



**Implementing and Testing the  
Standard Response Protocol:**

**Final Report**

May 2019

*Report Prepared By*

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A Report Presented To  
Syracuse City School District

by

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## PROJECT OVERVIEW

Following the February 2018 shooting at Marjory Stoneman Douglas High School in Parkland, FL, the Syracuse City School District (SCSD) and SUNY Oswego’s Department of Criminal Justice joined together in an initiative to provide emergency response training to students, faculty, and staff alike. Through this grant-funded project, the research team implemented the Standard Response Protocol (SRP-X) from the I Love U Guys Foundation, which provides emergency preparedness training for five different situations: Lockout, Lockdown, Evacuate, Shelter, and Hold. These five scenarios also reflect the functional annexes that schools are required to train for by the State of New York.

As depicted in Figure 1, the project was conducted over the course of the 2018-2019 academic year. Planning in conjunction with SCSD’s Department of Public Safety (DPS) was conducted during the summer months prior to the start of the school year. This included (but was not limited to) constructing the survey instrument for both students and faculty/staff, securing necessary approvals from SUNY Oswego’s Institutional Review Board, crafting a project timeline, and identifying goals for each phase. Additionally, a presentation outlining the project was made to the principals and other members of the district at a meeting held at PSLA at Fowler on August 20, 2018.

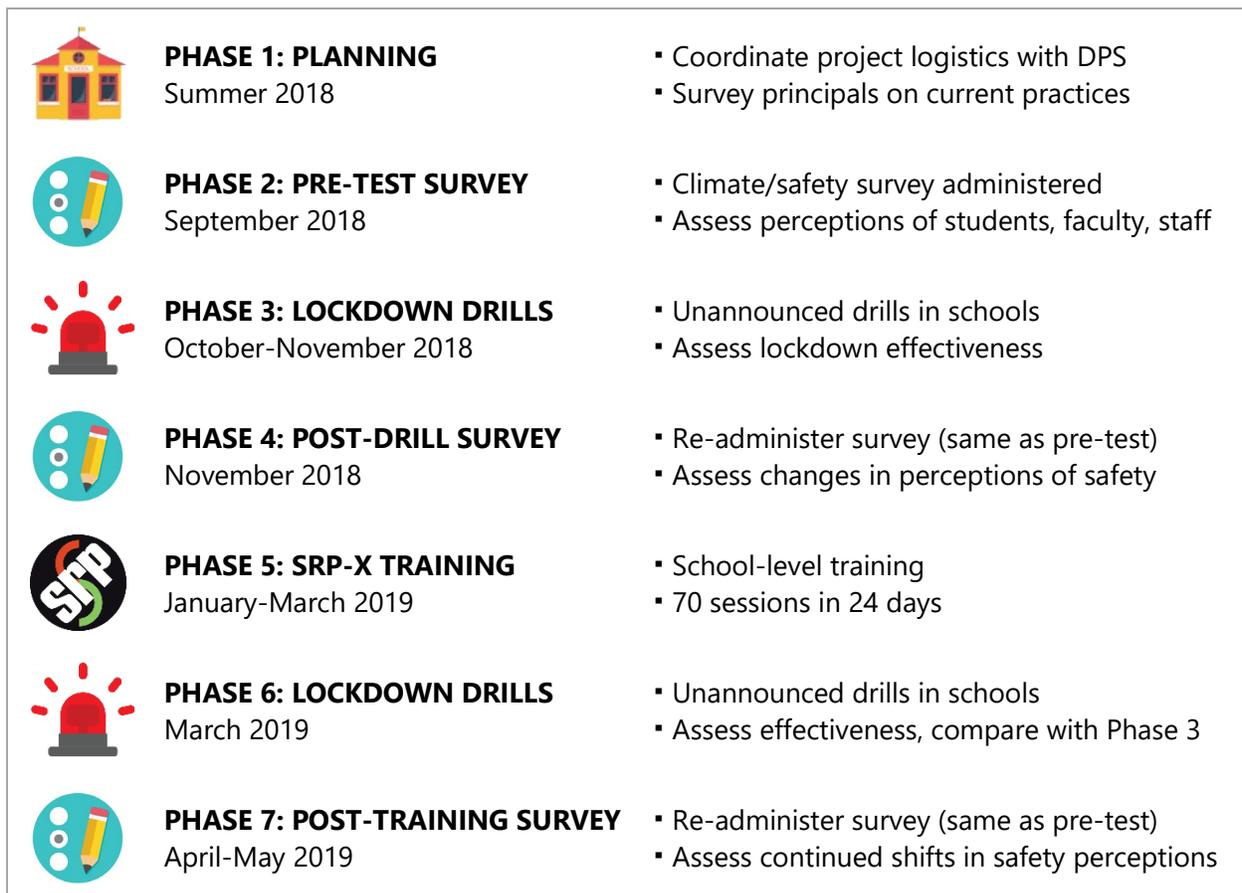


Figure 1. Project Timeline and Phase Overview

In addition to the presentation given at PSLA at Fowler, a survey also was administered to SCSD's principals (including the alternative programs) to better understand their current practices ahead of the initiation of the project. Of the 36 principals who were emailed, 27 completed the survey, representing a response rate of 75%. Responses varied with regard to what protocol was presently being used, with one-third of schools indicating that they were currently using the Run Hide Fight strategy. Further, all schools indicated that they had a plan in place for a Lockdown; 96.3% confirmed procedures for Lockouts, Evacuations, Shelter, and Hold.

The majority of principals (74.1%) reported that they practiced their lockdown drills once per quarter. While nearly all (96.3%) of the principals indicated that their schools had a pre-identified emergency response team, a lesser number (66.7%) confirmed that they specifically utilized a lockdown drill team to conduct their exercises. Further, a smaller proportion (40.7%) indicated that they debriefed the students upon the completion of the drills. Finally, nearly 8 out of every 10 principals indicated that they did not conduct any of their drills with outside agencies such as police, fire, or EMS.

As further indicated in Figure 1, surveys were disseminated to middle and high school students (via paper-and-pencil documents) and faculty and staff (via online / email invitation) at three different points. Each survey instrument was identical to allow the researchers to assess changes in attitudes of participants based on the introduction of different stimuli (e.g., drills, training). It bears noting, however, that the surveys for all participants were anonymous; therefore, responses could not be matched to a specific individual across all three points. Accordingly, for the purpose of this report, these are treated as independent samples. The surveys for both groups included questions about perceptions of safety at their institutions, feelings of preparedness, awareness / experiences with weapons and violence on their campuses, and familiarity with the five annexes of SRP-X. Each survey also included demographic questions for further analysis. The pre-test survey (Phase 2) allowed for baseline measures on the different questions. The post-drill survey (Phase 4) enabled the researchers to assess how the drill shifted such perceptions, as did the final survey (Phase 7). The survey disseminated in Phase 7 also provided the opportunity to assess the potential impact of training ahead of the drills by comparing responses from that point with responses in Phase 4.

Two separate lockdown drills were conducted – once in the fall (Phase 3) and once in the spring (Phase 6). (It should be noted that these drills were utilized by most, if not all, of the schools as two of their required four drills per school year.) The drills conducted in Phase 3 provided a baseline assessment of the four components of SRP-X's Lockdown drill – locks (is the door secured?), lights (are they off?), out of sight (can room occupants be seen or heard?), and door knock (will occupants answer when prompted?). The drills conducted post-training in Phase 6 allowed for comparison to assess the effectiveness of the training and potential improvement in these four check criteria. The specific procedures for the survey and drill phases are discussed later in this report accompanying the results of each.

The final phase of the project (Phase 5) involved the training on SRP-X at the school level. Each training session was coordinated with the school principals and delivered by the principal investigator of the project with the assistance of her research team. The training sessions utilized a

pre-prepared training presentation from the I Love U Guys Foundation as part of the resources available with the SRP-X program. The PowerPoint includes informative points, accompanying videos, and audience check-ins. The full training (approximately 45 minutes) was administered to students grades 3 through 12. Given the shorter attention spans of students in grades Pre-K to 2, a pared down version of the training (approximately 20 minutes) comprising just the basics of each of the five response annexes. Additional training sessions were held for the Central Office staff using the SRP-BIZ model (which adapts SRP-X to an office setting).

Each school also was provided a copy of the SRP-X operations manual, which contains information on each annex's procedures, applicable signage, and additional guidance (e.g., information on running drills, do's and don'ts of response protocols, etc.). The research team also put applicable signage (posters with tasks for students and their teachers) in all classrooms and common areas within each school.

### **About the Standard Response Protocol**

The original version of the Standard Response Protocol (SRP) was introduced in 2009 by the I Love U Guys Foundation and underwent revision in 2015. The initial protocol included response strategies for Lockout, Lockdown, Evacuate, and Shelter. The extended version of the program, SRP-X, was introduced in 2017 and included the addition of the Hold action (see Figure 2).



Figure 2. SRP-X Scenarios with Imaging

There are a number of benefits to the SRP/SRP-X (herein SRP-X) programs. Most importantly, unlike other strategies (e.g., Run Hide Fight), SRP-X is action based rather than being contingent upon an individual scenario. It also provides clear directives for students and faculty / staff in emergencies so that they know both what the situation is and how they need to respond to it. Such directives can serve as both a noun ("We are in a lockdown") or a verb ("Lockdown!"), depending on how they are being used, which ensures uniformity and consistency of language in emergencies. In the same vein, the accompanying public address protocols are prewritten or "canned," which also ensures consistency in the delivery of messaging in times of crisis and minimizes the possibility of error or delay by administrators in notifying building occupants of emergencies.

Equally as important is the fact that SRP-X standardizes the vocabulary of emergency response. SRP-X is based off language used by the National Incident Management System (NIMS) from the Federal Emergency Management Agency (FEMA) to standardize emergency management. NIMS language is used by first responders, including police, fire, and EMS, so using consistent language within school buildings can lead to greater predictability for these individuals during an incident. The standardized vocabulary also is easier to train with students, faculty, and staff and to drill, and is easily understandable for parents, who can help to reinforce the protocol at home (it should be noted that during Phase 1 of the current project, DPS sent a letter home with a copy of the SRP-X parental handout to all families with students enrolled in the district). Finally, as noted, since all of the messaging is prewritten, it facilitates rapid response determination in times of crisis.

### **In This Report**

The current project was guided by two overarching research questions:

- (1) Does SRP-X increase feelings of safety and preparedness?
- (2) Does SRP-X improve lockdown effectiveness?

The remainder of this report presents the findings of the current study aimed at answering these questions. Specifically, the results are organized into three sections. The first two sections are focused on answering the first research question. The results of the student surveys are first analyzed, followed by those of the faculty / staff surveys. The remaining section compares the results of the two lockdown drills in order to answer the second research question. Supporting documents, including the drill schedules and results by school, are included in the appendices of this report.

## KEY FINDINGS

The following are key takeaways from the findings of the different phases of the project, as well as recommendations for future efforts by SCSD related to emergency response preparations.

### Student Survey

- Feelings of safety at school and within various areas of their campuses differed significantly by survey time, with respondents expressing less favorable attitudes as the project wore on.
- Respondent groups differed in their perceptions about whether their teachers could protect them during an emergency.
- Respondents were significantly more likely to express familiarity with SRP-X's five annexes after training than at either of the other two survey points.
- Respondents reported strong disagreement that they would stay home at least one day out of the year out of fear of being attacked or harmed at school, though these attitudes lessened slightly following the initial survey time point.

### Faculty / Staff Survey

- Respondents generally feel safe at their institution and these attitudes did not significantly differ in most contexts (excluding outside on school grounds) over the different survey points.
- By the end of the project, respondents were significantly more likely to express agreement that they knew what to do in an emergency and had received adequate training on the district's adopted protocols. They also indicated greater familiarity with their school's threat assessment protocols and where such concerns should be reported.
- Like students, faculty and staff respondents were significantly more likely to report awareness of how to respond to emergencies using SRP-X's five annexes after training than at either of the other two survey points.
- Comparing perceptions following the two lockdown drills, respondents expressed less agreement that someone could harm them on their way to or from school after the training (at the final survey point) as compared to after the initial drill.

### Lockdown Drills

- Overall lockdown effectiveness improved following the training sessions.

- Specifically, more occupied rooms had their doors locked, lights off, and occupants out of sight (could not be seen nor heard). Considerably fewer rooms responded to the door knocks by the research team.
- The proportion of doors locked did decrease slightly for elementary schools between the two drills, due (in part) to a reliance by teachers on administrators to secure rooms for them.
- More than half of the rooms checked met all four criteria, and nearly 84% met at least three. The proportion of rooms that did not meet any of the checked criteria also decreased after the training.
- Marked improvement in lockdown effectiveness was found across the board for all schools. Ed Smith, Franklin, and ITC remained in the top five across both drills.

### **Recommendations**

- Continue conducting and assessing lockdown drills to achieve further improvement across all four check criteria.
- Continue to incorporate school-based staff (including visitors or individuals from outside agencies who work within the institutions) in trainings and drills in addition to students and faculty.
- Conduct drills (at least one per academic year) at inconvenient times, including during lunches and class changes and at arrival and dismissal times.
- Conduct other types of SRP-X drills (Lockout, Evacuate, Shelter, and Hold) to improve proficiency among building occupants.
- Adopt the Standard Reunification Method (SRM) for after-action needs of emergencies.

## STUDENT SURVEYS

Paper surveys, a copy of which is in Appendix A, were disseminated to 10,015 middle (including grades 6-8 at the Pre-K-to-8 schools) and high school students at three different points during the course of the project. SCSD's DPS provided the researchers with a list of teachers per school with their respective second period student counts. This was done to allow for late arrivals to school to still be able to participate. Copies of the surveys were placed in each teacher's mailbox approximately one week ahead of the intended completion date to allow for time to be retrieved by the educator.

Surveys were to be taken around October 9, 2018 (Time 1), November 13, 2018 (Time 2), and April 9, 2019 (Time 3). Completed surveys were collected from each school by the research team and subsequently coded for analysis. Table 1 highlights the distribution of returned surveys at each point. As indicated, the response rates varied by time, ranging from 30.9% to 45.6%.

Table 1. Distribution of Student Responses by Building Level and Time

<b>BUILDING LEVEL</b>	<b>T1 (PRE-TEST)</b>	<b>T2 (POST-DRILL)</b>	<b>T3 (POST-TRAINING)</b>
Pre-K-to-8 (6-8 Only)	907	743	902
Middle School	1,313	810	770
High School	2,343	1,538	1,600
<b>TOTALS</b>	<b>4,563</b>	<b>3,091</b>	<b>3,272</b>
<b>Response Rate</b>	<b>45.6%</b>	<b>30.9%</b>	<b>32.7%</b>

### Respondent Snapshot

Across the three time points, a total of 10,926 student surveys were returned completed. A breakdown of the demographics of the respondents at each time point is presented in Table 2. As was noted, since the surveys were completely anonymous, it is impossible for the researchers to match respondents' answers across the three different surveys. Accordingly, for the purpose of the following analyses, each time's sample is treated as independent. Moreover, given that participation was voluntary and respondents could skip questions as they chose, missing data are present (varying between 3.7% and 19.9% per demographic question).

Both overall and at Times 1 and 3, more males than females completed the surveys. Respondents ranged in age from 10 to 21. The mean age of respondents at Times 1 and 2 were 13.83 and 13.88 years, respectively. The mean age of respondents at the third survey point was 14.21 and statistically significantly different ( $F = 30.233$ ,  $p < .001$ ) from the other two time points according to the Scheffé post-hoc analysis.

Table 2. Distribution of Demographic Characteristics of Student Respondents

	<b>T1 (PRE-TEST) N = 4,563</b>	<b>T2 (POST-DRILL) N = 3,091</b>	<b>T3 (POST-TRAINING) N = 3,272</b>
<i>Sex</i>			
Male	2,539 (55.6%)	1,493 (48.3%)	1,501 (45.9%)
Female	1,932 (42.3%)	1,531 (49.5%)	966 (29.5%)
<i>Age</i>			
10	81 (1.8%)	14 (0.5%)	9 (0.3%)
11	754 (16.5%)	437 (14.1%)	327 (10.0%)
12	43 (0.9%)	547 (17.7%)	522 (16.0%)
13	583 (12.8%)	412 (13.3%)	480 (14.7%)
14	667 (14.6%)	466 (15.1%)	462 (14.1%)
15	518 (11.4%)	355 (11.5%)	454 (13.9%)
16	478 (10.5%)	314 (10.2%)	356 (10.9%)
17	482 (10.6%)	281 (9.1%)	310 (9.5%)
18+	176 (3.9%)	143 (4.6%)	248 (7.6%)
<i>Grade</i>			
6	869 (19.0%)	522 (16.9%)	618 (18.9%)
7	700 (15.3%)	560 (18.1%)	480 (14.7%)
8	551 (12.1%)	407 (13.2%)	498 (15.2%)
9	738 (16.2%)	501 (16.2%)	488 (14.9%)
10	509 (11.2%)	347 (11.2%)	430 (13.1%)
11	455 (10.0%)	306 (9.9%)	245 (7.5%)
12	522 (11.4%)	274 (8.9%)	335 (10.2%)
<i>Race/Ethnicity</i>			
White	636 (13.9%)	426 (13.9%)	474 (14.5%)
Black	1,533 (33.6%)	1,009 (32.6%)	1,171 (35.8%)
Hispanic	417 (9.1%)	267 (8.6%)	304 (9.3%)
Native American	115 (2.5%)	88 (2.8%)	74 (2.3%)
Asian	372 (8.2%)	264 (8.5%)	258 (7.9%)
Bi-/Multi-racial	746 (16.3%)	503 (16.3%)	376 (11.5%)
Other	480 (10.5%)	347 (11.2%)	346 (10.6%)
<i>Transportation</i>			
Walk	724 (15.9%)	458 (14.8%)	421 (12.9%)
Bicycle	34 (0.7%)	18 (0.6%)	19 (0.6%)
Car	846 (18.5%)	585 (18.9%)	672 (20.5%)
School Bus	1,501 (32.9%)	1,050 (34.0%)	1,065 (32.5%)
Public Transportation	524 (11.5%)	336 (10.9%)	354 (10.8%)
Other	47 (1.0%)	47 (1.5%)	50 (1.5%)

NOTE: Results presented as raw counts with frequency percentages in parentheses. Frequency percentages are based on the total number of surveys collected at each time and may not round to 100.0% due to missing data.

Across all three time points collectively, the majority of respondents were in sixth grade, followed by seventh and ninth grades respectively. Eleventh grade had the fewest total respondents among those who indicated their education level.

Collectively, the majority of respondents identified as Black / African American. Biracial / multiracial was the next most common category identified, followed by White. Students identifying as Native American were the least common.

Finally, respondents were asked how they commuted to their school. Transportation by school bus was the most common option selected, followed by use of a car (either self-driven or driven by someone else) and walking. Riding a bicycle to school was the least common mode of transportation for the respondents.

### Results: Feelings of Safety and Preparedness

Students first were asked to indicate their level agreement with a series of statements related to feeling safe at various locations within their school building. Responses were indicated on a Likert scale with categories ranging from Strongly Disagree (1) to Strongly Agree (5), meaning that higher mean scores indicate greater agreement with the statements. Analyses of variance (ANOVAs) were computed for each question with Scheffé’s post hoc analyses used to determine which groups specifically differed from one another. The results of these tests are presented in Table 3.

Table 3. Means of Student Perceptions of School Safety by Time with Post Hoc Analyses

Statement	T1	T2	T3	F	Post hoc analyses (Scheffé)
I feel safe at my school.	3.50	3.47	3.41	6.708***	T3 < T1
I feel safe in my classroom(s).	3.75	3.68	3.65	9.782***	T3 < T1
I feel safe in the cafeteria.	3.43	3.38	3.26	19.809***	T3 < T1, T3 < T2
I feel safe in the hallways.	3.32	3.30	3.23	5.012**	T3 < T1

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.  
\*p < .05, \*\*p < .01, \*\*\*p < .001.

As the findings indicate, the differences in means across all three time points were significant for each statement. Thus, at each survey point, respondents differed significantly in their feelings of safety within various areas of their schools. Looking at the Scheffé post hoc analyses, the findings indicate that, more specifically, respondents at the post-training survey (following the second lockdown drill) were significantly less likely to express feeling safe at their school and in classrooms,

cafeterias, and the hallways than those students at the first survey point (the pre-test). Additionally, the respondents at the third survey point also reported feeling significantly less safe in the cafeteria than those students who were surveyed following the initial lockdown drill. While it is impossible to say for certain, it is possible that the continued drilling over the course of the school year served to highlight perceived vulnerabilities by the students, leading them to express feeling significantly less safe at school and within the buildings at the end of the project as compared to the beginning.

Two additional questions, also measured on a Likert scale ranging from Strongly Disagree to Strongly Agree, related to general feelings of preparedness were asked of respondents. As indicated in Table 4, respondents averaged higher levels of agreement to the statement "I know what to do in an emergency," indicating that they generally felt prepared at their school. The ANOVA was not significant, meaning that the groups did not vary considerably based on time. Conversely, when asked to rate their agreement about whether their teachers were able to protect them, the groups did significantly differ based on the ANOVA. No conclusion, however, could be drawn about which groups differed from one another based on the post hoc analysis for this statement.

Table 4. Means of Student Perceptions of Preparedness by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I know what to do in an emergency.	4.13	4.11	4.14	.602	
My teacher(s) know how to protect me.	3.40	3.39	3.46	3.404*	

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.

\*p < .05, \*\*p < .01, \*\*\*p < .001.

