing, "The Days of the Week and the "ABC's". One teacher is observed singing a hand washing song with children. The teachers and children have a "dance party" to music in the classroom after it begins to rain outdoors. No examples are observed for indicators 7.2 and 7.3.
20. Blocks <i>Time observed for accessible:</i> 1 hour, 3 minutes	4	<ul style="list-style-type: none"> Interest center 1 hour Block accessories Staff involvement Staff conversations with children Math concepts 	<ul style="list-style-type: none"> A block area was observed being accessible for 1 hour, 3 minutes during the observation. This area meets the required definition to be considered a defined interest center. <ul style="list-style-type: none"> Children have access to wooden and foam unit blocks as well as some of accessories (people and vehicles). Please note that the accessories of animals are not present in the area (indicator 5.1).

			<ul style="list-style-type: none"> ○ There is enough materials and space for at least three children to build at the same time. ○ One teacher notices that children have taken the tractors into the dramatic play center. She redirects them back to the block center and assists them with building a tunnel for their vehicles. • Teachers are observed talking about math concepts with children as they use materials (i.e. putting two foam blocks together to create a circle in the middle and talking about how high a child has built his tower). • No examples are observed for indicators 7.1 and 7.2.
21. Dramatic play <i>Time observed for accessible:</i> 1 hour, 3 minutes	6	<ul style="list-style-type: none"> • Interest center • 1 hour • Staff involvement • Staff conversations with children • Diversity 	<ul style="list-style-type: none"> • Children have access to dramatic play materials for 1 hour, 3 minutes during the observation. This area meets the required definition to be considered a defined interest center. <ul style="list-style-type: none"> ○ Children have access to materials for the themes of housekeeping (kitchen set, babies, etc.) and work (vests and a doctor kit). ○ There is enough space for children to play comfortably and teachers are observed interacting with children in this area as they play. <ul style="list-style-type: none"> ▪ Making breakfast and discussing ingredients needed. ▪ Getting shots from the “doctor”. • Diversity is represented in this area with dolls and puppets with different skin tones. • No number talk is heard in this area during the observation.
22. Nature/science <i>Time observed for accessible:</i> 1 hour, 3 minutes	7	<ul style="list-style-type: none"> • Interest center • 1 hour • Accessible materials in each category • Staff involvement • Staff conversations with children • Model concern for environment 	<ul style="list-style-type: none"> • Children have access to materials from all categories for a total of 1 hour, 3 minutes during the observation. This area meets the required definition to be considered a defined interest center. <ul style="list-style-type: none"> ○ A table and shelf is set up with materials from the categories of living things (a plant), natural objects (sticks, rocks, leaves), tools (magnifying glasses, magnets, view finders, etc.), and factual books (five on top of the shelf). ○ The sensory table is filled with sand and appropriate toys for use. • During free choice time, teachers are observed discussing materials and interacting with interested children in this area. <ul style="list-style-type: none"> ○ Weighing materials with the balance scale. ○ Observing the plant with magnifying glasses. • The teacher and children discuss the weather during whole group time. • During free choice, one teacher is reading a book to children and talking about what it means to litter and how it is bad for our environment. • During free choice play, one teacher is observed helping a child water the plant on the table.
23. Math materials and activities <i>Time observed for accessible:</i>	6	<ul style="list-style-type: none"> • Accessible materials in each category • 1 hour 	<ul style="list-style-type: none"> • Children have access to materials from all categories for a total of 1 hour, 3 minutes during the observation. • During free choice time, teachers are observed interacting with and helping children

<p>1 hour, 3 minutes</p>		<ul style="list-style-type: none"> • Staff involvement • Staff conversations with children • Stimulate reasoning 	<p>use math materials. A few examples include:</p> <ul style="list-style-type: none"> ○ Balance scale with many different materials to measure. ○ Small cups with numbers, dots, and erasers to count. ○ Number cards with chenille sticks. <ul style="list-style-type: none"> • Children are encouraged to use their fingers to represent numbers on many different occasions. A couple examples include: <ul style="list-style-type: none"> ○ During whole group, the teacher points to the number 5 on the calendar, the number 5 on the bulletin board, and then asks children to hold up their hands and count five fingers. ○ While singing a song, the teacher encourages children to use one hand to count to five and then asks to bring up the other hand to count from 6 to 10. • No examples are observed for indicator 7.1.
<p>24. Math in daily events</p>	<p>5</p>	<ul style="list-style-type: none"> • Math words during transitions, routines & large group • Connections to environment • Staff conversations with children 	<ul style="list-style-type: none"> • The teacher and children count the number of children in each column on the Question of the Day board and compare which has more and which has less. • The teacher is observed giving a five-minute warnings before clean up will occur. • The teacher and children count aloud the number of children in line before transitioning back inside after gross motor play. • Teachers are observed talking about math concepts during free choice time in different areas of the classroom. A few examples include: <ul style="list-style-type: none"> ○ Counting pictures in a book. ○ Talking about longer and shorter while building with stacking sticks. ○ Making shapes out of block and discussing how high a tower is. • No examples are observed for indicators 7.1 and 7.2.
<p>25. Understanding written numbers <i>Time observed for accessible:</i> 1 hour, 3 minutes</p>	<p>6</p>	<ul style="list-style-type: none"> • Display & play materials • 1 hour • Staff involvement • Staff conversations with children 	<ul style="list-style-type: none"> • Number posters with accompanying objects are displayed in the classroom. • Materials with written numbers are accessible for a total of 1 hour, 3 minutes during free choice time (books, cups with erasers, number cards with chenille sticks, etc.). Teachers are observed playing with children and showing them how to use the materials as intended. • No examples are observed for indicators 7.1 and 7.2.
<p>26. Promoting acceptance of diversity <i>Time observed for accessible:</i> 1 hour, 3 minutes</p>	<p>5</p>	<ul style="list-style-type: none"> • Race, culture, age, ability & gender diversity • Positive materials accessible • Diversity part of learning activities • 1 hour 	<ul style="list-style-type: none"> • Books, pictures, and play materials that represent diversity in a positive manner are accessible for 1 hour, 3 minutes and are easily seen by the children in the classroom. • No examples are observed for indicators 7.1 and 7.2.
<p>27. Appropriate use of technology <i>Time observed for TV/Video:</i></p>	<p>N/A</p>	<ul style="list-style-type: none"> • TV/video 10 minutes • All other electronic media 15 minutes 	<ul style="list-style-type: none"> • No electronic media is observed in use during the observation.