Table 5. Means of Student Familiarity with SRP-X Annexes by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I know what to do during a lockout.	3.54	3.69	4.04	26.352***	T1 < T3, T1 < T2, T2 < T3
I know what to do during a lockdown.	4.11	4.16	4.27	5.723**	T1 < T3, T1 < T2, T2 < T3
I know what to do if told to evacuate.	4.08	4.07	4.15	157.673***	T1 < T3, T2 < T3
I know what to do if told to shelter.	3.65	3.75	3.94	57.556***	T1 < T3, T1 < T2, T2 < T3
I know what to do if told to hold.	3.89	3.98	4.14	48.368***	T1 < T3, T1 < T2, T2 < T3

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.

\*p < .05, \*\*p < .01, \*\*\*p < .001.

Respondents also were asked to rate their agreement, along a Likert scale, regarding their familiarity with SRP-X’s five emergency scenarios. As indicated in Table 5, for each scenario – Lockout, Lockdown, Evacuate, Shelter, and Hold – the mean responses differed significantly based on when the survey was taken. More specifically, across all five categories, respondents expressed greater familiarity with knowing the protocol at the final survey time than at either the pre-test (Time 1) or following the first drill but prior to training (Time 2). This indicates that the training is specifically responsible for increasing awareness of the district’s emergency response plan. Significant differences also were identified between the first and second survey points for each scenario except evacuation, but the cause is less readily identifiable.

Finally, respondents were asked to rate their agreement to a series of statements regarding violence in their school. Their responses, again recorded on Likert scales, are presented in Table 6. As the findings indicate, the respondent groups did not vary significantly across the majority of the questions based on the time at which they took the survey. In fact, only one statement – that respondents stayed home at least one day during the school year out of fear of harm – was found to differ significantly by group based on the ANOVA and, given the low mean score, were likely to actually express disagreement with such a statement. Specifically, those individuals who took the initial survey had a lower mean score than respondents in both of the other groups, indicating that they actually expressed greater disagreement with such a sentiment.

Table 6. Means of Student Perceptions of Violence at School by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I am afraid someone will harm me at school.	2.36	2.37	2.32	1.485	
I am afraid someone will harm me on my way to school and/or on the way home.	2.30	2.28	2.26	1.014	
I avoid at least one class because someone might attack or harm me.	1.73	1.73	1.71	.413	
I have stayed home at least one day because someone may attack or harm me.	1.62	1.69	1.69	6.304**	T1 < T2, T1 < T3
I think a school shooting could happen at my school.	2.85	2.85	2.78	2.839	

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.

\*p < .05, \*\*p < .01, \*\*\*p < .001.

## FACULTY AND STAFF SURVEYS

Internet surveys (see Appendix B for a copy) were distributed to school-level faculty and staff, including administrators, using the Survey Monkey platform. Like the students, these individuals were surveyed at three different points: prior to the start of the project, after the first drill, and following the training and second drill. A list of district email addresses for each person was received from DPS. Personalized emails were sent to each recipient notifying them of the release of the survey, with follow-up reminders sent weekly to any individual who had not yet completed their survey.<sup>1</sup> Each survey was open for a total of three full weeks.

Survey invitations were sent to 3,221 potential recipients on September 17, 2018 (Time 1), November 13, 2018 (Time 2), and April 29, 2019 (Time 3). The distribution of responses by position and time is reported in Table 7. The response rates varied by time but remained close, averaging just over 31%.

Table 7. Distribution of Faculty and Staff Responses by Position Type and Time

<b>BUILDING LEVEL</b>	<b>T1 (PRE-TEST)</b>	<b>T2 (POST-DRILL)</b>	<b>T3 (POST-TRAINING)</b>
Invitations Sent	3,221	3,221	3,221
Surveys Received	999	990	1,011
<b>Response Rate</b>	<b>31.0%</b>	<b>30.7%</b>	<b>31.4%</b>

### Respondent Snapshot

Collectively across the three time points, a total of 3,000 surveys were returned completed by school-based faculty, staff, and administrators. A breakdown of the demographics of the respondents at each time point is presented in Table 8. As with the student survey, each time's sample is treated as independent due to the researchers' inability to match answers by respondent as a result of the anonymous nature of the instrument. Additionally, missing data also are present for each demographic item (ranging from 3.8% to 12.6%) as question response was voluntary, meaning that individuals could choose not to answer a question.

At all three survey points, more females completed the surveys than males, nearly three to one. Respondents ranged in age from 19 to 83. The mean age of respondents at all three time points was approximately 44 years old and the groups did not significantly differ according to the ANOVA test performed. Further, more than 7 out of 10 respondents at each survey point identified as White.

<sup>1</sup> Though the surveys were anonymous (including that no IP addresses were tracked nor identifying information collected from recipients), Survey Monkey generates unique links for each recipient when the initial invitation is sent. The platform then is able to track click-through completion rates based on that link and generate the reminders, despite that the researchers do not have access to it.

Table 8. Distribution of Demographic Characteristics of Faculty and Staff Respondents

	<b>T1 (PRE-TEST)</b> <b>N = 999</b>	<b>T2 (POST-DRILL)</b> <b>N = 990</b>	<b>T3 (POST-TRAINING)</b> <b>N = 1,011</b>
<i>Sex</i>			
Male	234 (23.4%)	242 (24.4%)	221 (21.9%)
Female	732 (73.3%)	715 (72.2%)	741 (73.3%)
<i>Age Range</i>			
Under 30	119 (11.9%)	108 (10.9%)	93 (9.2%)
30-39	195 (19.5%)	220 (22.2%)	203 (20.1%)
40-49	267 (26.7%)	263 (26.6%)	267 (26.4%)
50-59	227 (22.7%)	224 (22.6%)	228 (22.6%)
60 and Older	63 (6.3%)	67 (6.8%)	74 (7.3%)
<i>Race/Ethnicity</i>			
White	736 (73.7%)	738 (74.5%)	727 (71.9%)
Black	95 (9.5%)	103 (10.4%)	101 (10.0%)
Hispanic	44 (4.4%)	38 (3.8%)	41 (4.1%)
Native American	7 (0.7%)	7 (0.7%)	6 (0.6%)
Asian	5 (0.5%)	6 (0.6%)	10 (0.1%)
Bi-/Multi-racial	24 (2.4%)	22 (2.2%)	24 (2.4%)
Other	26 (2.6%)	22 (2.2%)	18 (1.8%)
<i>Position</i>			
Faculty	452 (45.2%)	428 (43.2%)	437 (43.2%)
Staff	461 (46.1%)	416 (42.0%)	410 (40.6%)
Administration	43 (4.3%)	52 (5.3%)	43 (4.3%)
Other	6 (0.6%)	62 (6.3%)	67 (6.6%)
<i>Years Employed at SCSD</i>			
Less than 5	256 (25.6%)	257 (26.0%)	226 (22.4%)
5-9 Years	100 (10.0%)	121 (12.2%)	133 (13.2%)
10-14 Years	151 (15.1%)	158 (16.0%)	144 (14.2%)
15-19 Years	164 (16.4%)	152 (15.4%)	162 (16.0%)
20-24 Years	109 (10.9%)	108 (10.9%)	128 (12.7%)
25-29 Years	71 (7.1%)	72 (7.3%)	59 (5.8%)
30+ Years	51 (5.1%)	48 (4.8%)	52 (5.1%)

NOTE: Results presented as raw counts with frequency percentages in parentheses. Frequency percentages are based on the total number of surveys collected at each time and may not round to 100.0% due to missing data.

Approximately the same number of individuals identifying as either faculty or staff members completed the survey at each interval. Just under 5% of respondents, on average, identified as administrators. Finally, respondents were asked to report the number of years they have worked for SCSD. Responses ranged from 1 year (or being within the first year) to 46 years. Respondents

averaged approximately 13 years of employment with the district, a figure that did not vary significantly based upon the survey time.

**Results: Feelings of Safety and Preparedness**

Respondents first were asked to indicate their level agreement with a series of statements related to feeling safe at various locations within their school building and their perception that their school is safe. Akin to the student surveys, responses to each statement were indicated on a Likert scale, with categories ranging from Strongly Disagree (1) to Strongly Agree (5). Thus, higher mean scores indicate greater agreement with the statements. ANOVAs again were computed for each question with Scheffé’s post hoc analyses used to determine which groups specifically differed from one another. The results of these tests are presented in Table 9.

As the results indicate, the groups did not vary significantly in their opinions about safety at their schools in most of the contexts presented. Feeling safe on the external school grounds was the only item to show a statistically significant difference in the ANOVA tests. In assessing the post hoc analysis more specifically, it shows that respondents at the second survey point (after the first lockdown drill but prior to any training) indicated less agreement with this statement than those surveyed after the training and second lockdown drill were completed.

Table 9. Means of Faculty and Staff Perceptions of School Safety by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I feel safe at my school.	3.80	3.82	3.84	.348	
I feel safe in my classroom(s).	3.94	3.95	3.97	.270	
I feel safe in the hallways.	3.77	3.76	3.76	.082	
I feel safe outside on the school grounds.	3.53	3.48	3.60	3.614*	T2 < T3
Overall, I feel this school is a safe school.	3.79	3.76	3.80	.397	

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.  
 \*p < .05, \*\*p < .01, \*\*\*p < .001.

A panel of additional questions, also measured on a Likert scale ranging from Strongly Disagree to Strongly Agree, were asked of respondents that related to general feelings of preparedness (Table 10). As indicated, respondents were significantly more likely to express that they know what to do in

an emergency, were aware of their school’s threat assessment protocols, and had received adequate training on the schools’ active shooter and emergency response plans following the training sessions and second lockdown drill as compared to both the start of the project and first lockdown exercise. At the third survey point, respondents also were significantly more likely than those at the second, following the initial lockdown, to agree that they knew where to report a threat of violence.

Table 10. Means of Faculty and Staff Perceptions of Preparedness by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I know what to do in an emergency.	4.07	4.09	4.20	7.909***	T1 < T3, T2 < T3
I am aware of my school’s threat assessment protocols.	3.33	3.23	3.48	9.445***	T1 < T3, T2 < T3
I know where to report a threat of violence.	4.07	4.00	4.13	5.826**	T2 < T3
I have received adequate training on my school’s active shooter plan.	3.23	3.23	3.57	27.573***	T1 < T3, T2 < T3
I have received adequate training on my school’s emergency response plan.	3.37	3.34	3.68	30.241***	T1 < T3, T2 < T3

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.  
 \*p < .05, \*\*p < .01, \*\*\*p < .001.

Table 11. Means of Faculty and Staff Familiarity with SRP-X Annexes by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I know what to do during a lockout.	3.85	3.91	4.23	43.167***	T1 < T3, T2 < T3
I know what to do during a lockdown.	4.23	4.27	4.36	8.674***	T1 < T3, T2 < T3
I know what to do if told to evacuate.	4.08	4.06	4.21	8.038***	T1 < T3, T2 < T3
I know what to do if told to shelter.	4.05	4.04	4.23	14.895***	T1 < T3, T2 < T3
I know what to do if told to hold.	4.02	4.03	4.27	24.335***	T1 < T3, T2 < T3

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.  
 \*p < .05, \*\*p < .01, \*\*\*p < .001.

As with the students, faculty and staff respondents were asked to rate their agreement regarding their familiarity with SRP-X's five emergency scenarios. Their responses were recorded along a Likert scale ranging from Strongly Disagree to Strongly Agree. As reported in Table 11, the mean responses for each scenario – Lockout, Lockdown, Evacuate, Shelter, and Hold – differed significantly based on when the survey was taken. More specifically, across all five categories, respondents expressed greater familiarity with knowing the protocol at the final survey time than at either the pre-test (Time 1) or following the first drill but prior to training (Time 2). This again suggests that the increasing awareness of the district's emergency response plan and preparing school-based personnel for these key emergency situations can be attributed to the training sessions, given that all other actions (e.g., surveying, drills) remained constant prior to this final inquiry.

Table 12. Means of Faculty and Staff Perceptions of School Violence by Time with Post Hoc Analyses

<b>Statement</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>F</b>	<b>Post hoc analyses (Scheffé)</b>
I am afraid someone will harm me at school.	2.21	2.22	2.19	.204	
I am afraid someone will harm me on my way to school and/or on the way home.	2.09	2.13	2.01	4.961**	T3 < T2
I am afraid someone will harm my students at school.	2.52	2.55	2.52	.258	
I am afraid someone will harm my students on the way to school and/or on the way home.	2.93	2.98	2.90	1.429	
I think a school shooting could happen at my school.	2.87	2.93	2.82	2.697	

NOTE: T1 = Pre-Test Survey; T2 = Post-Drill Survey; T3 = Post-Training/Drill Survey.

\*p < .05, \*\*p < .01, \*\*\*p < .001.

Finally, respondents were asked to rate their agreement to a series of statements regarding violence in their school. Their responses, presented in Table 12, were again recorded on Likert scales. As reported, respondents did not differ significantly in their perceptions of fearing for themselves or their students being harmed at school (and, for the students, being harmed while commuting to campus) or that a school shooting could happen at their institution based on when they completed their surveys. Further, given the low mean scores, respondents typically disagreed, on average, that they were fearful of these situations or that such an incident was possible. Only one statement was found to have significant differences in the mean response scores based on the timing of the survey.

Specifically, respondents who completed the survey at the final point (post-training and second lockdown drill) were less likely to agree that someone would harm them while commuting to or from school as compared to those who completed it following the first lockdown drill.

## LOCKDOWN DRILLS

Lockdown drills were conducted at two different points during the course of the project. The initial drills were conducted in the schools between Monday, October 22, 2018 and Friday, November 9, 2018. The post-training drills were conducted between Monday, March 11, 2019 and Friday, March 29, 2019.<sup>2</sup>

Accompanied by members of SCSD's DPS and with the assistance of the schools' sentries, the SUNY Oswego research team made unannounced visits to each of the schools. A script was provided to the principal or administrator in charge and they were asked to read it over the loudspeaker to initiate the drill. The drill call for the initial lockdown was as follows:

*We are in a lockdown. This is a drill.  
We are in a lockdown. This is a drill.*

At the second lockdown drill, the call, adjusted to accommodate the language of SRP-X provided during the trainings, was as follows:

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

Once the lockdown drill was initiated, members of the SUNY Oswego research team, accompanied by members of the SCSD security department (including members of DPS and each building's sentries) assessed each room based on the following criteria:

1. Was the door locked?
2. Were the lights in the room off?
3. Were the room's occupants out of the line of sight of the researchers from the hallway (e.g., could they be seen through the classroom window and/or heard by the researchers)?
4. When the door was knocked on, did anyone respond?

As each room was checked, occupants were notified that their room had been cleared and were asked to continue to remain in lockdown until a further announcement was made. Once all of the rooms were checked, the principal / administrator in charge was asked to read a short debrief script to let the school community know why the researchers were there and what to expect if the lockdown had been a real-world situation rather than a drill:

*What you just participated in was a lockdown drill. This drill is to help you be prepared in case there is a real emergency so that you know what to do to stay safe. For the next couple of minutes,*

---

<sup>2</sup> For a list of the final drill schedules for each set of lockdowns, please see Appendix C. Lockdown drills were not conducted at alternative locations (e.g., Johnson Center, CORE) or UPK programs.

*talk within your classrooms and with your teachers about any questions that you might have or ideas you can share to help keep yourself, your teacher, and your classmates safe.*

Schools then were asked to provide a brief, two-minute break for these discussions to take place before concluding the lockdown drill and resuming regularly scheduled activities. The research team remained on site for any further questions and also addressed concerns by email.

The following summary of findings presents the data collected as an aggregate for the full district as well as disaggregated by school level (e.g., elementary, Pre-K to 8, middle, and high school). Reports for each individual school for both lockdown drills can be found in Appendix D.

During the course of the first lockdown drill, a total of 1,860 rooms were checked across 30 school buildings. Of these, 398 (or 21.4%) were deemed to be vacant by the research team. At the second set of drills, 485 (or 26.0%) of 1,868 checked rooms also were vacant. The following summary statistics are based upon the proportion of rooms that were occupied and provide a comparison of results between the first and second set of lockdown drills conducted (see also Appendix E).

### Drill Check Statistics

As noted, each of the rooms checked was assessed across four criteria. The first of these was whether the doors were locked, thereby blocking easy access to the location. During the first lockdown drill, 1,254 (85.8%) of the 1,462 occupied rooms were found to have their doors locked. At the second set

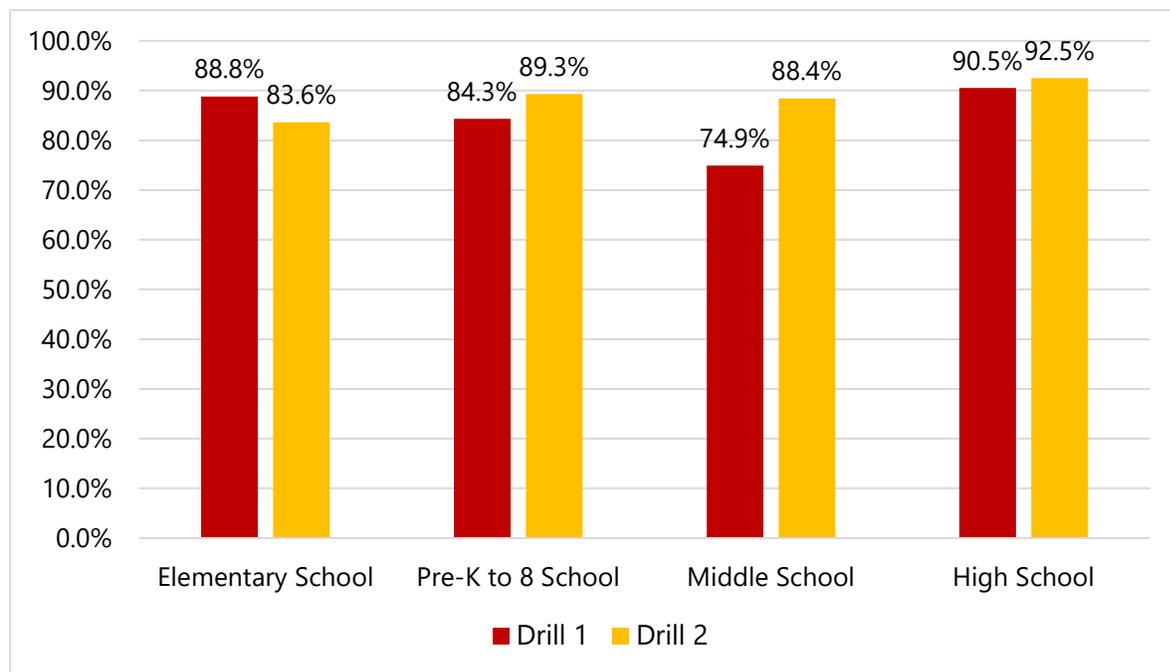


Figure 3. Distribution of Proportion of Occupied Rooms with Locked Doors by School Level

of drills, this total increased nearly 2% with 1,210 (87.5%) of the 1,383 occupied rooms having their doors locked. The distribution of the proportion of locked doors by school level and time is presented in Figure 3.

While three out of the four groups increased in their effectiveness in locking doors during the drill since the first assessment, elementary schools dropped slightly in this category. One potential explanation for this change is that during the first round of lockdown drills, the lead researcher observed that at many of the elementary schools, administrators ran ahead of the research team to secure the rooms. During the second drill, however, they were specifically asked not to do so in order for the research team to be able to assess at face value how well the training took.

For many (not all) schools, this drop may suggest a reliance by the teachers on the administrators to secure the doors for them. Conversations were had with administrators at the building level about this possibility, and they were encouraged to reinforce with their staff the need to perform all steps in the lockdown protocol without the assistance of administration as they may not always be available. Another possible explanation is the presence of substitute teachers or teaching assistants who may not have the necessary key to secure the room. Where this is the case, alternate procedures (e.g., barricading the door with furniture) should be discussed.

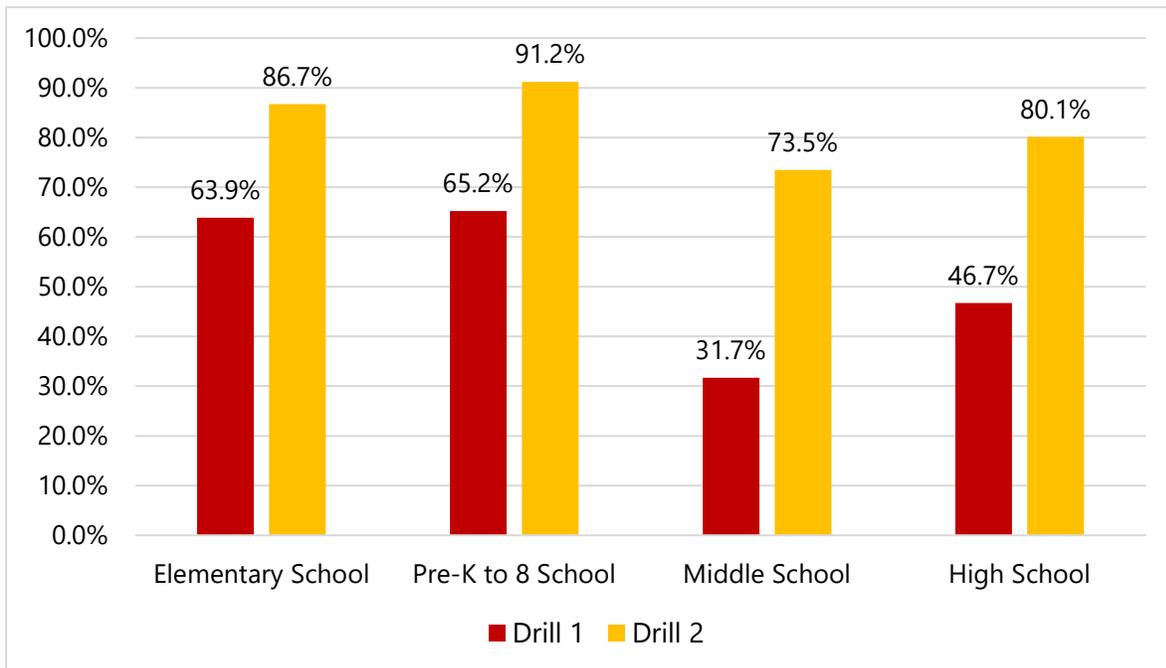


Figure 4. Distribution of Proportion of Occupied Rooms with Lights Off by School Level

The second criteria assessed was whether the light in the room was left on during the drill. In order to help reduce the visibility for any threat outside the room and conceal occupants within it, lights

should always be turned off during lockdown. It was found that, collectively during the second set of drills, 1,162 rooms (84.0% of those occupied) had turned their lights off, up from 54.9% at the first check (an improvement of 29.1% of rooms). The distribution of the proportion of rooms with their lights off by school level is presented in Figure 4. As depicted, all school levels showed considerable improvement (with increases ranging from 22.8% to 41.8%) over the first round of drills. The middle school level, which had the lowest proportion of rooms with their lights off during the first drills, subsequently displayed the greatest gain in this area in the second assessment.

The third criteria examined was whether occupants inside the room were “out of sight” of the research team. Specifically, a visual sweep was conducted of each room through the corridor window to determine whether any occupants could be seen. Additionally, the research team listened to determine if any noise that would alert someone of the room occupants could be heard.

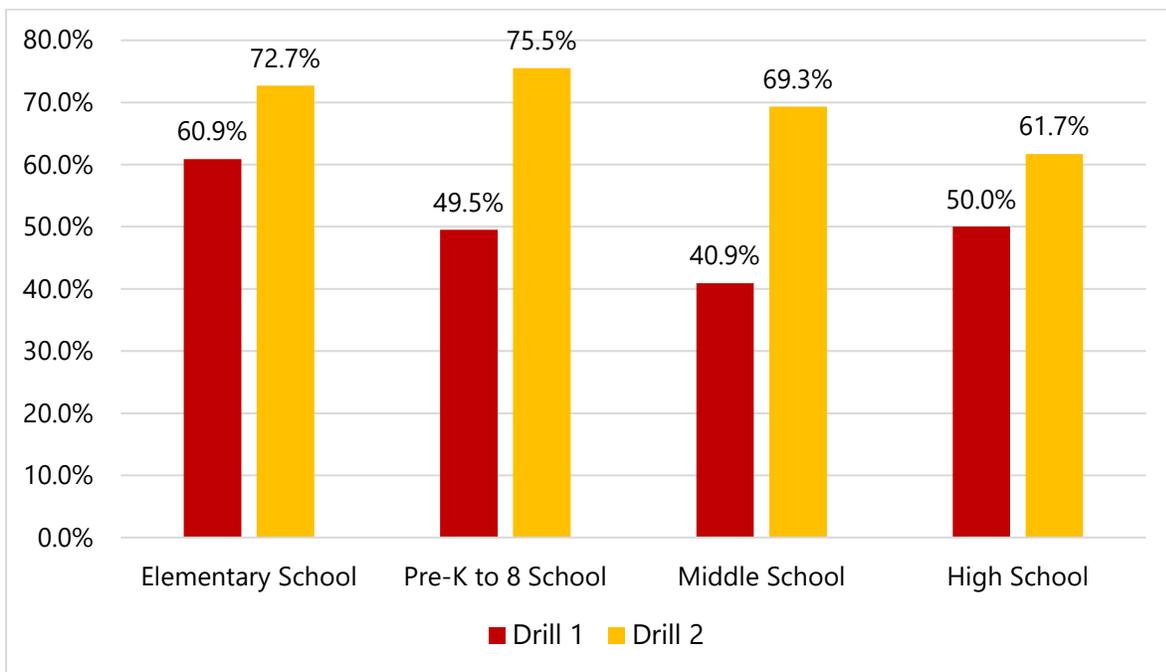


Figure 5. Distribution of Proportion of Occupied Rooms with Occupants Out of Sight by School Level

Collectively, 970 rooms, representing 70.1% of those occupied (an increase of 17.3%), were “out of sight” of the research team during the second lockdown drill. The distribution of the proportion of rooms with occupants out of sight by school level is presented in Figure 5. Improvements in this area ranged from 11.7% to 28.4% since the first drill. As with the lights check, the middle school level, which was the lowest at the first check, showed the greatest gains during the second drill.

Finally, the research team assessed whether occupants within each room would respond to a door knock. In lockdown drills, it is important not to respond to door knocks as it could be an assailant attempting to draw occupants into harm’s way. When tested during the second set of lockdown

drills, 129 rooms (or 9.3% of those occupied, down from 34.7%) responded to the door knock, either by opening the door and meeting with the research team or yelling through the door to communicate with them.

The distribution of the proportion of rooms who responded to the door knock test by school level is presented in Figure 6. In this instance, the decrease from the first drill to the second drill is favorable, showing that fewer rooms were responding to the door knocks and thereby showing a greater avoidance of this vulnerability. The recorded change between drills ranged from 19.4% to 39%, with middle schools again exhibiting the greatest improvement. This level also had the highest proportion of answered doors during the first drill check.

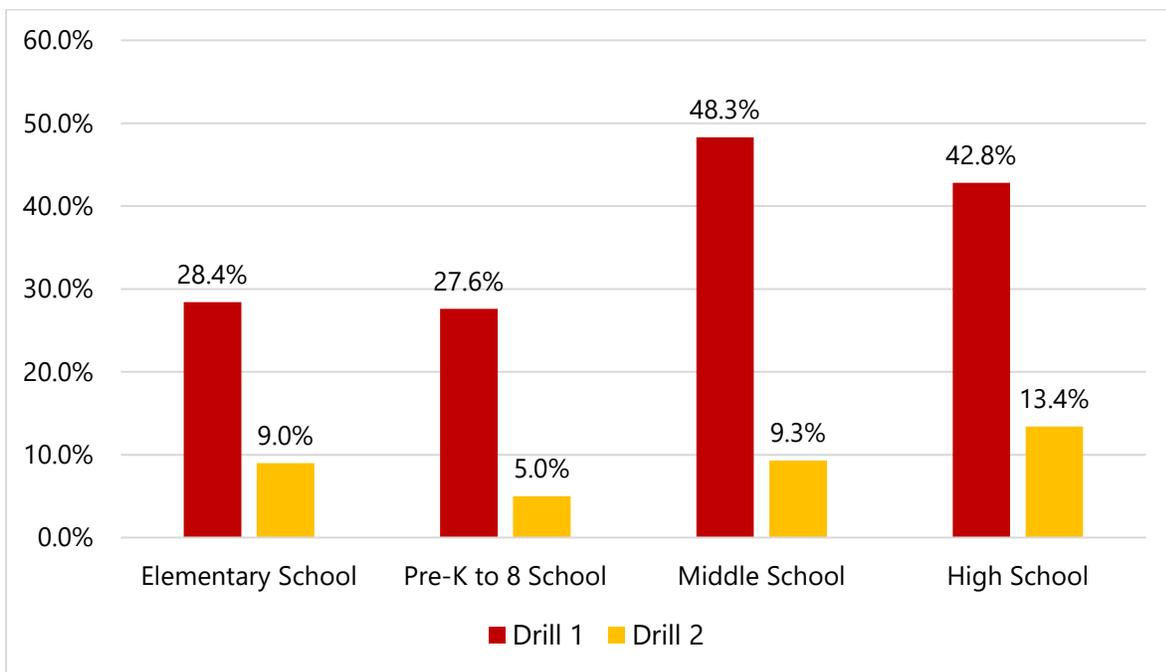


Figure 6. Distribution of Proportion of Occupied Rooms Who Answered Door Knock by School Level

### Combined Drill Check Statistics

After each of the criteria were examined separately, they then were aggregated to determine what proportion of rooms scored perfect checks – that is, how many rooms had their doors locked, their lights off, their room occupants were out of sight of the research team, and they did not respond to the door knock. Similarly, the proportions of rooms that met one, two, or three of the criteria (or none, as it were) also were calculated. The distribution of the proportion of the combined room check scores for the district at large is presented in Figure 7.

As the results indicate, more than 5 out of every 10 rooms scored perfect checks during the second lockdown drill, meaning that they met all four of the criteria assessed. This is just more than double the rooms with perfect checks at the first drill series. More than one in every four rooms met three of the criteria, an increase of nearly 5% over the first round of drills. Further, while 48.7% of rooms checked met two or fewer criteria during the first assessment, this figure decreased to just 16.3% at the second round of drills.

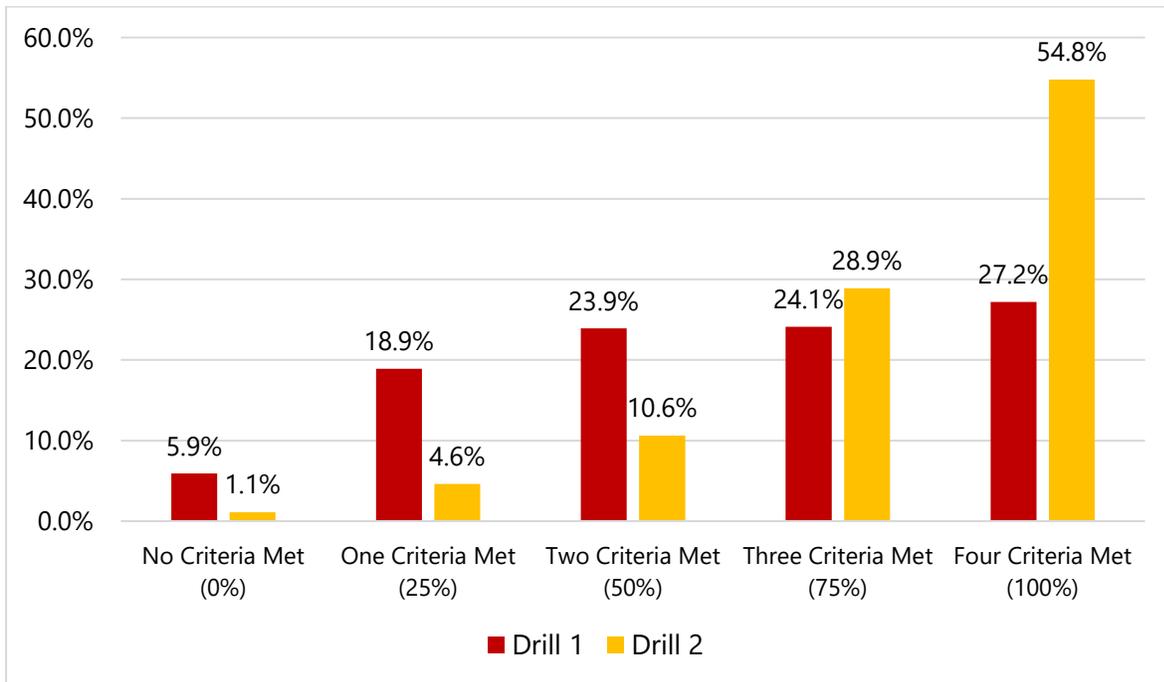


Figure 7. Distribution of Proportion of Rooms and Number of Criteria Met Districtwide

Figure 8 displays the proportion of rooms and number of criteria met districtwide by school level for the first drill. As illustrated, both elementary and Pre-K to 8 schools were most likely to achieve perfect scores or meet three out of the four criteria. Conversely, approximately half of the middle school rooms checked either met just one criteria or none at all. High school rooms were most likely to meet half of the criteria assessed.

Figure 9 replicates this distribution using the data collected during the second drill. As illustrated, all four school levels were most likely to achieve perfect checks by meeting all four criteria. This differs from the first round of drills where only two of the four levels achieved this. Moreover, the proportion of schools meeting three or more criteria ranged from 78.1% to 88.9%, a considerable increase over the earlier drill checks. For all school levels, fewer than 2% of rooms checked at each met none of the criteria during the second drills.

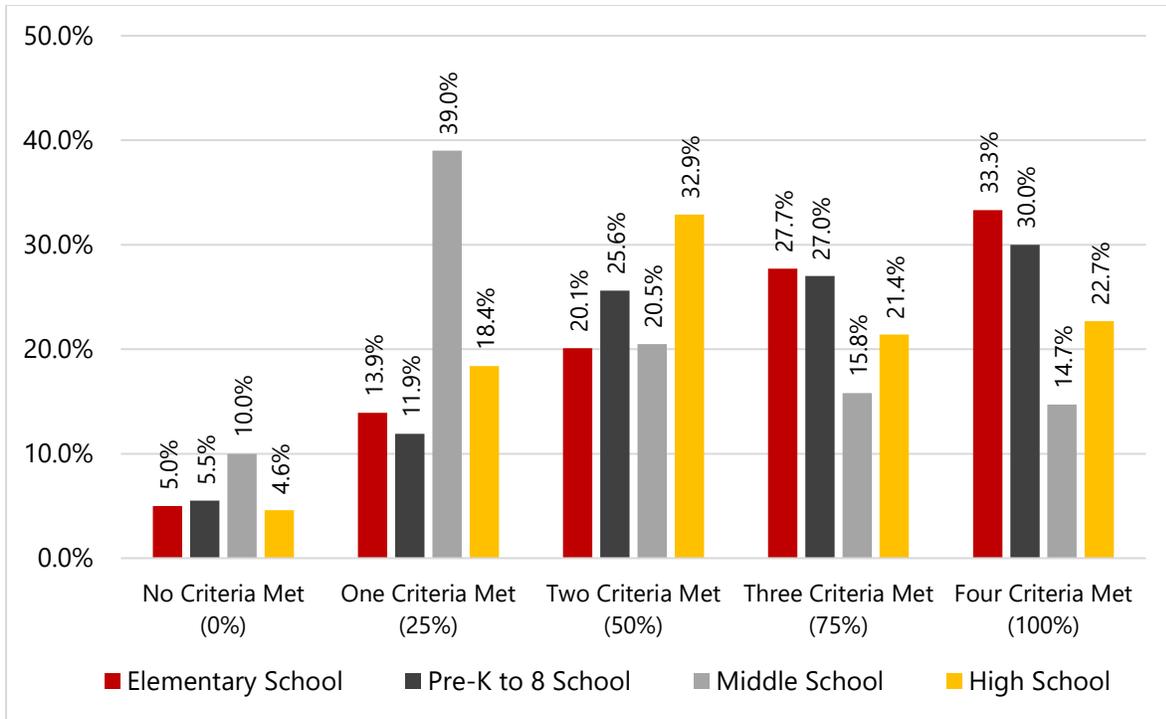


Figure 8. Distribution of Proportion of Rooms and Number of Criteria Met by School Level (Drill 1)

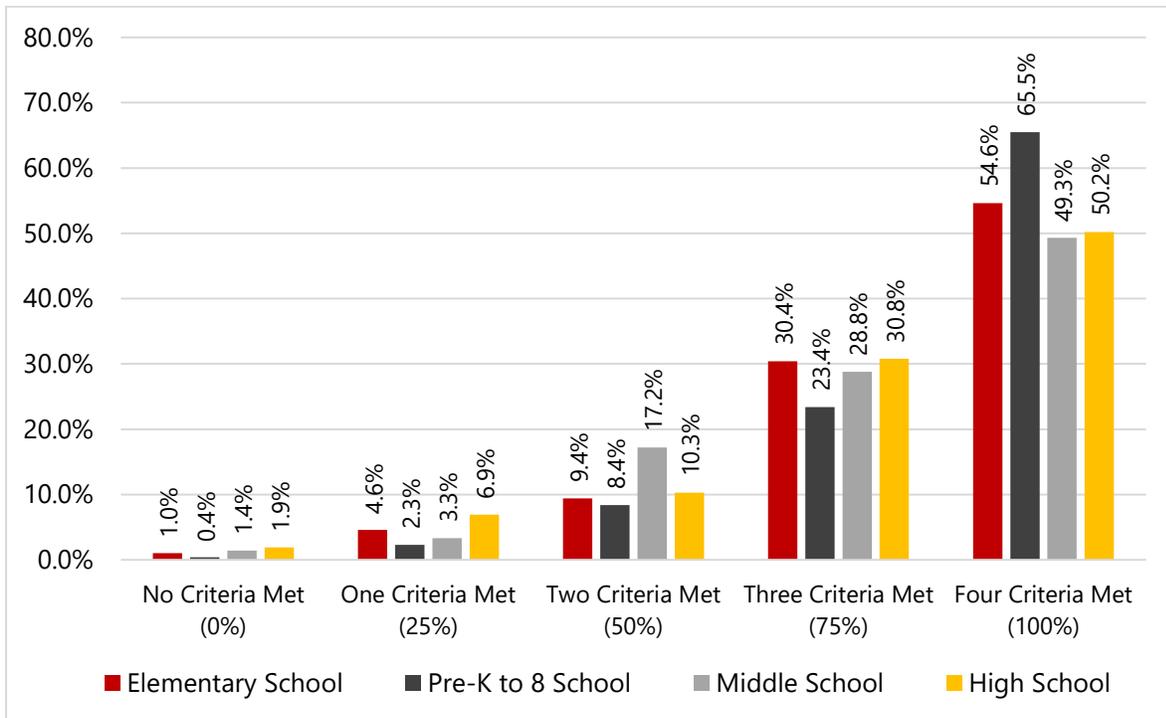


Figure 9. Distribution of Proportion of Rooms and Number of Criteria Met by School Level (Drill 2)

Figure 10 displays the proportion of rooms and number of criteria met districtwide by school during the first drill. In respect to which schools had the greatest proportion of perfect room checks, ITC had the most (69.8%), followed by Salem Hyde (67.7%), Ed Smith (56.6%), Franklin (49.1%), and Webster (48.7%). In regard to those rooms that met none of the criteria assessed, Grant had the greatest proportion of rooms (24.2%) that scored in this range, followed by Dr. King (16.4%), Blodgett (15.6%), Roberts (12.2%), and Nottingham (8.6%).

Finally, Figure 11 presents the same distribution as Figure 10 for the results of the second drill. Three of the schools who had the greatest proportion of room checks during the first drill – Ed Smith, Franklin, and ITC – were again in the top five. At the time of the second drill, Ed Smith had the greatest proportion of perfect room checks (80.8%), followed by Franklin (77.1%). ITC had 66.7% perfect checks at the second drill. The top five was rounded out by H.W. Smith (71.4%) and Huntington (71.2%). All five schools improved considerably since the first drills.

In regard to those rooms that met none of the criteria assessed, Grant again had the greatest proportion of rooms (5.5%) that scored in this range, followed by Dr. Weeks (3.9%), Salem Hyde (3.2%), Nottingham (3.1%), and ITC (2.8%), though it bears noting that these proportions are significantly lower than at the first lockdown drill. Appendix E provides the percent change in each of the four criteria by schools between the first and second lockdown drills, as well as the percent change in the number of criteria met between the two checks.