0 minutes <i>Time observed for all other electronic media: 0 minutes</i>		<ul style="list-style-type: none"> • Staff involvement • Alternative activities 	
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Interaction Subscale Score: 5.60

Item	Score	Key Concepts	Observed Evidence
28. Supervision of gross motor activities	6	<ul style="list-style-type: none"> • Staff-child interaction • Staff interest in activities 	<ul style="list-style-type: none"> • Supervision is adequate for the ages and abilities of children. • Both teachers that are outdoors are observed playing with and interacting with children during outdoor gross motor play. Both teachers challenge children to a “race” to help warm them up and this then turns into a game of tag. • No examples are observed for indicator 7.2.
29. Individualized teaching and learning	7	<ul style="list-style-type: none"> • Individualized approach • Open-ended activities • Children successful with staff directed activities 	<ul style="list-style-type: none"> • Children had access to many open-ended materials during free choice centers. All three teachers present circulate through the classroom and interact with many children asking questions and making comments about their play. • The majority of children are actively engaged and asked to participate during whole group and small group times.
30. Staff-child interactions	6	<ul style="list-style-type: none"> • Frequent positive interaction • Relaxed, pleasant atmosphere • Respect • Positive guidance 	<ul style="list-style-type: none"> • There are many positive staff-child interactions during the observation and teachers seem to enjoy their time spent with the children. They often give children a message of warmth and provide the appropriate amount of physical contact as needed. • On one occasion, a child is upset that she has to share materials while using the balance scale. The teacher at this table tells her, “I’m sorry but that is the way it is, you must share with her.” This child remains upset and walks away from the table.
31. Peer interaction	4	<ul style="list-style-type: none"> • Positive • Model good social skills • Staff help children solve social problems 	<ul style="list-style-type: none"> • Children are often able to select friends to play with during free choice times. Please note that children are in free choice play for a total of 73 minutes and indicator 5.1 requires 90 minutes. • When conflict arises among children, teachers often help children talk it through in a satisfying manner. A couple examples include: <ul style="list-style-type: none"> ○ “Can you talk to ___ and tell her, please do not build on mine.” ○ “Look at him and ask him, may I have it when you are done?” • At the beginning of free choice play, one teacher makes a list on the white board and sets a timer to take turns at the sensory table. • No examples were observed for indicator 7.1.
32. Discipline	5	<ul style="list-style-type: none"> • Non-punitive • Appropriate expectations 	<ul style="list-style-type: none"> • It is observed that children are generally aware of and follow the classroom expectations. The expectations are appropriate for the ages and abilities of the

		<ul style="list-style-type: none"> Children aware of classroom rules 	<ul style="list-style-type: none"> children. Very little conflict arises amongst children and teachers are often heard helping them solve their issues (i.e. “What do you think you could ask her next time before you take it away?”). Children are observed having to wait at tables before snack for five minutes before being served. Two children have a brief argument over space and this goes unnoticed. No examples are observed for indicator 7.1.
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Program Structure
Subscale Score: 5.67

Item	Score	Key Concepts	Observed Evidence
33. Transitions and waiting times	5	<ul style="list-style-type: none"> Smooth transitions Wait time Staff prepared for activities 	<ul style="list-style-type: none"> Teachers are always prepared for activities and have all materials ready and accessible for lessons. The teacher gives five-minute warnings before free choice play will end. One teacher takes a group of children outdoors as they are ready and dressed and the other teacher stays back to help the others. Children do experience a wait time of more than three minutes while waiting for snack to be served. Children are seated at the tables after using the restroom at 10:04 and their snack is served to them at 10:09.
34. Free play <i>Total Time:</i> <i>(indoor) 1 hour, 3 minutes +</i> <i>(outdoor) 10 minutes = 1</i> hour, 13 minutes	7	<ul style="list-style-type: none"> Indoor free play Outdoor free play Amount & variety of materials Staff interaction 	<ul style="list-style-type: none"> Children have access to ample materials both indoors and outdoors for free play for a total of 1 hour and 13 minutes during the observation. All interactions between teachers and children are positive during free play times. Supervision s adequate for the ages and abilities of the children.
35. Whole-group activities for play and learning	5	<ul style="list-style-type: none"> Interesting activities Engaged children Small/large group activities 	<ul style="list-style-type: none"> The majority of children are interested and engaged during both whole group and small group activities. <ul style="list-style-type: none"> A few children are wandering off during the dance party and one teacher brings them back to the area. Two children are wandering around unengaged during small groups at the end of the day.

Program Score: 5.41

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Reviewed by K Luebbe