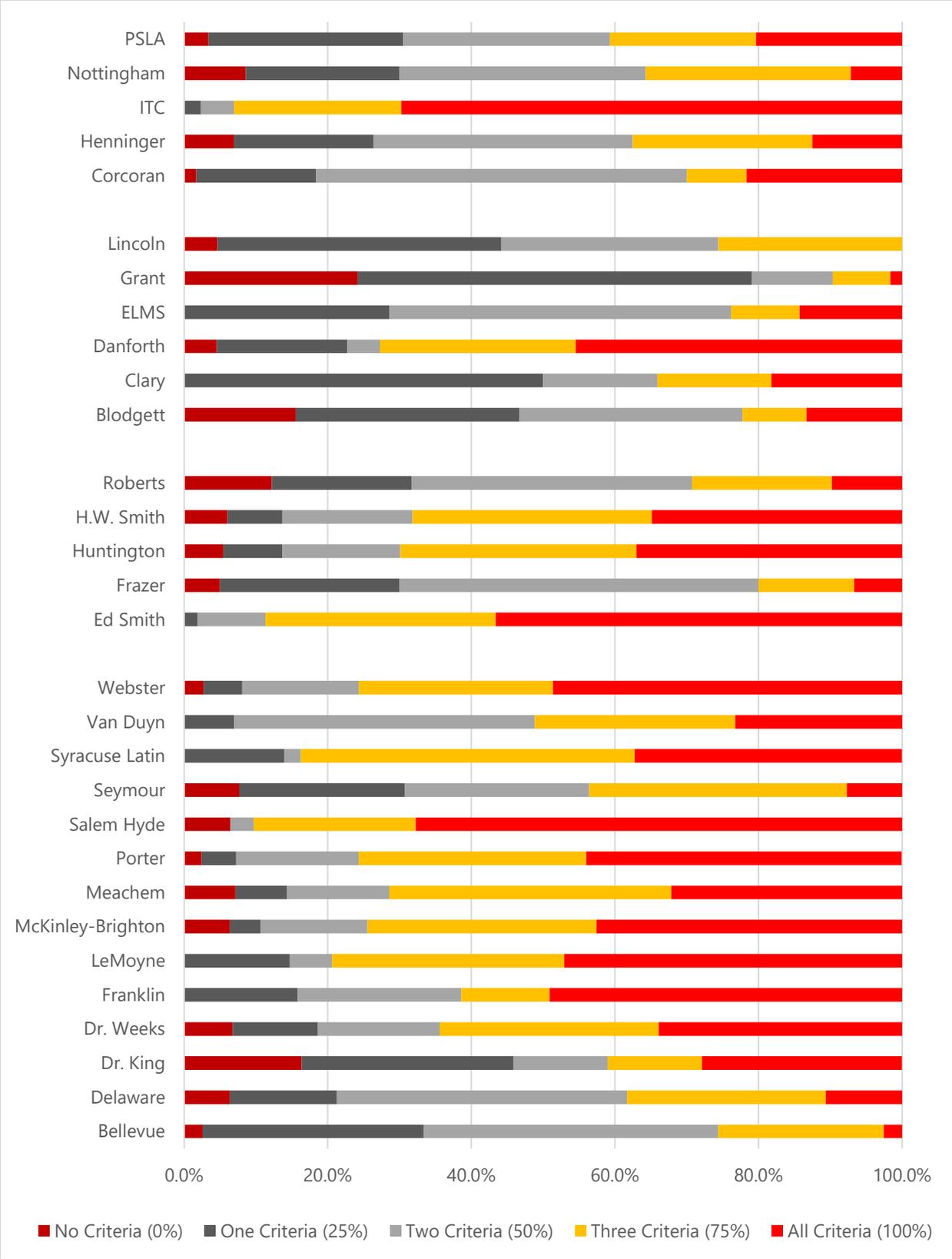


Figure 10. Distribution of Proportion of Rooms and Number of Criteria Met by School (Drill 1)

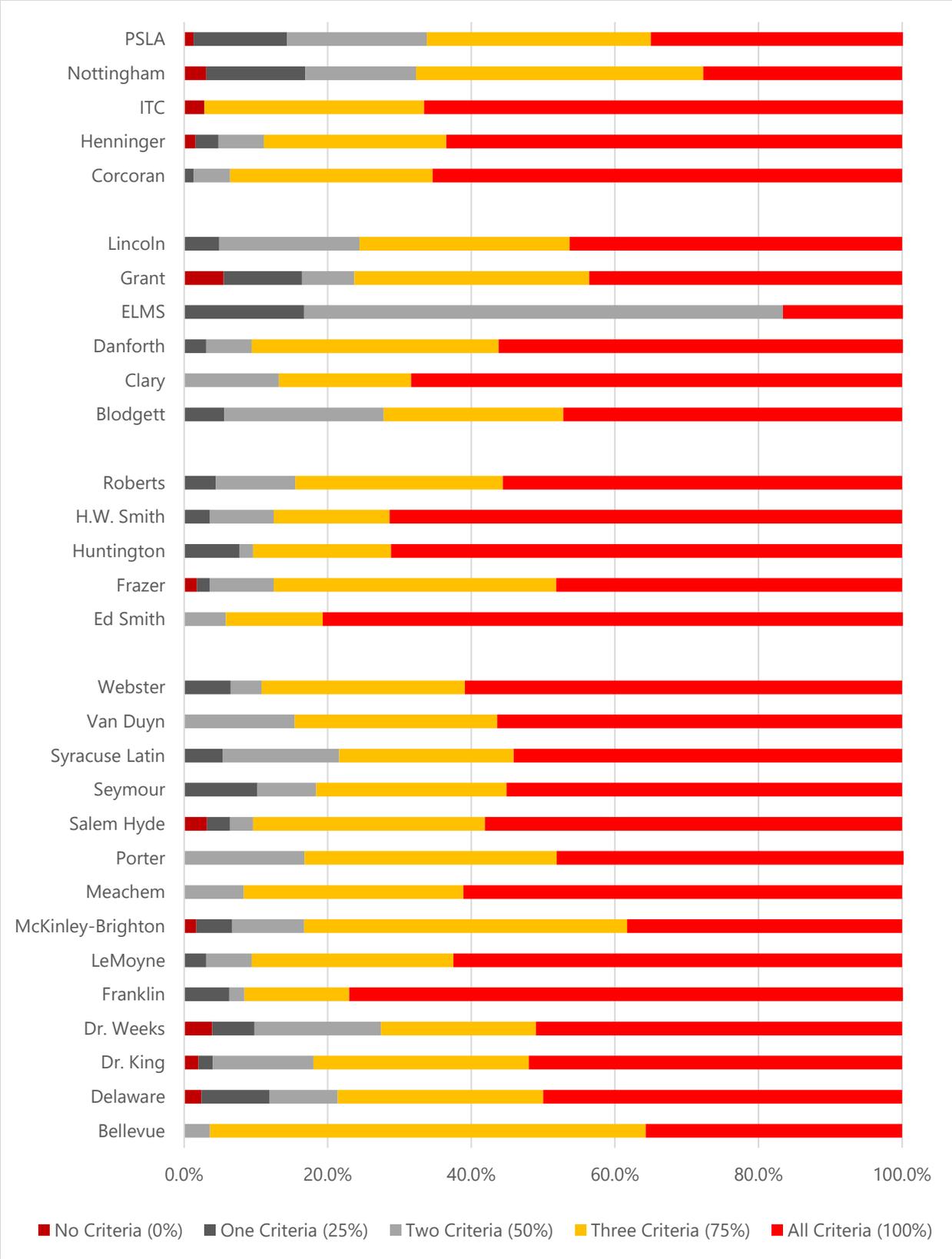


Figure 11. Distribution of Proportion of Rooms and Number of Criteria Met by School (Drill 2)

## RECOMMENDATIONS AND CONCLUSION

The implementation and testing of SRP-X in Syracuse City School District highlights important takeaways with regard to emergency response planning and preparation. Specifically, the survey results for both students and faculty / staff highlight the role of training in knowing how to respond to various types of emergency situations that may occur at their schools. Faculty and staff members also were more likely to indicate that they had been properly trained on their institution's emergency response plan following the SRP-X training than before it. This standardization will be crucial in ensuring uniform deployment in times of crisis. Thus, specifically relating back to the initial research question, SRP-X did increase feelings of preparedness for both students and faculty / staff (based on familiarity with the five functional annexes of the protocol); the program did not, however, appear to impact perceptions of safety at school.

The role of training was further underscored by examining the effectiveness – or, more specifically, the change in effectiveness between the two exercises – of lockdown drills. As the results of the drills indicate, there were considerable gains at all levels related both to the individual criteria pertaining to the lockdowns (locks, lights, out of sight, and refusing to answer door knocks) as well as in the proportion of criteria that were met during the checks. By standardizing the language used in conjunction with lockdown calls, schools are now able to meet the demands of these situations more effectively. This also ensures greater predictability during times of crisis.

Even with such gains, there remain identifiable areas for improvement. These include, but certainly are not limited to:

- 1) Working to achieve 100% door lock and lights off rates.
- 2) Identifying more spaces in classrooms and common areas to ensure people are out of sight.
- 3) Maintaining silence so that attention is not called to one's location during the drills.
- 4) Continuing to integrate staff within the school into drills in addition to students and faculty.
- 5) Conducting drills at inconvenient times, including lunch, bell changes, and start / end of day.
- 6) Reminding participants to remain in place until the all clear is given and the drill ends.

Using the SRP-X model and all available tools, schools in the district now should be better equipped to continue to work to improve the effectiveness of their lockdowns by building on the momentum they have generated since their initial training. Continuing to not only conduct drills but also assess them for effectiveness, identify areas of improvement, and hold conversations with all stakeholders is imperative to keeping SCSD schools safe.

In sum, there are several key takeaways for SCSD from this project. First, plain, standardized language is critical to emergency response planning and preparedness. Second, SRP-X provides important streamlining to this process by assigning tasks to all key stakeholders (e.g., students, faculty, staff), who then work together to improve the effectiveness of their responses. Moreover, while lockdown

effectiveness did improve between the two sets of drills, continued training and assessment is necessary to continue to foster a culture of preparedness.

Moving forward, schools must continue to train and practice using SRP-X. A train-the-trainer model is used with the program and the research team will be working with DPS to identify and train school-level drill teams to be able to continue this momentum. Further, while the focus of the present study was largely on lockdowns, the schools should continue to practice the other drills (e.g., Lockout, Evacuate, Shelter, Hold) to improve awareness and execution in times of crisis. It bears noting that, as indicated during training, fire drills are a specific extension of the Evacuation call; therefore, when these exercises occur, the SRP-X specific language for this annex should be used. Finally, SCSD should consider the adoption of the Standard Reunification Method (SRM) for after-action needs in the event that an emergency was to occur in the district.

## **APPENDIX A. STUDENT SURVEY**



## **SCHOOL SAFETY SURVEY**

### **Syracuse City School District Students**

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**We want to know what YOU think about your school. This is NOT a test.**

There are NO wrong answers. The information on this survey will help us understand what you think about your school and how safe you feel in it.

**YOUR answers are confidential.**

Your answers will be combined with other students. No one will know how you answered, including the researchers and your teachers. Please DO NOT write your name, school ID, or any other identifying information on this document.

**This survey is voluntary.**

You do NOT have to answer any question if you do not want to or do not feel comfortable, but we do hope that you will answer as many questions as you can.

You may keep this top page for your and your parents' records but please return the survey to the researchers. Questions about the project should be directed to the Principal Investigator, Dr. Jaclyn Schildkraut, SUNY Oswego (Jaclyn.Schildkraut@oswego.edu).

**PLEASE GO TO THE NEXT PAGE →**

## INSTRUCTIONS

Please read each question carefully and circle the **one** number or answer that most closely fits your opinion. We appreciate you taking the time to complete this survey.

---

### BEGIN YOUR SURVEY BELOW ↓

1. Please indicate how much you agree or disagree with the following statements about safety in your school:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I feel safe at my school.	1	2	3	4	5
b. I feel safe in my classroom(s).	1	2	3	4	5
c. I feel safe in the cafeteria / lunchroom.	1	2	3	4	5
d. I feel safe in the hallways.	1	2	3	4	5
e. My teacher(s) know how to protect me.	1	2	3	4	5
f. I know what to do in an emergency.	1	2	3	4	5

2. Please indicate how much you agree or disagree with the following statements about your school's emergency plan:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I know what to do during a <u>lockdown</u> .	1	2	3	4	5
b. I know what to do if I am told to <u>evacuate</u> .	1	2	3	4	5
c. I know what to do during a <u>lockout</u> .	1	2	3	4	5
d. I know what to do if I am told to <u>shelter in place</u> .	1	2	3	4	5
e. I know what to do if I am told to <u>hold in place</u> .	1	2	3	4	5

PLEASE GO TO THE NEXT PAGE →

**3. Please indicate how much you agree or disagree with the following statements about violence in your school:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I am afraid that someone will harm me at school.	1	2	3	4	5
b. I am afraid that someone will harm me on my way to school and/or on the way home.	1	2	3	4	5
c. I avoid at least one class because someone might attack or harm me.	1	2	3	4	5
d. I have stayed home at least one day because someone may attack or harm me.	1	2	3	4	5
e. I think a school shooting could happen at my school.	1	2	3	4	5

**4. Please indicate your knowledge regarding weapons and violence in your school:**

	<b>Yes</b>	<b>No</b>
a. I have heard of someone bringing a gun to school this year.	1	2
b. I have personally seen someone bring a gun to school this year.	1	2
c. I have seen someone bring a knife to school this year.	1	2
d. I have seen one or more physical fights at school this year.	1	2
e. I have been involved in one or more physical fights at school this year.	1	2
f. I have seen someone be bullied at school this year.	1	2
g. I have been bullied by someone at school this year.	1	2

**PLEASE GO TO THE NEXT PAGE →**

**5. Please indicate your responses to the following questions:**

	Yes	No	I Don't Know
a. If I hear about a threat to school or student safety, I would report it to someone at the school (e.g., teacher, staff, administrator, security).	1	2	3
b. If I hear about a threat to school or student safety, I know how to report it to someone in charge without giving my name.	1	2	3
c. I have <u>seen</u> the SCSD TIPS app provided by the school district to report any threats or concerns I may have.	1	2	3
d. I have <u>used</u> the SCSD TIPS app provided by the school district to report any threats or concerns I may have.	1	2	3

**6. Please tell us a little about yourself by circling the one answer that is most correct. As a reminder, please do not put your name, student ID, or any like information here.**

a. What is your sex?	Male	Female
b. How old are you?	10    11    12    13    14    15 16    17    18    19    20    21	Other (Please Write In): _____
c. What is your grade?	6th    7th    8th    9th 10th    11th    12th    Other	
d. What is your racial background?	White, Non-Hispanic Hispanic Asian or Pacific Islander Other	Black/African American Native American Biracial/Multiracial
e. How do you get to and from school most of the time?	Walk Car Public Transportation	Bicycle School Bus Other

**THIS IS THE END OF THE SURVEY. THANK YOU!**

## **APPENDIX B. FACULTY AND STAFF SURVEY**



## SCSD School Safety Survey (Faculty & Staff)

As part of a larger grant-funded project with the Syracuse City School District, researchers from the Department of Public Justice at SUNY Oswego are conducting a survey to better understand school climate, violence, and emergency response preparations. You are receiving this survey because you are employed within the district. Your input is appreciated and is a vital part of this research. This research is being conducted by Dr. Jaclyn Schildkraut ([jaclyn.schildkraut@oswego.edu](mailto:jaclyn.schildkraut@oswego.edu)), associate professor of Public Justice.

### What is this survey about?

This survey asks questions about your perceptions of safety in your school, your school's emergency response plan, your awareness about violence and weapons in your school, and your feelings of preparedness. Please note that you are welcome to look at a copy of the full survey before you decide whether or not to participate. If you would like to do so, please email the researcher listed above.

### What am I being asked to do?

The study should take you approximately 6-8 minutes to complete. There is no compensation for completing this survey, but your participation is greatly appreciated.

### Will you share my answers with anyone?

This survey is anonymous and is designed to protect your privacy. Only members of the study's research staff will see your answers to the questions of this survey. **NO IDENTIFYING INFORMATION, SUCH AS YOUR NAME OR SOCIAL SECURITY NUMBER WILL BE ASKED ANYWHERE ON THE SURVEY.** Please do not put any identifying information on this form or the survey form.

We will not be tracking your IP address or any associated information (a letter confirming this is available upon request). When you submit your responses to the online survey, your IP address is not stored in the results by Survey Monkey. Therefore, your responses are anonymous to the researchers of this study. Further, for your protection and privacy, your responses will be transmitted using SSL encryption (Verisign certificate Version 3, 128 bit encryption).

Information collected in this survey is not intended for legal use. The results of this survey will only be published as a group of respondents. When the results of the survey are discussed, none of your information will be connected to the data. No personal information will be used in any report.

What if I have questions about the survey?

Should you have any questions or concerns about this survey, you may contact Dr. Jaclyn Schildkraut ([jaclyn.schildkraut@oswego.edu](mailto:jaclyn.schildkraut@oswego.edu)) with the Department of Public Justice at SUNY Oswego. The results of this study will also be available to you upon request (via email) to the lead investigator once the full project has completed.

This project was approved by the Human Subjects Committee at SUNY Oswego (Proposal # 20180801db1). Pertinent questions about research participants' rights should be directed to the Chair of the Human Subjects Committee, David Bozak ([david.bozak@oswego.edu](mailto:david.bozak@oswego.edu)).

**TO COMPLETE THIS SURVEY, YOU MUST HAVE READ AND UNDERSTOOD THE TERMS AND CONDITIONS LISTED ABOVE. PLEASE PRINT A COPY FOR YOUR RECORDS PRIOR TO CONTINUING. CLICKING NEXT INDICATES YOUR ACCEPTANCE OF THESE TERMS AND CONDITIONS.**



# SCSD School Safety Survey (Faculty & Staff)

1 Please indicate how much you agree or disagree with the following statements about safety in your school:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel safe at my school.	<input type="radio"/>				
I feel safe in my classroom(s).	<input type="radio"/>				
I feel safe in the hallways.	<input type="radio"/>				
I feel safe outside on the school grounds.	<input type="radio"/>				
I know what to do in an emergency.	<input type="radio"/>				
Overall, I feel that this school is a safe school.	<input type="radio"/>				



# SCSD School Safety Survey (Faculty & Staff)

2 Please indicate how much you agree or disagree with the following statements about your school's emergency plan:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I know what to do during a <b><u>lockdown.</u></b>	<input type="radio"/>				
I know what to do if I am told to <b><u>evacuate.</u></b>	<input type="radio"/>				
I know what to do during a <b><u>lockout.</u></b>	<input type="radio"/>				
I know what to do if I am told to <b><u>shelter in place.</u></b>	<input type="radio"/>				
I know what to do if I am told to <b><u>hold in place.</u></b>	<input type="radio"/>				



# SCSD School Safety Survey (Faculty & Staff)

3 Please indicate how much you agree or disagree with the following statements about violence in your school:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am afraid that someone will harm me at school.	<input type="radio"/>				
I am afraid that someone will harm me on my way to school and/or on the way home.	<input type="radio"/>				
I am afraid that someone will harm my students at school.	<input type="radio"/>				
I am afraid that someone will harm my students on the way to school and/or on the way home.	<input type="radio"/>				
I think a school shooting could happen at my school.	<input type="radio"/>				



# SCSD School Safety Survey (Faculty & Staff)

4 Please indicate your knowledge regarding weapons and violence in your school:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have heard of someone bringing a gun to school this year.	<input type="radio"/>				
I have personally seen someone bring a gun to school this year.	<input type="radio"/>				
I have seen someone bring a knife to school this year.	<input type="radio"/>				
I have seen one or more physical fights at school this year.	<input type="radio"/>				
I have seen someone bullied at school this year.	<input type="radio"/>				
Physical fights or conflicts happen regularly at school.	<input type="radio"/>				
Threats by one student against another are common at school.	<input type="radio"/>				



# SCSD School Safety Survey (Faculty & Staff)

5 Please indicate your responses to the following questions:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students feel comfortable telling a teacher or administrator about potential violence.	<input type="radio"/>				
Faculty and/or staff feel comfortable telling an administrator about potential violence.	<input type="radio"/>				
I am aware of my school's threat assessment protocols.	<input type="radio"/>				
I know where to report a threat of violence.	<input type="radio"/>				
Administrators listen to what faculty and/or staff have to say.	<input type="radio"/>				
I have received adequate training about my school's active shooter plan.	<input type="radio"/>				
I have received adequate training about my school's active emergency response plan.	<input type="radio"/>				



# SCSD School Safety Survey (Faculty & Staff)

**Please tell us a little about yourself. As a reminder, please do not include any identifying information.**

(NOTE: The data collected below are used solely to identify trends among different demographics and not for any identification-related purposes. Individual responses will not be made available to the District.)

6 What is your sex?

- Male
- Female

7 What is your age (in years)?

8 What is your racial/ethnic background?

- White, non-Hispanic
- Black/African American
- Hispanic
- Other (please specify)
- Native American
- Asian or Pacific Islander
- Biracial/Multiracial

9 How many years have you been employed by the district?

10 Which best describes your position?

- Administration
- Faculty
- Other (please specify)
- Staff

## **APPENDIX C. DRILL SCHEDULES**

## **Drill # 1 (Pre-Training)**

---

### **Monday, October 22, 2018**

PSLA at Fowler  
Delaware Primary School / Delaware Academy School  
Seymour Dual Language Academy

### **Wednesday, October 24, 2018**

McKinley-Brighton Elementary School  
Expeditionary Learning Middle School (ELMS)  
Clary Middle School  
Meachum Elementary School  
Danforth Middle School

### **Friday, October 26, 2018**

Westside Academy at Blodgett  
Huntington Pre-K-8 School  
Henninger High School  
ITC

### **Monday, October 29, 2018**

LeMoyne Elementary School  
Grant Middle School  
Franklin Elementary School  
Webster Elementary School

### **Monday, November 5, 2018**

Frazer Pre-K-8 School  
Salem Hyde Elementary School  
Lincoln Middle School  
Dr. Weeks Elementary School

### **Wednesday, November 7, 2018**

Corcoran High School  
Roberts Pre-K-8 School  
Van Duyn Elementary School  
Bellevue Elementary School  
Porter Elementary School

### **Friday, November 9, 2018**

Lincoln Middle School  
H. W. Smith Pre-K-8 School  
Nottingham High School  
Ed Smith Pre-K-8 School  
Syracuse Latin Elementary School  
Dr. King Elementary School

## **Drill # 2 (Post-Training)**

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### **Monday, March 11, 2019**

Ed Smith Pre-K-8 School  
ITC  
Syracuse Latin Elementary School  
Nottingham High School

### **Wednesday, March 13, 2019**

PSLA at Fowler  
Delaware Primary School / Delaware Academy School  
Seymour Dual Language Academy  
Westside Academy at Blodgett  
Frazer Pre-K-8 School

### **Friday, March 15, 2019**

Danforth Middle School  
McKinley-Brighton Elementary School  
Expeditionary Learning Middle School (ELMS)  
Clary Middle School  
Dr. King Elementary School

### **Monday, March 25, 2019**

Corcoran High School  
Roberts Pre-K-8 School  
Bellevue Elementary School  
Meachem Elementary School  
Van Duyn Elementary School

### **Wednesday, March 27, 2019**

Lincoln Middle School  
Salem Hyde Elementary School  
Franklin Elementary School  
Webster Elementary School  
LeMoyne Elementary School  
Porter Elementary School

### **Friday, March 29, 2019**

Henninger High School  
H. W. Smith Pre-K-8 School  
Dr. Weeks Elementary School  
Huntington Pre-K-8 School  
Grant Middle School

## **APPENDIX D. DRILL RESULTS BY SCHOOL**

<b>SCHOOL</b>	Bellevue Elementary School		
<b>DATE / TIME</b>	November 7, 2018 @ 10:45 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 5 seconds		
<b>ROOMS CHECKED</b>	48	<b>VACANT</b>	18.8% (9)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	92.3% (36)	<b>ROOMS WITH 0% CHECKS</b>	2.6% (1)
<b>LIGHTS</b>	35.9% (14)	<b>ROOMS WITH 25% CHECKS</b>	30.7% (12)
<b>OUT OF SIGHT</b>	38.5% (15)	<b>ROOMS WITH 50% CHECKS</b>	41.0% (16)
<b>DOOR KNOCK</b>	56.4% (22)	<b>ROOMS WITH 75% CHECKS</b>	23.1% (9)
		<b>ROOMS WITH PERFECT CHECKS<sup>3</sup></b>	2.6% (1)

**SUMMARY**

The majority of classrooms were locked, though the research team noticed that several of the rooms continued with business as usual (teaching through the drill) and several of the rooms – including the cafeteria – failed to close their doors. Just over one-third of the rooms kept their lights on, while nearly 60% of the rooms had individuals still visible to the research team. More than half of the rooms responded to a knock, meaning that individuals moved into potentially vulnerable positions by moving towards the door.

When the drill was called, members of the administration were proactive in checking rooms throughout the school. The front office, however, continued with business as usual, including leaving the lights on and people still visible through the window. A student was found walking the hallways but quickly was moved into a secure location by staff.

The biggest concern of the drill was the fact that when the lockdown was initiated, students who were outside on the play field were brought back into the school to secure. In a real-world situation, a lockdown is called when the threat is inside of the building. Therefore, students should be led as far away from the school as possible to ensure safety.

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>3</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Bellevue Elementary School		
<b>DATE / TIME</b>	March 25, 2019 @ 10:30 am (approx.)		
<b>TIME TO CLEAR</b>	15 minutes 26 seconds		
<b>ROOMS CHECKED</b>	52	<b>VACANT</b>	46.2% (24)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	100.0% (28)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	96.4% (27)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	42.9% (12)	<b>ROOMS WITH 50% CHECKS</b>	3.6% (1)
<b>DOOR KNOCK</b>	7.1% (2)	<b>ROOMS WITH 75% CHECKS</b>	60.7% (17)
		<b>ROOMS WITH PERFECT CHECKS<sup>4</sup></b>	35.7% (10)

**SUMMARY**

As compared to the first drill conducted by the research team, notable improvement was found at the school. Every single door was locked (the only school in the district to achieve this) and nearly all lights were off (96.4% compared to 35.9%). The proportion of door knocks that were responded to dropped significantly between the two exercises, from 56.4% to just 7.1%.

The proportion of rooms with perfect checks increased significantly since the first drill, from 2.6% to 35.7%. For rooms with three or four items checked, the total proportion was 96.4%. This is a nearly four-fold increase over the first drill.

The proportion of rooms with students out of sight increased slightly, though this remains an area of vulnerability for the school. In a few rooms, people could be heard but it was more common for people to be seen by the drill team. As a rule of thumb, if the room occupants cannot see the door, it is likely that someone from the door cannot see them, so it is very important to practice locating those spaces in one’s respective rooms.

Despite the improvements, there were a few areas of opportunity for continued work. The front office again did not fully lock down and continues to be a point of vulnerability, particularly given its close proximity to the front entrance. One teacher (Room 221) stated that she did not know what to do when she came to the door to speak with the research team. Another teacher (Room 209) was at their desk just working through the drill in plain sight. Continued conversations with faculty about their responsibilities during lockdowns are recommended. Finally, in one room (117), a young child answered the door. As a reminder, doors are points of vulnerability during a lockdown and no one should be answering the door.

In sum, there were significant improvements made to emergency preparedness but continued practice and refinement is needed. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>4</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Clary Middle School		
<b>DATE / TIME</b>	October 24, 2018 @ 9:45 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 25 seconds		
<b>ROOMS CHECKED</b>	51	<b>VACANT</b>	13.7% (7)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	90.9% (40)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	29.5% (13)	<b>ROOMS WITH 25% CHECKS</b>	50.0% (22)
<b>OUT OF SIGHT</b>	36.4% (16)	<b>ROOMS WITH 50% CHECKS</b>	15.9% (7)
<b>DOOR KNOCK</b>	54.5% (24)	<b>ROOMS WITH 75% CHECKS</b>	15.9% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>5</sup></b>	18.2% (8)

**SUMMARY**

The majority of classrooms were locked. Less than half of the rooms had their lights off and just over one-third had their occupants out of sight of the research team. More than half of the rooms responded to the knock at the door by the research team.

During the drill, several areas of concern were noted. First, there was not a sense of urgency among students to get to a nearby classroom to safety and many took their time getting in to lockdown. It must be stressed that they need to get to a safe space as quickly as possible. When the students were in the rooms, they were not very quiet, thereby potentially attracting unwanted attention to the room. Occupants should be as quiet as possible during lockdowns to give the impression that the area is vacant.

Neither the front office nor the guidance office locked down, and the latter left their door open during the course of the drill. Furthermore, someone was buzzed in while the drill was in progress. During a lockdown, no one should be permitted to enter the building. The custodian seemed unaware that a drill was going on and continued with business as usual. Similarly, students and teachers in the gym continued with normal activity, also causing a lot of attention to be drawn to their location. In several of the rooms that had windows, students continued to peer out, thereby putting themselves in a vulnerable position. Occupants should put as much distance between them and the door / window as possible.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>5</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Clary Middle School		
<b>DATE / TIME</b>	March 15, 2019 @ 10:10 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 40 seconds		
<b>ROOMS CHECKED</b>	60	<b>VACANT</b>	36.7% (22)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.7% (36)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	84.2% (32)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	78.9% (30)	<b>ROOMS WITH 50% CHECKS</b>	13.2% (5)
<b>DOOR KNOCK</b>	2.6% (1)	<b>ROOMS WITH 75% CHECKS</b>	18.4% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>6</sup></b>	68.4% (26)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved nearly 4%, while nearly 55% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping nearly 52% between the two drills (only one room responded to the door check). The proportion of rooms with 75% or better checks improved exponentially since the first drill, increasing from 34.1% to 86.8%. Perfect checks alone improved nearly four-fold, up from 18.2% at the first drill to 68.4% at the second.

The proportion of rooms that had occupants out of sight also increased (nearly 43% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, though the cafeteria prep area did close and lock their doors, they continued with business as usual, thereby making a lot of noise and drawing attention to their location. It is very important that all staff members, in addition to faculty and students, participate in the lockdown to ensure that they are prepared in the event of an emergency. The Promise Zone also showed to be an opportunity for continued improvement. In addition to not locking down, it appears there was a situation between several students that led to one getting hit in the eye. That student promptly walked out of his classroom (Room 76A) mid-drill and was located in one of the entrances to the auditorium by the lead researcher, who brought him to the office. No one should ever be permitted to leave a classroom in the midst of a lockdown as if it were real, they are likely to encounter the danger in the school.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>6</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Corcoran High School		
<b>DATE / TIME</b>	November 7, 2018 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	13 minutes 12 seconds		
<b>ROOMS CHECKED</b>	80	<b>VACANT</b>	25.0% (20)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	96.7% (58)	<b>ROOMS WITH 0% CHECKS</b>	1.7% (1)
<b>LIGHTS</b>	56.7% (34)	<b>ROOMS WITH 25% CHECKS</b>	16.7% (10)
<b>OUT OF SIGHT</b>	41.7% (25)	<b>ROOMS WITH 50% CHECKS</b>	51.7% (31)
<b>DOOR KNOCK</b>	48.3% (29)	<b>ROOMS WITH 75% CHECKS</b>	8.3% (5)
		<b>ROOMS WITH PERFECT CHECKS<sup>7</sup></b>	21.7% (13)

**SUMMARY**

Nearly all of the classroom doors were locked when checked. Just over half had their lights off; a slightly lesser proportion of rooms had their occupants out of sight of the research team. Nearly half of the checked rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. No one was buzzed in to the school during the drill.

During the drill, several areas of concern were noted. A number of students remained in the hallways during the exercise. A number were found by administrators during their sweeps and ordered to the nearest room. Several staff members were overheard asking one another how to respond; it was unclear what, if any, training they had received to respond to a lockdown drill.

A meeting was being conducted in the cafeteria and continued; the participants seemed unaware of what was going on or how to respond. Within classrooms, many teachers continued with business as usual (e.g., teaching), though one faculty member (Room B110) was overheard discussing with students what they would do if this was a real-world scenario.

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>7</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Corcoran High School		
<b>DATE / TIME</b>	March 25, 2019 @ 9:00 am (approx.)		
<b>TIME TO CLEAR</b>	15 minutes 20 seconds		
<b>ROOMS CHECKED</b>	92	<b>VACANT</b>	15.2% (14)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	98.7% (77)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	94.9% (74)	<b>ROOMS WITH 25% CHECKS</b>	1.3% (1)
<b>OUT OF SIGHT</b>	69.2% (54)	<b>ROOMS WITH 50% CHECKS</b>	5.1% (4)
<b>DOOR KNOCK</b>	5.1% (4)	<b>ROOMS WITH 75% CHECKS</b>	28.2% (22)
		<b>ROOMS WITH PERFECT CHECKS<sup>8</sup></b>	65.4% (51)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved 2% to near perfect (only one room was found to have their door not locked), while 38% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping approximately 43% between the two drills (only one room responded to the door check). The proportion of rooms with 75% or better checks improved exponentially since the first drill, increasing from 30% to 93.6%. Perfect checks alone improved three-fold, up from 21.7% at the first drill to 65.4% at the second.

The proportion of rooms that had occupants out of sight also increased (nearly 28% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, staff in both the cafeteria and loading dock area continued with business as usual. In addition to not securing in their locations, they also were making a fair bit of noise that called attention to them. It is very important that all staff members, in addition to faculty and students, participate in the lockdown to ensure that they are prepared in the event of an emergency. A number of students remained in the hallway or were particularly slow to move toward a secure location. It is important to reinforce the urgency of these drills and the necessity to practice as though it were a real situation. Several rooms noted that they did not hear the drill call; this should be further investigated to ensure that all rooms are receiving the necessary information. Finally, it is important to reinforce the need to remain in lockdown, even after rooms are checked, until the “all clear” call is given by the administration, as several rooms resumed regular activities before the drill had officially ended.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>8</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Danforth Middle School		
<b>DATE / TIME</b>	October 24, 2018 @ 10:45 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 30 seconds		
<b>ROOMS CHECKED</b>	62	<b>VACANT</b>	29.0% (18)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	86.4% (38)	<b>ROOMS WITH 0% CHECKS</b>	4.5% (2)
<b>LIGHTS</b>	61.4% (27)	<b>ROOMS WITH 25% CHECKS</b>	18.2% (8)
<b>OUT OF SIGHT</b>	77.3% (34)	<b>ROOMS WITH 50% CHECKS</b>	4.5% (2)
<b>DOOR KNOCK</b>	25.6% (11)	<b>ROOMS WITH 75% CHECKS</b>	27.3% (12)
		<b>ROOMS WITH PERFECT CHECKS<sup>9</sup></b>	45.5% (20)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and their occupants were out of sight of the research team. On average, one in four rooms responded to the knock at the door by the research team. Nearly 50 percent of the occupied rooms had perfect checks.

Principal Richardson and his team were very proactive. When the drill call was made, administrators went through and checked rooms to ensure that they were locked. Principal Richardson went with the lead researcher through the school to identify vulnerabilities together.

During the drill, several areas of concern were noted. First, students were found to be walking through the hall when the drill was in progress. Additionally, a number of classes, including band and the gym, continued with business as usual (e.g., teaching, normal gym activity). It is very important that this activity cease when a drill is called so as not to draw additional attention to the room unnecessarily. Further, a number of students were answering the doors (not the teachers) when the research team knocked. A music class in the lower level did not hear the drill call and subsequently went to the cafeteria for their scheduled lunch period. Principal Richardson notified them of the drill and they immediately locked down in the cafeteria.

Overall, this school and its administrators were proactive in responding once the drill call was made. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>9</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Danforth Middle School		
<b>DATE / TIME</b>	March 15, 2019 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 29 seconds		
<b>ROOMS CHECKED</b>	62	<b>VACANT</b>	48.4% (30)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	93.8% (30)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	68.8% (22)	<b>ROOMS WITH 25% CHECKS</b>	3.1% (1)
<b>OUT OF SIGHT</b>	84.4% (27)	<b>ROOMS WITH 50% CHECKS</b>	6.3% (2)
<b>DOOR KNOCK</b>	3.1% (1)	<b>ROOMS WITH 75% CHECKS</b>	34.4% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>10</sup></b>	56.3% (18)

**SUMMARY**

All but two classrooms had their doors locked, up more than 7% from the first drill conducted by the research team. The school also improved in respect to the number of rooms with their lights off and with students out of sight. Moreover, there was a significant decrease in the proportion of rooms checked that answered when the research team knocked at the door (down from 25.6% at the first drill to 3.1% for the current drill).

The proportion of rooms with perfect checks also increased since the first drill by nearly 11% (56.3% vs. 45.5%). More rooms also reached 75% checks (having met three of the four criteria assessed), and no rooms had 0% checks (compared to nearly 5% at the first drill). Additionally, the proportion of rooms satisfying only one of the checked criteria dropped from 18.2% at the first drill to just 3.1% in the present drill. In sum, while there are still areas of improvement, more rooms are checking more of the boxes in regard to the lockdown procedures.

A few areas of improvement were identified during the drill. Several of the rooms on the top two floors were making noise, thereby calling attention to those specific rooms. Additionally, just after the start of the drill, there were students in the hallway who were let in to the school by one of the sentries (this may have been the result over confusion as to the start of the drill). In the same vein, an adult (initially believed to be a teacher but later identified as a district employee) also swiped in on her card, despite the signage for the lockdown. It is very important that when the school goes into lockdown, no one is let inside the building as, if it were real world, the threat would be inside the building; therefore, the individuals are safer outside.

Overall, there was marked improvement at Danforth in regard to their effectiveness at lockdown. While there is still room for improvement, this can be achieved by continued practice of the new lockdown protocol (Lockdown! Locks, Lights, Out of Sight!) and assessment by the school's administration.

<sup>10</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Delaware Primary School / Delaware Academy School		
<b>DATE / TIME</b>	October 22, 2018 @ 9:40 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 48 seconds		
<b>ROOMS CHECKED</b>	62	<b>VACANT</b>	24.2% (15)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	80.9% (38)	<b>ROOMS WITH 0% CHECKS</b>	6.4% (3)
<b>LIGHTS</b>	55.3% (26)	<b>ROOMS WITH 25% CHECKS</b>	14.9% (7)
<b>OUT OF SIGHT</b>	25.5% (12)	<b>ROOMS WITH 50% CHECKS</b>	40.4% (19)
<b>DOOR KNOCK</b>	40.4% (19)	<b>ROOMS WITH 75% CHECKS</b>	27.7% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>11</sup></b>	1.6% (5)

**SUMMARY**

The majority of rooms were locked when checked (8 of every 10 rooms) and more than half had their lights off. In three out of every four rooms, the occupants either were visible to or could be heard by the drill team. Just over four out of every 10 classrooms responded when the door was knocked on.

Several areas of concern were identified during the drill. First, most, if not all, of the doors had to be locked from the outside of the room. Some of the teachers did not have keys, which means that they were not able to secure their respective rooms. Second, while many of the rooms were locked and their lights were off, a considerable amount of noise was being made within the room during the drill. In a real-world event, this could draw the attention of those outside the room and signal that it is occupied. Third, classes in the gym continued with business as usual – no attempts to hide were made. Similarly, the auditorium was not locked and activity continued well into the drill time before students were moved behind the curtain. Fourth, several students entered the hallways after the drill call was made. Teachers were quick to react and move them to safety. Finally, when the call was issued, students were outside on the playground. While most did not come inside the building (one did to bring in a coat; Principal Hernandez was quick to react), they continued with business as usual and made no attempts to find a place to hide. It is likely that they did not hear the drill call and therefore did not know they needed to respond.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>11</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Delaware Primary School / Delaware Academy School		
<b>DATE / TIME</b>	March 13, 2019 @ 9:30 am (approx.)		
<b>TIME TO CLEAR</b>	17 minutes 38 seconds		
<b>ROOMS CHECKED</b>	62	<b>VACANT</b>	32.3% (20)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	81.0% (34)	<b>ROOMS WITH 0% CHECKS</b>	2.4% (1)
<b>LIGHTS</b>	88.1% (37)	<b>ROOMS WITH 25% CHECKS</b>	9.5% (4)
<b>OUT OF SIGHT</b>	59.5% (25)	<b>ROOMS WITH 50% CHECKS</b>	9.5% (4)
<b>DOOR KNOCK</b>	14.3% (6)	<b>ROOMS WITH 75% CHECKS</b>	28.6% (12)
		<b>ROOMS WITH PERFECT CHECKS<sup>12</sup></b>	50.0% (21)

**SUMMARY**

Consistent with the first drill conducted at the school, approximately 8 out of every 10 rooms had their doors locked. Considerable improvement was seen in response to turning off the lights (a nearly 33% increase since the first drill) and having students remain out of sight (an increase of 34%). The number of rooms responding to door knocks decreased considerably, from 40.4% at the first drill to 14.3% at the second drill.

One of the most important improvements the school made is in regard to the number of perfect room checks, increasing from less than 2% at the first drill to 50% at the second. Moreover, the proportion of rooms that met three or more of the criteria for checks increased more than 2.5 times, with more than 78% of rooms achieving this score at the second drill. Though tremendous improvement, these figures still indicate that there are opportunities to continue to work with faculty, staff, and students to continue to improve the overall response to lockdown calls.

Individuals in the cafeteria and teachers’ lounge did not lockdown when the call was made. As both are on the lowest (basement) level of the school, it is unclear whether they heard the call made by the principal. It is very important that members of staff also learn the appropriate protocols and participate in lockdown drills as they would be impacted as well if this were a real emergency.

Beyond the general areas of improvement (increasing the proportion of rooms with locked doors, lights off, and occupants out of sight), it is clear that the principal and his staff have been working diligently to improve safety at Delaware. They should continue to conduct drills and independently assess areas of vulnerability and work to correct through staff and student development.

<sup>12</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Dr. King Elementary School		
<b>DATE / TIME</b>	November 9, 2018 @ 12:00 pm (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 27 seconds		
<b>ROOMS CHECKED</b>	78	<b>VACANT</b>	21.8% (17)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	86.9% (53)	<b>ROOMS WITH 0% CHECKS</b>	16.4% (10)
<b>LIGHTS</b>	45.9% (28)	<b>ROOMS WITH 25% CHECKS</b>	29.5% (18)
<b>OUT OF SIGHT</b>	50.8% (31)	<b>ROOMS WITH 50% CHECKS</b>	13.1% (8)
<b>DOOR KNOCK</b>	44.3% (27)	<b>ROOMS WITH 75% CHECKS</b>	13.1% (8)
		<b>ROOMS WITH PERFECT CHECKS<sup>13</sup></b>	27.9% (17)

**SUMMARY**

The majority of rooms were locked upon checking. Less than half, however, had their lights off or moved occupants out of the line of sight of the window. More than four out of every 10 classrooms responded when the door was knocked on, putting occupants in potential harm’s way.

Beyond these standard checks, the research team noticed several issues. A number of people, including parents, were milling about the halls, seemingly unaware that the school was in a lockdown. Many classrooms continued with business as usual, as did the cafeteria. When the drill was conducted, lunch was in session, and no effort was made to secure the lunch room or move the students out of potential harm’s way. Additionally, people were sitting in both the main entry and commons areas out in the open with no effort to bring them into a safe space. The front office also largely continued with business as usual.

One potential contributing factor to these issues may be the lack of clarity in language when the drill was called. While the research team provided a script, this was deviated from. The individual who called the drill first called lockdown, then shelter in place, then code yellow – each of which have very different meanings. Since the “shelter in place” call was more pronounced, this may have contributed, at least in part, to why many classrooms continued with business as usual.

While there were identifiable issues noticed during the drill, we have no doubt that these will be remedied during the training process conducted in the next phase of the Standard Response Protocol rollout. Moreover, this training will help to standardize the language and clear up any confusion moving forward.

<sup>13</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Dr. King Elementary School		
<b>DATE / TIME</b>	March 15, 2019 @ 10:50 am (approx.)		
<b>TIME TO CLEAR</b>	14 minutes 55 seconds		
<b>ROOMS CHECKED</b>	71	<b>VACANT</b>	29.6% (21)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	88.0% (44)	<b>ROOMS WITH 0% CHECKS</b>	2.0% (1)
<b>LIGHTS</b>	70.0% (35)	<b>ROOMS WITH 25% CHECKS</b>	2.0% (1)
<b>OUT OF SIGHT</b>	76.0% (38)	<b>ROOMS WITH 50% CHECKS</b>	14.0% (7)
<b>DOOR KNOCK</b>	6.0% (3)	<b>ROOMS WITH 75% CHECKS</b>	30.0% (15)
		<b>ROOMS WITH PERFECT CHECKS<sup>14</sup></b>	52.0% (26)

**SUMMARY**

Consistent with the first drill conducted at the school, more than 8 out of every 10 rooms had their doors locked. Considerable improvement was seen in response to turning off the lights (a nearly 15% increase since the first drill) and having students remain out of sight (an increase of 25%). The number of rooms responding to door knocks decreased considerably, from 44.3% at the first drill to just 6% at the second drill.

One of the most important improvements the school made is in regard to the number of perfect room checks, increasing from less than 28% at the first drill to 52% at the second. Moreover, the proportion of rooms that met three or more of the criteria for checks more than doubled, with more than 78% of rooms achieving this score at the second drill. Though tremendous improvement, these figures still indicate that there are opportunities to continue to work with faculty, staff, and students to continue to improve the overall response to lockdown calls.

Several areas for potential improvement were noted. First, students who were on the playground when the lockdown was called were brought back inside the building. As a reminder, when a lockdown call is used, it means the danger is inside of the building; therefore, individuals outside should remain outside. The gym occupants were slow to lock down. Individuals swiped in with their badges, despite signage that a drill was in progress; people at the front door also were communicated with by members of the school staff. In the event of a lockdown, no one should be communicating with people outside the front doors (as they would not be able to do so were it a real emergency). In one room (B130), a substitute teacher was present; while they did not have the keys to the room, they did use their door to block access. Alternative barricades (e.g., filing cabinets) should be considered as the door is a point of vulnerability.

Beyond the general areas of improvement (increasing the proportion of rooms with locked doors, lights off, and occupants out of sight), it is clear that the principal and her staff have been working diligently to improve safety at Dr. King. They should continue to conduct drills and independently assess areas of vulnerability and work to correct through staff and student development.

<sup>14</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Dr. Weeks Elementary School		
<b>DATE / TIME</b>	November 5, 2018 @ 10:30 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 40 seconds		
<b>ROOMS CHECKED</b>	70	<b>VACANT</b>	15.7% (11)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	84.7% (50)	<b>ROOMS WITH 0% CHECKS</b>	6.8% (4)
<b>LIGHTS</b>	44.1% (26)	<b>ROOMS WITH 25% CHECKS</b>	11.9% (7)
<b>OUT OF SIGHT</b>	71.2% (42)	<b>ROOMS WITH 50% CHECKS</b>	16.9% (10)
<b>DOOR KNOCK</b>	23.7% (14)	<b>ROOMS WITH 75% CHECKS</b>	30.5% (18)
		<b>ROOMS WITH PERFECT CHECKS<sup>15</sup></b>	33.9% (20)

**SUMMARY**

The majority of rooms were locked when checked by the research team. Additionally, in most of the rooms, occupants were out of sight from the hallway. Less than half of the classrooms turned their lights off, while approximately one out of every four rooms responded when their door was knocked on.

The administration was extremely proactive when the drill was initiated. They checked that each room was secured, moving with urgency to ensure that everyone was safe. The front office also locked down, ensuring that no one was visible to the research team nor that easy access to the area could be gained. At one point, however, a random staff member approached the office and asked where everyone was.

In respect to areas of improvement, the gym, which was full of students at the time the lockdown was initiated, was slow to respond. Two separate research teams noted that the door was open, the lights were not off, and kids were still playing. Similarly, the cafeteria staff continued with business as usual, all with service access doors open. Staff in the school’s health center left the door open and were looking out at the research team. The library, while vacant, was not secured. The teacher in Room 254 indicated that they were unable to hear the drill call and did not know that the school was in lockdown. Similarly, the teacher in Room 132 indicated that they did not have keys to secure the room. It was unclear whether they were a substitute or regular staff.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>15</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Dr. Weeks Elementary School		
<b>DATE / TIME</b>	March 29, 2019 @ 9:50 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 38 seconds		
<b>ROOMS CHECKED</b>	72	<b>VACANT</b>	29.2% (21)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	74.5% (38)	<b>ROOMS WITH 0% CHECKS</b>	3.9% (2)
<b>LIGHTS</b>	76.5% (39)	<b>ROOMS WITH 25% CHECKS</b>	5.9% (3)
<b>OUT OF SIGHT</b>	74.5% (38)	<b>ROOMS WITH 50% CHECKS</b>	17.6% (9)
<b>DOOR KNOCK</b>	15.7% (8)	<b>ROOMS WITH 75% CHECKS</b>	21.6% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>16</sup></b>	51.0% (26)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased 10% (from 84.7% at the first drill to 74.5% at the second drill). Notably, during the first drill, administrators moved ahead of the research team locking the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). One potential explanation for this decrease is that teachers are reliant on administrators to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had their lights off and occupants out of sight, however, did increase (up 32.4% and 3.3%, respectively, since the first drill). Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping 8% between the two drills. The proportion of rooms with 75% or better checks was high like the first drill, though it still improved more than 8% between the two exercises.

Several additional points were noted by the research team. A positive was that there was a sense of urgency noted by teachers. One group in particular had come out of the gym and was in the cafeteria when the drill call was made. The teacher immediately got them back into the gym and when that area was checked, they were so well hidden that the researchers could not even locate them. The cafeteria staff, on the other hand, continued to work with their doors open, making a fair bit of noise, and rooms in the adjoining community center continued with business as usual. Given both are part of the broader school building, they should be incorporated into all drills to ensure they are prepared for any emergency situation that arises, particularly as children also are likely to be in both areas.

In sum, there were improvements made to emergency preparedness but continued practice and refinement is needed. In particular, school administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their respective classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>16</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Ed Smith Pre-K-8 School		
<b>DATE / TIME</b>	November 9, 2018 @ 10:45 am (approx.)		
<b>TIME TO CLEAR</b>	7 minutes 18 seconds		
<b>ROOMS CHECKED</b>	64	<b>VACANT</b>	24.2% (11)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.3% (50)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	86.3% (44)	<b>ROOMS WITH 25% CHECKS</b>	1.9% (1)
<b>OUT OF SIGHT</b>	71.7% (38)	<b>ROOMS WITH 50% CHECKS</b>	9.4% (5)
<b>DOOR KNOCK</b>	1.9% (1)	<b>ROOMS WITH 75% CHECKS</b>	32.1% (17)
		<b>ROOMS WITH PERFECT CHECKS<sup>17</sup></b>	56.6% (30)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and occupants were out of sight of the research team. Only one room responded to the knock at the door by the research team, which is excellent (and the best in the district). Overall, more than half of the rooms had perfect checks.

When the drill was called, administrators were extremely proactive in terms of going through the school to confirm everyone was properly locked down. The front office staff also engaged in the lockdown, checking meeting three of the four criteria assessed (the lights were left on but the door was locked and no one was visible). The school was extremely quiet and no classrooms were noted to still be conducting lessons after the drill was called.

Few concerns in this school were noted, though there is always opportunity to improve. The only point of concern noted was that it appeared that people knew in advance the drill was about to start and were already in place, ready to direct students. In order to get the most accurate data possible, it is very important that no one be made aware of the research team’s presence.

Principal Barber should be commended for how well his school performed. He was also very diligent in collecting questions from students and faculty and getting them to the research team for answers.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>17</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Ed Smith Pre-K-8 School		
<b>DATE / TIME</b>	March 11, 2019 @ 9:30 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 6 seconds		
<b>ROOMS CHECKED</b>	61	<b>VACANT</b>	14.8% (9)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	98.1% (51)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	98.1% (51)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	84.6% (44)	<b>ROOMS WITH 50% CHECKS</b>	5.8% (3)
<b>DOOR KNOCK</b>	5.8% (3)	<b>ROOMS WITH 75% CHECKS</b>	13.5% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>18</sup></b>	80.8% (42)

**SUMMARY**

While Ed Smith was among the best schools for lockdown effectiveness in the first drill, Principal Barber and his team clearly have continued to work to improve, leading them to have near flawless results in two of the four categories checked. Specifically, both doors locked and lights off increased since the first drill (3.8% and 11.8%, respectively), while there was a nearly 13% improvement in number of rooms with their students out of sight.

Compared to the first drill, there was a slight increase in the number of rooms that responded to the door knock; it is important to continue to remind faculty and staff alike not to respond to such actions. Should anyone need to access the room, either during a drill or in a real emergency, they will have a key. Thus, once room occupants have secured in a safe space, they should not abandon it to come to the door.

Perhaps most impressive is the number of perfect room checks the school had – 81% met all four criteria for a successful lockdown (locks, lights, out of sight, and not answering the door). This also improved, up 24% since the first drill.

A few opportunities for continued improvement were identified. The custodian in the cafeteria did not lockdown and responded to the research team when they came to that location. Another custodian (it is unclear if it was the same individual) was observed walking through the hallways. It is imperative that all staff, as well as faculty, participate in lockdown drills so they have the necessary tools to remain safe in the event of an actual emergency.

These concerns aside, the team at Ed Smith should be commended for their excellence in emergency preparedness and are encouraged to continue their practice and evaluation to ensure the safety for all at their school.

<sup>18</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Expeditionary Learning Middle School		
<b>DATE / TIME</b>	October 22, 2018 @ 9:40 am (approx.)		
<b>TIME TO CLEAR</b>	6 minutes 40 seconds		
<b>ROOMS CHECKED</b>	24	<b>VACANT</b>	12.5% (3)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	76.2% (16)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	19.0% (4)	<b>ROOMS WITH 25% CHECKS</b>	28.6% (6)
<b>OUT OF SIGHT</b>	28.6% (6)	<b>ROOMS WITH 50% CHECKS</b>	47.6% (10)
<b>DOOR KNOCK</b>	14.3% (3)	<b>ROOMS WITH 75% CHECKS</b>	9.5% (2)
		<b>ROOMS WITH PERFECT CHECKS<sup>19</sup></b>	14.3% (3)

**SUMMARY**

The majority of classrooms were locked. A lesser proportion, however, had their lights off and their occupants out of sight of the research team. On average, one in four rooms responded to the knock at the door by the research team.

The security team at the school was very proactive. When the drill was called, they immediately began going around and ensuring that each of the rooms had been secured. Several teachers also took initiative to seek out students who were not in classrooms and help guide them to safe spaces.

During the drill, several areas of concern were noted. First, several rooms did not attempt to lock down but instead relied on security to do it for them. One student was left in a glass-enclosed room near the front entryway unsupervised and without proper lockdown (lights were still on and they were visible). Despite signage on the door, a teacher swiped himself in during the drill. Another teacher also remained in the hallway (sitting) for the duration of the drill.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>19</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Expeditionary Learning Middle School		
<b>DATE / TIME</b>	March 13, 2019 @ 9:50 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 43 seconds		
<b>ROOMS CHECKED</b>	24	<b>VACANT</b>	50.0% (12)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	83.3% (10)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	50.0% (6)	<b>ROOMS WITH 25% CHECKS</b>	16.7% (2)
<b>OUT OF SIGHT</b>	66.7% (8)	<b>ROOMS WITH 50% CHECKS</b>	66.7% (8)
<b>DOOR KNOCK</b>	25.0% (3)	<b>ROOMS WITH 75% CHECKS</b>	0.0% (0)
		<b>ROOMS WITH PERFECT CHECKS<sup>20</sup></b>	16.7% (2)

**SUMMARY**

It should be noted that the 8<sup>th</sup> grade students were out of the building when the drill was conducted; therefore, 50% of the rooms checked were vacant, an increase of 400% over the first drill run. Given the already small size of the school, coupled with the high rate of vacancy, results should be interpreted with caution.

The majority of classrooms were locked, up slightly from the first drill conducted (83.3% compared to 76.2%). Similarly, more rooms had their lights off and had their students out of sight. The same number of classrooms responded to the door knock by the drill team.

The findings illustrate some important points of vulnerability. First, half of the occupied classrooms failed to turn their lights off, which is imperative to helping provide cover in the event of a real-world situation. Further, one-third of classrooms were failed the out of sight component of the drill, meaning that they either were visible from the hallway or making noise that was observed by the drill team. In particular, Room 195 continued showing a movie (though the lights were off) during the drill; similarly, Room 127 was making a considerable amount of noise and the teacher stood at or in front of the window for the entire drill, visible to the researchers. As noted during training, the door is a point of considerable vulnerability, and all occupants should be away from the door and in a safe location when the drill is called.

Finally, it bears noting that when the drill call was made, it was not made correctly, which may have added to the confusion. The appropriate call is "Lockdown! Locks, Lights, Out of Sight." When the call was made for the drill, it was given as "Lockdown! Lights, Locks, Out of Sight." It is imperative that the call be made as it was trained to ensure compliance.

Overall, there was improvement between the two drills, but the true measure cannot be ascertained based on the vacancy rate in the school on the day of the drills. The school should continue to practice lockdowns as per the Standard Response Protocol training and assess accordingly when at full capacity.

<sup>20</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Franklin Elementary School		
<b>DATE / TIME</b>	October 29, 2018 @ 10:45 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 15 seconds		
<b>ROOMS CHECKED</b>	65	<b>VACANT</b>	12.3% (8)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.7% (54)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	80.7% (46)	<b>ROOMS WITH 25% CHECKS</b>	15.8% (9)
<b>OUT OF SIGHT</b>	77.2% (44)	<b>ROOMS WITH 50% CHECKS</b>	22.8% (13)
<b>DOOR KNOCK</b>	7.0% (4)	<b>ROOMS WITH 75% CHECKS</b>	12.3% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>21</sup></b>	49.1% (28)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and occupants were out of sight of the research team. Only a few rooms responded to the knock at the door by the research team. Overall, nearly half of the rooms had perfect checks.

The principal and other administrators were extremely proactive in getting students and other staff into classrooms and secured. They went room to room ensuring it was locked. If questions were raised, they quickly debriefed the room before moving on to the next. When two students went missing, there was a rush to find them and secure them in the nearest classroom. The front office staff did a great job of locking down, as did the teachers in the gym who immediately locked the doors and escorted their students to a safe place.

Several rooms continued with business as usual, while others were making a fair amount of noise even when they were in a locked room with the lights off. The research team debriefed the principal after asking her to let the rooms do what they were going to do so we could accurately collect data. We provided information about what these rooms could have done differently to ensure that all occupants were safe. When classroom doors were knocked on, several teachers responded that they were in a lockdown but still answered the door.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>21</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Franklin Elementary School		
<b>DATE / TIME</b>	March 27, 2019 @ 11:05 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 4 seconds		
<b>ROOMS CHECKED</b>	66	<b>VACANT</b>	27.3% (18)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	89.6% (43)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	91.7% (44)	<b>ROOMS WITH 25% CHECKS</b>	6.3% (3)
<b>OUT OF SIGHT</b>	87.5% (42)	<b>ROOMS WITH 50% CHECKS</b>	2.1% (1)
<b>DOOR KNOCK</b>	6.3% (3)	<b>ROOMS WITH 75% CHECKS</b>	14.6% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>22</sup></b>	77.1% (37)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were marginally less successful. Specifically, the proportion of rooms that were locked decreased 5% (from 94.7% at the first drill to 89.6% at the second drill). Notably, during the first drill, administrators moved ahead of the research team to lock the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). One potential explanation for this decrease that teachers are reliant on the administrators to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, teachers must be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had their lights off and occupants out of sight, however, did increase (11% and 10.3%, respectively, since the first drill). The proportion of rooms that responded to the door knock remained virtually unchanged. The most significant improvement found was in relation to the number of rooms with perfect checks – this improved 28% between the two drills and, district-wide, Franklin was ranked second highest on this metric.

There are still areas where further improvements could be made. First, it is imperative that all staff practice lockdown procedures, including the janitor(s), monitor, and kitchen staff so that they are prepared in the event of a real emergency. Similarly, in Room 141, the door was unlocked and staff continued to work. In other rooms, there are opportunities to improve the “out of sight” criteria. In Room 113, for example, the students were visible to the researcher from the hall because they were sat right by the smart board. A good rule of thumb to determine whether one is out of sight is if they cannot see the door / window from their location in the room, then they are less likely to be seen from the hallway.

In sum, there were improvements made to emergency preparedness but continued practice and refinement is needed. In particular, school administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their respective classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>22</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Frazer Pre-K-8 School		
<b>DATE / TIME</b>	November 5, 2018 @ 8:40 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 18 seconds		
<b>ROOMS CHECKED</b>	73	<b>VACANT</b>	17.8% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	88.3% (53)	<b>ROOMS WITH 0% CHECKS</b>	5.0% (3)
<b>LIGHTS</b>	30.0% (18)	<b>ROOMS WITH 25% CHECKS</b>	25.0% (15)
<b>OUT OF SIGHT</b>	18.3% (11)	<b>ROOMS WITH 50% CHECKS</b>	50.0% (30)
<b>DOOR KNOCK</b>	41.1% (23)	<b>ROOMS WITH 75% CHECKS</b>	13.3% (8)
		<b>ROOMS WITH PERFECT CHECKS<sup>23</sup></b>	6.7% (4)

**SUMMARY**

The majority of classrooms were locked. Less than one-third, however, had their lights off and even fewer moved their occupants out of sight of the corridor window. Moreover, more than 4 out of every 10 rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down.

During the drill, there were several concerns noted. First, after the drill was initiated, a parent and a student were buzzed into the school. Similarly, a staff member entered through the main door using their swipe access. When a school is in lockdown, even during a drill, no one should be entering the building. A number of teachers conducted business as usual (teaching) during the drills, including the class in the gym, which brings unneeded attention to their rooms. The cafeteria staff also continued with business as usual, as did construction workers who were in the building. During drills, all activity should stop and occupants should be as quiet as possible, including subcontractors. One student was let out to go to the bathroom because they forgot that a drill was being conducted. Additionally, the individuals in the conference room indicated that they could not hear the drill call to know they were in a lockdown.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>23</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Frazer Pre-K-8 School		
<b>DATE / TIME</b>	March 13, 2019 @ 11:15 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 31 seconds		
<b>ROOMS CHECKED</b>	69	<b>VACANT</b>	18.8% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	91.1% (51)	<b>ROOMS WITH 0% CHECKS</b>	1.8% (1)
<b>LIGHTS</b>	82.1% (46)	<b>ROOMS WITH 25% CHECKS</b>	1.8% (1)
<b>OUT OF SIGHT</b>	66.1% (37)	<b>ROOMS WITH 50% CHECKS</b>	8.9% (5)
<b>DOOR KNOCK</b>	8.9% (5)	<b>ROOMS WITH 75% CHECKS</b>	39.3% (22)
		<b>ROOMS WITH PERFECT CHECKS<sup>24</sup></b>	48.2% (27)

**SUMMARY**

Consistent with the first drill conducted at the school, the majority of rooms checked had their doors locked. Considerable improvement was seen in response to turning off the lights (a 52% increase since the first drill) and having students remain out of sight (an increase of nearly 48%). The number of rooms responding to door knocks decreased considerably, from 41.1% at the first drill to 8.9% at the second drill.

One of the most important improvements the school made is in regard to the number of perfect room checks, increasing from less than 7% at the first drill to 48% at the second. Moreover, the proportion of rooms that met three or more of the criteria for checks increased more than 400%, with nearly 88% of rooms achieving this score at the second drill. Though tremendous improvement, these figures still indicate that there are opportunities to continue to work with faculty, staff, and students to continue to improve the overall response to lockdown calls, particularly with remaining out of sight (both reducing visibility and maintaining silence).

A few opportunities for continued improvement were observed. During the drill, someone entered the school through a back door and someone else used a key card to swipe into the building, despite signage notifying them of a drill. It is important to discuss with staff about the necessity to remain outside of the building until the drill is cleared. Additionally, while the students in the cafeteria hid during the drill, they made a considerable amount of noise that still called attention to their location.

Beyond the general areas of improvement (increasing the proportion of rooms with locked doors, lights off, and occupants out of sight), it is clear that the principal and his staff have been working diligently to improve safety at Frazer. They should continue to conduct drills and independently assess areas of vulnerability and work to correct through staff and student development.

<sup>24</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Grant Middle School		
<b>DATE / TIME</b>	October 29, 2018 @ 10:00 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 48 seconds		
<b>ROOMS CHECKED</b>	78	<b>VACANT</b>	20.5% (16)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	46.8% (29)	<b>ROOMS WITH 0% CHECKS</b>	24.2% (15)
<b>LIGHTS</b>	19.7% (12)	<b>ROOMS WITH 25% CHECKS</b>	54.8% (34)
<b>OUT OF SIGHT</b>	21.0% (13)	<b>ROOMS WITH 50% CHECKS</b>	11.3% (7)
<b>DOOR KNOCK</b>	63.2% (36)	<b>ROOMS WITH 75% CHECKS</b>	8.1% (5)
		<b>ROOMS WITH PERFECT CHECKS<sup>25</sup></b>	1.6% (1)

**SUMMARY**

Less than half of the classrooms were locked when checked and a smaller proportion had their lights off and their occupants out of sight of the research team. More than half of the checked rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down.

During the drill, several areas of concern were noted. First, a number of classrooms did not even close their doors, providing easy access in the event of a real-world situation. Many classrooms, whether locked or not locked, continued with business as usual (e.g., teaching). The sounds coming from the rooms, including talking / yelling, videos, etc., draw unwanted attention to these areas.

Both teachers and students were found to be out wandering the halls by several of the research teams. Similarly, both the gym and the pool were still in use – no one went into lockdown when the drill was called. One of the sentries, despite being debriefed by the research team, told a teacher that the students did not need to hide. This highlights the need to ensure that all staff are trained on the emergency response plan.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>25</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Grant Middle School		
<b>DATE / TIME</b>	March 29, 2019 @ 11:30 am (approx.)		
<b>TIME TO CLEAR</b>	14 minutes 6 seconds		
<b>ROOMS CHECKED</b>	76	<b>VACANT</b>	27.6% (21)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	81.8% (45)	<b>ROOMS WITH 0% CHECKS</b>	5.5% (3)
<b>LIGHTS</b>	81.8% (45)	<b>ROOMS WITH 25% CHECKS</b>	10.9% (6)
<b>OUT OF SIGHT</b>	58.2% (32)	<b>ROOMS WITH 50% CHECKS</b>	7.3% (4)
<b>DOOR KNOCK</b>	14.5% (8)	<b>ROOMS WITH 75% CHECKS</b>	32.7% (18)
		<b>ROOMS WITH PERFECT CHECKS<sup>26</sup></b>	43.6% (24)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved 35%, while 62% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping nearly 49% between the two drills. The proportion of rooms with 75% or better checks improved significantly since the first drill, increasing from 9.7% to 76.3%. Perfect checks alone increased exponentially, up from just 1.6% at the first drill to 43.6% at the second.

The percent of rooms that had occupants out of sight also increased (more than 37% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, the cafeteria staff continued with business as usual, making a lot of noise and drawing attention to their location. The custodial and maintenance staff also continued to work without regard for the drill. It is very important that all staff members, in addition to faculty and students, participate in the lockdown to ensure that they are prepared in the event of an emergency. One of the classes (Room 185) indicated that they did not hear the drill call; this should be further investigated by the administration to ensure that everyone is receiving the necessary information. The class in the pool also continued with business as usual; it is unclear whether or not they heard the drill call. A substitute teacher on the second floor also was locked out of the room; it is unclear whether they had keys necessary to access their intended location.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>26</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Henninger High School		
<b>DATE / TIME</b>	October 26, 2018 @ 10:00 am (approx.)		
<b>TIME TO CLEAR</b>	14 minutes 10 seconds		
<b>ROOMS CHECKED</b>	78	<b>VACANT</b>	7.7% (6)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	87.5% (63)	<b>ROOMS WITH 0% CHECKS</b>	6.9% (5)
<b>LIGHTS</b>	40.0% (28)	<b>ROOMS WITH 25% CHECKS</b>	19.4% (14)
<b>OUT OF SIGHT</b>	45.1% (32)	<b>ROOMS WITH 50% CHECKS</b>	36.1% (26)
<b>DOOR KNOCK</b>	52.2% (36)	<b>ROOMS WITH 75% CHECKS</b>	25.0% (18)
		<b>ROOMS WITH PERFECT CHECKS<sup>27</sup></b>	12.5% (9)

**SUMMARY**

Nearly all of the classroom doors were locked when checked. Just under half had their lights off and their occupants out of sight of the research team. Just over half of the checked rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. A number of teachers were observed taking students to the nearest classroom; others barricaded their doors in addition to locking down.

During the drill, several areas of concern were noted. First, while no one was buzzed into the school, a student left the building. Many of the classrooms continued with business as usual (e.g., teaching), regardless of whether or not the door was locked. This leads to added noise, which draws unwanted attention to the classrooms instead of making them appear vacant, which is the goal.

The biggest issue with regard to the drill is the fact that the bell rang while the lockdown was still in progress. At that moment, every single student exited their classrooms, flooding the hallway. The research team subsequently had to abort their drill. This is of significant concern because everyone should remain in their classrooms until the drill is lifted by administrators.

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are significant areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>27</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Henninger High School		
<b>DATE / TIME</b>	March 29, 2019 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 56 seconds		
<b>ROOMS CHECKED</b>	80*	<b>VACANT</b>	21.3% (17)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	92.1% (58)	<b>ROOMS WITH 0% CHECKS</b>	1.6% (1)
<b>LIGHTS</b>	90.5% (57)	<b>ROOMS WITH 25% CHECKS</b>	3.2% (2)
<b>OUT OF SIGHT</b>	73.0% (46)	<b>ROOMS WITH 50% CHECKS</b>	6.3% (4)
<b>DOOR KNOCK</b>	9.5% (6)	<b>ROOMS WITH 75% CHECKS</b>	25.4% (16)
		<b>ROOMS WITH PERFECT CHECKS<sup>28</sup></b>	63.5% (40)

**SUMMARY**

\*Due to a miscommunication between members of the security and drill team, the drill was ended before all rooms were cleared. As a result, five rooms on the top floor were not checked and are excluded from the present analysis.

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved nearly 5%, while 50% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping nearly 43% between the two drills. The proportion of rooms with 75% or better checks improved exponentially since the first drill, increasing from 37.5% to 88.9%. Perfect checks alone improved five-fold, up from 12.5% at the first drill to 63.5% at the second.

The proportion of rooms that had occupants out of sight also increased (nearly 28% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, while the drill came at the end of the class change period, a number of students were very slow to clear the hallways. The urgency of lockdown drills, in addition to treating them as though they are real, must be underscored to students, faculty, and staff alike. A number of classes also indicated that they could not hear the drill call; this should be further investigated by the administration to ensure that everyone is receiving the necessary information both generally and in times of crisis. Finally, it is important to reinforce the need to remain in lockdown, even after rooms are checked, until the “all clear” call is given by the administration, as several rooms resumed regular activities before the drill had officially ended.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills (particularly at highly vulnerable times like class changes and lunch) and assessment will aid in addressing the issues raised in this report.

<sup>28</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Huntington Pre-K-8 School		
<b>DATE / TIME</b>	October 26, 2018 @ 9:20 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 51 seconds		
<b>ROOMS CHECKED</b>	86	<b>VACANT</b>	15.1% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	92.8% (64)	<b>ROOMS WITH 0% CHECKS</b>	5.5% (4)
<b>LIGHTS</b>	81.2% (56)	<b>ROOMS WITH 25% CHECKS</b>	8.2% (6)
<b>OUT OF SIGHT</b>	63.8% (44)	<b>ROOMS WITH 50% CHECKS</b>	16.4% (12)
<b>DOOR KNOCK</b>	31.3% (21)	<b>ROOMS WITH 75% CHECKS</b>	32.9% (24)
		<b>ROOMS WITH PERFECT CHECKS<sup>29</sup></b>	37.0% (27)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and occupants were out of sight of the research team. Approximately one in three rooms responded to the knock at the door by the research team. Overall, more than one-third of the rooms had perfect checks.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. Teachers throughout the school also were proactive in terms of placing barricades, such as stacks of chairs, in front of their classroom doors for added security.

During the drill, there were several concerns noted. First, a number of teachers that did not appear to be with the drill team remained in the hallways or left their rooms during the drill. Room B-5 indicated that they could not hear the lockdown call and did not know they were in a drill. The front office and guidance office, while locked, did not turn off their lights nor get out of sight (though it should be noted that the front office staff did pull in a student who had been left in the hallway). Students were buzzed in from outside; even during a drill, no one should be permitted to enter until it is complete. A delivery person continued to enter and exit the building. The teacher in Room 116 responded to the door knock with "I am the teacher with the gun," which had the research team been law enforcement, could have had significant consequences in addition to creating fear among the students in the classroom.

Overall, this school and its administrators were proactive in responding once the drill call was made. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>29</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Huntington Pre-K-8 School		
<b>DATE / TIME</b>	March 29, 2019 @ 10:40 am (approx.)		
<b>TIME TO CLEAR</b>	14 minutes 48 seconds		
<b>ROOMS CHECKED</b>	62	<b>VACANT</b>	16.1% (10)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	95.9% (47)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	93.3% (46)	<b>ROOMS WITH 25% CHECKS</b>	7.7% (4)
<b>OUT OF SIGHT</b>	82.7% (43)	<b>ROOMS WITH 50% CHECKS</b>	1.9% (1)
<b>DOOR KNOCK</b>	5.8% (3)	<b>ROOMS WITH 75% CHECKS</b>	19.2% (10)
		<b>ROOMS WITH PERFECT CHECKS<sup>30</sup></b>	71.2% (37)

**SUMMARY**

As compared to the first drill conducted by the research team, there were a number of notable improvements. The proportion of rooms with their lights off improved by nearly 13%, while the number of rooms that responded to door knocks by the research team dropped more than 25% between the two drills. The proportion of rooms with their doors locked improved slightly (up 3.1%). Given that during the first drill, administrators moved ahead of the research team locking doors yet were asked not to do so the second time, this suggests that teachers have been empowered to handle securing their rooms without the assistance of administrators who may not be available if it were a real emergency. The proportion of rooms with perfect checks improved more than 34% between the two drills (and the fourth highest percent of perfect checks in the district), and 90.4% of the rooms assessed had 75% or better checks.

While increasing (up nearly 19%) between drills, the proportion of rooms with occupants out of sight provides room for continued improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. More importantly, maintaining silence during a drill is critical so as to not call attention to the classroom. One class (Room 202) was so loud that they could be heard clear across the floor as well as on the floor beneath, which puts all of the occupants in the room at risk.

Several additional opportunities for improvement were noted by the research team. Both staff members (custodians) and contractors (construction workers) continued business as usual during the drill. It is very important that all building occupants participate in these exercises to ensure that they are prepared in the event of a real emergency. Additionally, both locker rooms did not lock down. Finally, though an attempt was made to hide the occupants of the cafeteria, where lunch was in progress, during the drill, students were placed on the stage where they were completely visible. Other areas with less vulnerability should be identified for high traffic areas like the cafeteria.

In sum, Huntington and its team continue to do an excellent job with regards to school safety and emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report but we have no doubt that these items will be addressed and corrected.

<sup>30</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	H.W. Smith Pre-K-8 School		
<b>DATE / TIME</b>	November 9, 2018 @ 9:25 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 10 seconds		
<b>ROOMS CHECKED</b>	88	<b>VACANT</b>	25.0% (22)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	77.3% (51)	<b>ROOMS WITH 0% CHECKS</b>	6.1% (4)
<b>LIGHTS</b>	85.9% (55)	<b>ROOMS WITH 25% CHECKS</b>	7.6% (5)
<b>OUT OF SIGHT</b>	57.8% (37)	<b>ROOMS WITH 50% CHECKS</b>	18.2% (12)
<b>DOOR KNOCK</b>	24.1% (14)	<b>ROOMS WITH 75% CHECKS</b>	33.3% (22)
		<b>ROOMS WITH PERFECT CHECKS<sup>31</sup></b>	34.8% (23)

**SUMMARY**

The majority of classrooms were locked and had their lights off. Just over half of the occupants were out of sight of the research team. Approximately one in four rooms responded to the knock at the door by the research team. Overall, more than one-third of the rooms had perfect checks.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. A number of teachers also took added steps to barricade their classroom doors.

During the drill, there were several concerns noted. First, a number of students were found to be roaming the halls during the drill. One teacher, who had been in the cafeteria, came out and stated that she had not heard the drill call. Other teachers were also walking through the halls, though it was unclear to the researchers whether they were part of the school’s drill team. The loading dock doors were left open for deliveries. The small café area also left their door open and it was noted that the occupants did not have a key to lock it. A number of the teachers continued business as usual (teaching). This noise can draw unnecessary attention to the room and its occupants; when a drill is called, all activity should stop until the exercise is cleared.

Overall, this school and its administrators were proactive in responding once the drill call was made. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>31</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	H.W. Smith Pre-K-8 School		
<b>DATE / TIME</b>	March 29, 2019 @ 9:10 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 11 seconds		
<b>ROOMS CHECKED</b>	75	<b>VACANT</b>	25.3% (19)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	82.1% (46)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	96.4% (54)	<b>ROOMS WITH 25% CHECKS</b>	3.6% (2)
<b>OUT OF SIGHT</b>	76.8% (43)	<b>ROOMS WITH 50% CHECKS</b>	8.9% (5)
<b>DOOR KNOCK</b>	0.0% (0)	<b>ROOMS WITH 75% CHECKS</b>	16.1% (9)
		<b>ROOMS WITH PERFECT CHECKS<sup>32</sup></b>	71.4% (40)

**SUMMARY**

As compared to the first drill conducted by the research team, there were a number of notable improvements. The proportion of rooms with their lights off improved by more than 10%, while the number of rooms that responded to door knocks by the research team dropped 24% between the two drills. In fact, H.W. Smith is the only school in the district to have all rooms ignore the door knock, which is quite commendable.

Similarly, the proportion of rooms with their doors locked improved slightly (up nearly 5%). Given that during the first drill, administrators moved ahead of the research team locking doors yet were asked not to do so the second time, this suggests that teachers have been empowered to handle securing their rooms without the assistance of administrators who may not be available if it were a real emergency. The proportion of rooms with perfect checks improved nearly 37% between the two drills (and the school had the third highest percent of perfect checks in the district); 87.5% of the rooms assessed had 75% or better checks.

While increasing (up 19%) between drills, the proportion of rooms with occupants out of sight provides room for continued improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Beyond these notes, the only other concern that stood out to the research team was the fact that several of the rooms cleared themselves (in respect to opening their doors, resuming activities, and / or leaving their rooms) prior to the completion of the drill. As a reminder, until the principal gives the "all clear," the drill is not over. The debrief period at the end is important as it allows time for reflection for how individuals and their classes could improve the next time.

In sum, Principal Haley and her team continue to do an excellent job with regards to school safety and emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report but we have no doubt that these items will be addressed and corrected, and that H.W. Smith will continue to excel.

<sup>32</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	ITC		
<b>DATE / TIME</b>	October 26, 2018 @ 10:45 am (approx.)		
<b>TIME TO CLEAR</b>	13 minutes 53 seconds		
<b>ROOMS CHECKED</b>	59	<b>VACANT</b>	27.1% (16)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	97.7% (42)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	86.0% (37)	<b>ROOMS WITH 25% CHECKS</b>	2.3% (1)
<b>OUT OF SIGHT</b>	88.4% (38)	<b>ROOMS WITH 50% CHECKS</b>	4.7% (2)
<b>DOOR KNOCK</b>	9.5% (4)	<b>ROOMS WITH 75% CHECKS</b>	23.3% (10)
		<b>ROOMS WITH PERFECT CHECKS<sup>33</sup></b>	69.8% (30)

**SUMMARY**

Nearly all of the classroom doors were locked when checked (only one was not). Similarly, a considerable majority had their lights off and their occupants out of sight of the research team. Few of the checked rooms responded to the knock at the door by the research team. Nearly 7 out of every 10 rooms had perfect checks.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. While a number of the students did not seem in a rush to get to a classroom, many teachers stepped in with a sense of urgency to speed the process along.

During the drill, several areas of concern were noted. First, one student stayed outside the classroom and did not go to a nearby open room. Several classes resumed business as usual once their room had been checked. It is important that all activities remain stopped until the all clear is given by an administrator. Several students also noted they had trouble hearing the announcement in conjunction with the bell change.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are certain areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>33</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	ITC		
<b>DATE / TIME</b>	March 11, 2019 @ 10:30 am (approx.)		
<b>TIME TO CLEAR</b>	13 minutes 28 seconds		
<b>ROOMS CHECKED</b>	59	<b>VACANT</b>	39.0% (23)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.4% (34)	<b>ROOMS WITH 0% CHECKS</b>	2.8% (1)
<b>LIGHTS</b>	83.3% (30)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	83.3% (30)	<b>ROOMS WITH 50% CHECKS</b>	0.0% (0)
<b>DOOR KNOCK</b>	2.8% (1)	<b>ROOMS WITH 75% CHECKS</b>	30.6% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>34</sup></b>	66.7% (24)

**SUMMARY**

As with the first drill, nearly all of the classrooms were locked, had their lights off, and were out of sight of the window / door area. Similarly, 97.3% of rooms checked had either three of four criteria met or perfect scores. This is up 4.2% from the first drill, which, given that this school was found to be the best and most successful in the district in the first drill, is still an important and noteworthy improvement.

Notably, only one classroom answered the door knock, a 300% decrease from the first drill. It is important to remind all teachers and staff members that no door knocks should be responded to. Anyone who needs to access the room will have a key and coming to the door puts them in a position of vulnerability were it to be a real-world event.

There are still a few points that were noted by the research team to aid in continued improvement. First, the drill was conducted while students were present in the cafeteria for lunch. The room was slow to respond and, when they did, students were lined up along the walls in positions that were visible to the research team (the lights were off and the doors were locked). After the drill, the lead researcher and Mr. Natoli spoke with the students about how they could locate safe spaces in the cafeteria if they were in there when a real lockdown occurred. Mr. Natoli also advised they would have someone who could open the food prep area (which has a door that can be locked) for the students to have another location.

The front office was noted to be a little slow to lockdown, though they did so perfectly when it was done. The data areas appear to be an area of vulnerability as they did not receive the lockdown call. It will be important to ensure communications reach all areas to inform school occupants of a situation (this extends to the downstairs data closet and bathroom, where someone came out of each mid-drill). Additionally, a series of rooms on the second floor were found not to be hiding (remaining in their desks) during the drill. Despite that the windows are covered, it still is important that occupants always move to a safe location out of line sight of the door to improve safety.

Overall, ITC continues to be a leader in school safety and it is recommended that the administration continue their practice and assessment of lockdowns, particularly at inconvenient times like lunch.

<sup>34</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	LeMoyne Elementary School		
<b>DATE / TIME</b>	October 29, 2018 @ 9:30 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 24 seconds		
<b>ROOMS CHECKED</b>	40	<b>VACANT</b>	15.0% (6)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	91.2% (31)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	82.4% (28)	<b>ROOMS WITH 25% CHECKS</b>	14.7% (5)
<b>OUT OF SIGHT</b>	67.6% (23)	<b>ROOMS WITH 50% CHECKS</b>	5.9% (2)
<b>DOOR KNOCK</b>	24.2% (8)	<b>ROOMS WITH 75% CHECKS</b>	32.4% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>35</sup></b>	47.1% (16)

**SUMMARY**

The majority of classrooms were locked and had their lights off. In approximately two-thirds of the rooms checked, occupants were out of sight of the research team. One in four rooms responded to the knock at the door by the research team. Overall, nearly half of the rooms had perfect checks.

When the drill was called, administrators were very proactive in terms of bringing students from the hallway into rooms and going through the school to confirm everyone was properly locked down. The front office staff also engaged in the lockdown, checking meeting all four criteria assessed. One teacher who found themselves stuck in the hall took shelter in a bathroom stall with her feet up, though the stall was left unlocked.

During the drill, there were several concerns noted. First, during the drill, two people came in the side entrance as well as through the basement. Several teachers were noted to also be standing and / or walking through the hallways, though it was unclear to the research team whether they were part of the drill team. The faculty lounge was unlocked and one person was inside; it does not appear that there was an attempt to secure the room. A substitute teacher was in Room 220 but did not have keys to secure the room. Only one classroom was determined to be conducting business as usual (teacher still teaching).

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>35</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	LeMoyne Elementary School		
<b>DATE / TIME</b>	March 27, 2019 @ 12:30 pm (approx.)		
<b>TIME TO CLEAR</b>	6 minutes 58 seconds		
<b>ROOMS CHECKED</b>	40	<b>VACANT</b>	20.0% (8)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	84.4% (27)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	100.0% (32)	<b>ROOMS WITH 25% CHECKS</b>	3.1% (1)
<b>OUT OF SIGHT</b>	68.8% (22)	<b>ROOMS WITH 50% CHECKS</b>	6.3% (2)
<b>DOOR KNOCK</b>	3.1% (1)	<b>ROOMS WITH 75% CHECKS</b>	28.1% (9)
		<b>ROOMS WITH PERFECT CHECKS<sup>36</sup></b>	62.5% (20)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased nearly 7% (from 91.2% at the first drill to 84.4% at the second drill). Notably, during the first drill, administrators ahead of the research team to lock the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). One potential explanation for this decrease is that teachers are relying on administrators to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had their lights off improved nearly 18% since the first drill and LeMoyne was the only school to have a perfect check on this criteria. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping more than 21% between the two drills. The proportion of rooms with 75% or better checks remained high like the first drill, though it still improved more than 11% between the two exercises, with perfect checks improving 15.4% alone.

Several additional points were noted by the research team. First, the proportion of rooms with occupants out of sight remained virtually unchanged, indicating that this is still an area in need of improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. The cafeteria, while having their doors locked and lights off, moved everyone to one side of the room and they were all just standing there. A conversation about safe spaces in that context also should be had. Finally, individuals who were on the playground when the drill was called continued to play (rather than moving to safety) and one group attempted to access the building during the lockdown. It is unclear whether they heard the drill call, but this should be explored further.

In sum, there were many improvements made to emergency preparedness but there is still opportunity for additional growth. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>36</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Lincoln Middle School		
<b>DATE / TIME</b>	November 9, 2018 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 7 seconds		
<b>ROOMS CHECKED</b>	67	<b>VACANT</b>	35.8% (24)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	90.7% (39)	<b>ROOMS WITH 0% CHECKS</b>	4.7% (2)
<b>LIGHTS</b>	21.6% (8)	<b>ROOMS WITH 25% CHECKS</b>	39.5% (17)
<b>OUT OF SIGHT</b>	38.1% (16)	<b>ROOMS WITH 50% CHECKS</b>	30.2% (13)
<b>DOOR KNOCK</b>	62.2% (23)	<b>ROOMS WITH 75% CHECKS</b>	25.6% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>37</sup></b>	0.0% (0)

**SUMMARY**

Nearly all of the classroom doors were locked when checked. A considerably smaller proportion, however, had their lights off and their occupants out of sight of the research team. More than half of the checked rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down.

During the drill, several areas of concern were noted. Both students and teachers remained in hallways throughout the drill, moving between rooms. It is very important that once they are secured in a safe space, they remain there for the duration of the exercise. People were let in the school through the front entrance prior to the completion of the drill.

There also was some confusion in the language used to call the drill. (The lead researcher tried to confirm that the administrator had the drill script but it appears there was a miscommunication on this.) The announcement stated "Lockdown, stay in place," which are actually two different drill calls. At least one teacher commented that he did not know what to do, which is why he answered his door. The consistency in language will be addressed further in the upcoming training.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>37</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Lincoln Middle School		
<b>DATE / TIME</b>	March 27, 2019 @ 8:45 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 0 seconds		
<b>ROOMS CHECKED</b>	64	<b>VACANT</b>	35.9% (23)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	90.2% (37)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	68.3% (28)	<b>ROOMS WITH 25% CHECKS</b>	4.9% (2)
<b>OUT OF SIGHT</b>	65.9% (27)	<b>ROOMS WITH 50% CHECKS</b>	19.5% (8)
<b>DOOR KNOCK</b>	9.8% (4)	<b>ROOMS WITH 75% CHECKS</b>	29.3% (12)
		<b>ROOMS WITH PERFECT CHECKS<sup>38</sup></b>	46.3% (19)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, nearly 47% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping 52% between the two drills. The proportion of rooms with their doors locked (approximately 9 out of every 10) remained virtually unchanged between drills. The proportion of rooms with 75% or better checks improved nearly three-fold since the first drill, increasing from 25.6% to 75.6%. Perfect checks alone improved considerably, up from 0% at the first drill to 46.3% at the second.

The proportion of rooms that had occupants out of sight also increased (nearly 28% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, several classes (including one in the rear gym) either continued with business as usual during the drill or resumed their activities after their room was checked but while the drill was still in process. It is very important that all rooms not only lock down but remain in position until the administration issues the “all clear” call following the debrief. A number of students were gathered in the cafeteria at the time the drill was called. Though the doors were locked, the lights remained on and no attempt at concealing their whereabouts was made. Given the wall of glass windows in the cafeteria, this area is particularly vulnerable to an intruder; therefore, students and staff should practice locking down in this area. It also is recommended that the school conduct a lockdown drill during lunchtime to further assess this issue.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>38</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	McKinley-Brighton Elementary School		
<b>DATE / TIME</b>	October 24, 2018 @ 8:50 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 50 seconds		
<b>ROOMS CHECKED</b>	51	<b>VACANT</b>	7.8% (4)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	91.5% (43)	<b>ROOMS WITH 0% CHECKS</b>	6.4% (3)
<b>LIGHTS</b>	69.6% (32)	<b>ROOMS WITH 25% CHECKS</b>	4.3% (2)
<b>OUT OF SIGHT</b>	67.4% (31)	<b>ROOMS WITH 50% CHECKS</b>	14.9% (7)
<b>DOOR KNOCK</b>	20.0% (9)	<b>ROOMS WITH 75% CHECKS</b>	31.9% (15)
		<b>ROOMS WITH PERFECT CHECKS<sup>39</sup></b>	42.6% (20)

**SUMMARY**

The majority of classrooms were locked. In nearly 7 out of every 10 rooms checked, the lights were off and occupants were out of sight of the research team. One in five rooms responded to the knock at the door by the research team. Overall, more than 40% of the rooms had perfect checks.

When the drill was called, administrators were very proactive in terms of checking rooms and telling people to get out of sight. A number of teachers were found not only to have locked down, but also to have barricaded their doors in the process using chairs, desks, filing cabinets, or other furniture in their rooms. That said, even in taking these precautions, some of these rooms' occupants remained in sight of the research team.

During the drill, there were additional several concerns noted. Several of the classrooms, as well as the gym and front office, continued with business as usual. The noise that was made from the activity would draw attention to these rooms in the event of a real-world situation. Similarly, a student and teacher were found in the library not locked down. The kitchen staff had loud music playing and did not appear to attempt to lock down when the drill was initiated.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>39</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	McKinley-Brighton Elementary School		
<b>DATE / TIME</b>	March 15, 2019 @ 9:05 am (approx.)		
<b>TIME TO CLEAR</b>	12 minutes 56 seconds		
<b>ROOMS CHECKED</b>	79	<b>VACANT</b>	24.1% (19)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	78.3% (47)	<b>ROOMS WITH 0% CHECKS</b>	1.7% (1)
<b>LIGHTS</b>	63.3% (38)	<b>ROOMS WITH 25% CHECKS</b>	5.0% (3)
<b>OUT OF SIGHT</b>	78.3% (47)	<b>ROOMS WITH 50% CHECKS</b>	10.0% (6)
<b>DOOR KNOCK</b>	6.7% (4)	<b>ROOMS WITH 75% CHECKS</b>	45.0% (27)
		<b>ROOMS WITH PERFECT CHECKS<sup>40</sup></b>	38.3% (23)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased 13% (from 91.5% at the first drill to 78.3% at the second drill). Notably, during the first drill, administrators ran around locking the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). This decrease suggests that teachers are reliant on the administration to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had occupants out of sight, however, did increase (nearly 11% since the first drill). Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping more than 13% between the two drills. The proportion of rooms with 75% or better checks remained high like the first drill, though it still improved nearly 9% between the two exercises.

Several additional points were noted by the research team. First, the front office was not fully locked down in that staff still could be seen. This also was a concern with the cafeteria. All school employees should participate in lockdown and other emergency preparedness exercises to ensure that they have the necessary tools to respond if it were an actual emergency. During the drill, an employee swiped in the side entrance. When notified by the drill team that a lockdown was in progress, the employee continued to move to their intended location at a normal pace. (This was brought to the attention of administrators after the drill concluded).

In sum, there were improvements made to emergency preparedness but continued practice and refinement is needed. In particular, school administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their respective classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>40</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Meachem Elementary School		
<b>DATE / TIME</b>	October 24, 2018 @ 10:10 am (approx.)		
<b>TIME TO CLEAR</b>	6 minutes 0 seconds		
<b>ROOMS CHECKED</b>	36	<b>VACANT</b>	22.2% (8)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	92.9% (26)	<b>ROOMS WITH 0% CHECKS</b>	7.1% (2)
<b>LIGHTS</b>	61.5% (16)	<b>ROOMS WITH 25% CHECKS</b>	7.1% (2)
<b>OUT OF SIGHT</b>	73.1% (19)	<b>ROOMS WITH 50% CHECKS</b>	14.3% (4)
<b>DOOR KNOCK</b>	33.3% (9)	<b>ROOMS WITH 75% CHECKS</b>	39.3% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>41</sup></b>	32.1% (9)

**SUMMARY**

The majority of classrooms (all but two that were occupied) were locked when checked. The lights were off in more than 6 out of every 10 rooms, while in nearly three out of every four of the rooms checked, occupants were out of sight of the research team. One-third of the rooms responded to the knock at the door by the research team. Overall, nearly one-third of the rooms had perfect checks.

When the drill was called, administrators were very proactive in terms of checking the rooms and ensuring that all of the doors were locked. They also did a good job of communicating back and forth with one another to let each other know when an area was cleared.

During the drill, there were several concerns noted. First, the gym, while locked, continued with business as usual. The amount of noise that was being made would draw the attention of someone if this were a real-world exercise. Several teachers were noted to be walking around or standing in the stairwell, but it was unclear to the researchers whether they were part of the drill team that was checking rooms. A number of classrooms continued with business as usual (teaching), and several responded to the door knocks by letting the drill team know they were checking for students.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>41</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Meachem Elementary School		
<b>DATE / TIME</b>	March 25, 2019 @ 11:00 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 45 seconds		
<b>ROOMS CHECKED</b>	48	<b>VACANT</b>	25.0% (12)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.4% (34)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	94.4% (34)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	77.8% (28)	<b>ROOMS WITH 50% CHECKS</b>	8.3% (3)
<b>DOOR KNOCK</b>	13.9% (5)	<b>ROOMS WITH 75% CHECKS</b>	30.6% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>42</sup></b>	61.1% (22)

**SUMMARY**

As compared to the first drill conducted by the research team, there were a number of notable improvements. The proportion of rooms with their lights off improved by nearly 33%, while the number of rooms that responded to door knocks by the research team dropped nearly 20% between the two drills. The proportion of rooms with their doors locked improved slightly. Given that during the first drill, administrators moved ahead of the research team locking doors yet were asked not to do so the second time, this suggests that teachers have been empowered to handle securing their rooms without the assistance of administrators who may not be available if it were a real emergency. The proportion of rooms with perfect checks improved 29% between the two drills, and 91.7% of the rooms assessed had 75% or better checks.

While increasing slightly (up nearly 5%) between drills, the proportion of rooms with occupants out of sight provides room for continued improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority.

Several additional points were noted by the research team. First, there were occupants on the playground at the time the drill was called. Though they did not attempt to enter the building, they continued with business as usual. Thus, it was unclear to the research team if they had actually heard the drill call. It is important to ensure that individuals outside of the building are aware of the drill and practice accordingly in such capacities (e.g., moving to a safe location at the edge of the school grounds that would provide them the opportunity to get away from the school in a real emergency). It also is important to reinforce the need to remain in lockdown, even after rooms are checked, until the “all clear” call is given by the administration (the gym resumed activities before the drill was over).

In sum, Meachem and its team continue to do an excellent job with regards to school safety and emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report but we have no doubt that these items will be addressed and corrected.

<sup>42</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Nottingham High School		
<b>DATE / TIME</b>	November 9, 2018 @ 10:00 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 0 seconds		
<b>ROOMS CHECKED</b>	79	<b>VACANT</b>	11.4% (9)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	87.1% (61)	<b>ROOMS WITH 0% CHECKS</b>	8.6% (6)
<b>LIGHTS</b>	35.2% (19)	<b>ROOMS WITH 25% CHECKS</b>	21.4% (15)
<b>OUT OF SIGHT</b>	48.6% (34)	<b>ROOMS WITH 50% CHECKS</b>	34.3% (24)
<b>DOOR KNOCK</b>	56.7% (38)	<b>ROOMS WITH 75% CHECKS</b>	28.6% (20)
		<b>ROOMS WITH PERFECT CHECKS<sup>43</sup></b>	7.1% (5)

**SUMMARY**

A majority (nearly 9 out of every 10) of the classroom doors were locked when checked. Less than half of the rooms checked, however, had their lights off and their occupants out of sight of the research team. More than half of the checked rooms responded to the knock at the door by the research team.

When the drill was called, administrators were proactive in terms of going through the school to confirm everyone was properly locked down. A number of teachers were observed ushering students to the nearest classrooms.

During the drill, several areas of concern were noted. First, after securing their rooms, many of the teachers continued with business as usual (e.g., teaching). The sound this generates draws unwanted attention to these classrooms. When a drill is initiated, all activity should stop until the all clear is issued by an administrator. Similarly, the guidance office continued with business as usual, as did the custodian. Several teachers came out into the hallway to ask for further directions or to secure a student’s belongings.

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are definite areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>43</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Nottingham High School		
<b>DATE / TIME</b>	March 11, 2019 @ 12:45 pm (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 43 seconds		
<b>ROOMS CHECKED</b>	79	<b>VACANT</b>	17.7% (14)

### DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)

<b>LOCKS</b>	100.0% (65)	<b>ROOMS WITH 0% CHECKS</b>	3.1% (2)
<b>LIGHTS</b>	92.3% (60)	<b>ROOMS WITH 25% CHECKS</b>	13.8% (9)
<b>OUT OF SIGHT</b>	53.8% (35)	<b>ROOMS WITH 50% CHECKS</b>	15.4% (10)
<b>DOOR KNOCK</b>	20.0% (13)	<b>ROOMS WITH 75% CHECKS</b>	40.0% (26)
		<b>ROOMS WITH PERFECT CHECKS<sup>44</sup></b>	27.7% (18)

### SUMMARY

All of the rooms that were checked had their doors locked. Nearly all had their lights off (an improvement of 57% since the first drill). Additionally, fewer classrooms responded to the drill team's door knock (a decrease of nearly 37% since the first drill). The number of rooms with perfect checks increased more than three-fold over the first drill (27.7% vs. 7.1%), as did rooms with 75% checks (40% vs. 28.6%).

While a greater proportion of rooms were out of sight, meaning that no one was visible or could be heard by members of the drill team, this improved by only one room, meaning that this is an area that needs to be continually worked on. In a number of rooms, students were making considerable noise, drawing attention to the room and its occupant. In several other rooms, teachers continued their lessons even during the lockdown. Further, several teachers responded to the door knock, either responding through the door or opening and responding. When in lockdown, no one should be coming to the door.

Several other areas of concern / opportunities for improvement were identified. Several students were found to be in the hallway, including one more than five minutes into the drill. Additionally, when the rooms were unlocked to check for vacancy by the drill team, it was found in many rooms that students had remained in their seats and teachers were directly behind the classroom doors. In a lockdown situation, even during drills, all occupants should relocate to a safe location away from the door as it is a point of vulnerability. Teachers should work within their classrooms to identify the safe locations that are out of line sight of the doorway (regardless of their being no window in the door). Finally, drills should continue to be conducted at inopportune times. This drill was conducted during the lunch period and students did not respond as needed. Given the large gathering, this is a point of vulnerability in the school that must be adequately addressed.

Overall, there was significant improvement between the first and second drills. School administrators should continue to practice lockdown drills (as if real-world), identify vulnerabilities, and work toward improvement.

<sup>44</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Porter Elementary School		
<b>DATE / TIME</b>	November 7, 2018 @ 11:15 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 4 seconds		
<b>ROOMS CHECKED</b>	60	<b>VACANT</b>	31.7% (19)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	95.0% (38)	<b>ROOMS WITH 0% CHECKS</b>	2.4% (1)
<b>LIGHTS</b>	89.7% (35)	<b>ROOMS WITH 25% CHECKS</b>	4.9% (2)
<b>OUT OF SIGHT</b>	72.5% (29)	<b>ROOMS WITH 50% CHECKS</b>	17.1% (7)
<b>DOOR KNOCK</b>	21.9% (7)	<b>ROOMS WITH 75% CHECKS</b>	31.7% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>45</sup></b>	43.9% (18)

**SUMMARY**

The majority of classrooms were locked and had their lights off. In approximately three out of every four of the rooms checked, occupants were out of sight of the research team. Just over one in five rooms responded to the knock at the door by the research team. Overall, a considerable proportion of the rooms had perfect checks.

When the drill was called, administrators were very proactive in terms of going through the school to confirm everyone was properly locked down. The front office locked down, though there were people in the principal’s office who were making noise that drew the attention of the research team (the lights also were not turned off when they moved into the office).

During the drill, there were several concerns noted. First, the teacher in Room 05 had trouble locking her door – it was unclear if she managed to secure it by the time that the drill was completed. This was further complicated by the fact that the door locked from the outside, meaning that she was in the hallway for an extended period of time, exposed to potential danger (if this was a real-world situation). Similarly, the teacher in 106 did not have a key to lock their door (no students were present, but this still is a concern). Classrooms should have backup plans for these situations. The custodian also attempted to go outside to stop a student from leaving before the debrief completed (school was still locked down).

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>45</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Porter Elementary School		
<b>DATE / TIME</b>	March 27, 2019 @ 1:15 pm (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 18 seconds		
<b>ROOMS CHECKED</b>	52	<b>VACANT</b>	28.8% (15)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	86.5% (32)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	97.3% (36)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	64.9% (24)	<b>ROOMS WITH 50% CHECKS</b>	10.8% (4)
<b>DOOR KNOCK</b>	5.4% (2)	<b>ROOMS WITH 75% CHECKS</b>	35.1% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>46</sup></b>	54.1% (20)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased 8.5% (from 95.0% at the first drill to 86.5% at the second drill). Notably, during the first drill, administrators ran ahead of the drill team to lock the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). A potential explanation for this decrease is that teachers are relying on the administration to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had their lights off did increase (nearly 8% since the first drill), as did the proportion of rooms that responded to door knocks by the research team – dropping more than 16% between the two drills. The proportion of rooms with 75% or better checks remained high like the first drill, though it still improved nearly 14% between the two exercises.

Several opportunities for continued improvement were noted by the research team. First, the proportion of rooms with occupants out of sight decreased nearly 8%, indicating that this is still an area in need of improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority, as is the need to maintain silence so that occupants cannot be heard by individuals outside of the room. Several doors were left open during the drill, including to the library. The maintenance staff also continued working during the drill. It is vital that all staff members participate in these exercises to ensure an understanding of the emergency protocol.

In sum, there were improvements made to emergency preparedness but continued practice and refinement is needed. In particular, school administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their respective classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>46</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	PSLA @ Fowler		
<b>DATE / TIME</b>	October 22, 2018 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	13 minutes 52 seconds		
<b>ROOMS CHECKED</b>	80	<b>VACANT</b>	26.3% (21)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	89.5% (51)	<b>ROOMS WITH 0% CHECKS</b>	2.9% (2)
<b>LIGHTS</b>	42.9% (24)	<b>ROOMS WITH 25% CHECKS</b>	23.2% (16)
<b>OUT OF SIGHT</b>	39.0% (23)	<b>ROOMS WITH 50% CHECKS</b>	24.6% (17)
<b>DOOR KNOCK</b>	39.0% (23)	<b>ROOMS WITH 75% CHECKS</b>	17.4% (12)
		<b>ROOMS WITH PERFECT CHECKS<sup>47</sup></b>	17.4% (12)

**SUMMARY**

Nearly all of the classroom doors (approximately 9 out of every 10) were locked when checked. Just under half had their lights off and their occupants out of sight of the research team. More than one-third of the checked rooms responded to the knock at the door by the research team.

When the drill was called, a number of teachers were observed taking students to the nearest classroom and calling others who were out in the main hallways to safety.

During the drill, several areas of concern were noted. First, a considerable number of students were found to be wandering the halls. While some teachers called them to safety, many others were left to go about their business as normal. Similarly, some guests left where they were located to try and leave the school, while other teachers used their swipe cards to come in secondary entrances (it is unclear if they saw that no one was being let in the main entrance). The teacher in Room 119 advised they did not have a key to lock their room, while staff in the copy room indicated they could not hear the drill call. Up front, many people had been taken into the front office, which was locked, but they did not turn out the lights and all occupants were visible. Similarly, the custodian continued with business as usual, cleaning the glass in the vestibule entryway. All staff should participate in these drills to ensure they are familiar with the protocols in the event of a real-world situation.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While there are significant areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>47</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	PSLA @ Fowler		
<b>DATE / TIME</b>	March 13, 2019 @ 8:30 am (approx.)		
<b>TIME TO CLEAR</b>	17 minutes 13 seconds		
<b>ROOMS CHECKED</b>	98	<b>VACANT</b>	21.4% (21)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	94.8% (73)	<b>ROOMS WITH 0% CHECKS</b>	1.3% (1)
<b>LIGHTS</b>	59.7% (46)	<b>ROOMS WITH 25% CHECKS</b>	13.0% (10)
<b>OUT OF SIGHT</b>	55.8% (43)	<b>ROOMS WITH 50% CHECKS</b>	19.5% (15)
<b>DOOR KNOCK</b>	24.7% (19)	<b>ROOMS WITH 75% CHECKS</b>	31.2% (24)
		<b>ROOMS WITH PERFECT CHECKS<sup>48</sup></b>	35.1% (27)

**SUMMARY**

The drill was conducted in the middle of class change between first and second period. Still, it is important that these exercises take place at times that are less than convenient to better identify areas of improvement.

There was observable improvement between the first and second drills. In the second drill, more rooms had their doors locked (up 5.3%), lights off (up 10.5%), and occupants were out of sight (up 16.8%). The proportion of rooms with perfect checks doubled (from 17.4% to 35.1%), and there was a 26.4% increase in rooms meeting at least half of the criteria checked in the second drill as compared to the first.

The proportion of rooms where door knocks by the research team decreased (down 14.3%) but still one out of every four rooms, on average, answered. It is important to remind all teachers and staff members that no door knocks should be responded to. Anyone who needs to access the room will have a key and coming to the door puts them in a position of vulnerability were it to be a real-world event.

Additional vulnerabilities were identified during the drills in addition to people answering the doors. Perhaps most importantly was the rate at which the school went into lockdown. Despite that students were already in the halls for class change, there was not a sense of urgency to get to a safe space and perform the steps of a lockdown (locks, lights, out of sight). A number of teachers (not all) also did not respond with a sense of urgency to bring students into the rooms. The gym specifically continued with business as usual for more than six minutes. When the lead researcher asked the teacher if he heard the lockdown call, he responded in the affirmative, but still did not secure with urgency.

The front office did lock down and bring students in but they remained visible during the drill, vulnerable behind glass walls. They should be brought into safe locations within the front office area and secured with staff. The cafeteria workers also continued with business as usual. As part of the staff, they should also be trained on proper protocols. The on-site SPD officer also was letting students in the school from outside during the course of the drill.

Overall, there was definite improvement at this school but still considerable areas of vulnerability. Administrators should continue to work with faculty, staff, and students to conduct and assess drills for continued improvement.

<sup>48</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Roberts Pre-K-8 School		
<b>DATE / TIME</b>	November 7, 2018 @ 9:30 am (approx.)		
<b>TIME TO CLEAR</b>	7 minutes 35 seconds		
<b>ROOMS CHECKED</b>	53	<b>VACANT</b>	22.6% (12)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	70.7% (29)	<b>ROOMS WITH 0% CHECKS</b>	12.2% (5)
<b>LIGHTS</b>	43.9% (18)	<b>ROOMS WITH 25% CHECKS</b>	19.5% (8)
<b>OUT OF SIGHT</b>	36.6% (15)	<b>ROOMS WITH 50% CHECKS</b>	39.0% (16)
<b>DOOR KNOCK</b>	55.0% (22)	<b>ROOMS WITH 75% CHECKS</b>	19.5% (8)
		<b>ROOMS WITH PERFECT CHECKS<sup>49</sup></b>	9.8% (4)

**SUMMARY**

The majority of classrooms were locked. Less than half, however, had their lights off and occupants moved out of sight of the research team. More than half of the rooms checked responded to the knock at the door by the research team.

When the drill was called, teachers were very proactive and moving quickly to secure their doors and bring kids into the classrooms.

During the drill, there were several concerns noted. First, the drill call announcement could barely be heard in the gym. During the drill, a teacher in the gym also opened the door to let a student in. The front office did not lock down, and many other rooms, both with and without students, continued with business as usual (e.g., teaching). The custodian also continued on with his normal duties. This type of activity should cease once the call is made to avoid drawing unnecessary attention to the rooms. Several students walked out of the bathroom and through the hallways while the drill was in progress. Room 305 also was found to not be able to lock.

Overall, this school has a good starting point from which to build from in terms of ensuring school safety. While, as noted, there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>49</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Roberts Pre-K-8 School		
<b>DATE / TIME</b>	March 25, 2019 @ 9:50 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 46 seconds		
<b>ROOMS CHECKED</b>	54	<b>VACANT</b>	16.7% (9)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	84.4% (38)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	88.9% (40)	<b>ROOMS WITH 25% CHECKS</b>	4.4% (2)
<b>OUT OF SIGHT</b>	66.7% (30)	<b>ROOMS WITH 50% CHECKS</b>	11.1% (5)
<b>DOOR KNOCK</b>	4.4% (2)	<b>ROOMS WITH 75% CHECKS</b>	28.9% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>50</sup></b>	55.6% (25)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved nearly 14%, while 45% more rooms had their lights off as compared to the first drill. Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping more than 50% between the two drills. The proportion of rooms with 75% or better checks improved exponentially since the first drill, increasing from 29.3% to 84.5%. Perfect checks alone improved more than five-fold, up from 9.8% at the first drill to 55.6% at the second.

The proportion of rooms that had occupants out of sight also increased (approximately 30% since the first drill) yet continues to be the weakest area for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms.

Several additional opportunities for improvement were noted by the research team. First, the maintenance and janitorial staff continued working during the drill. It is important that all staff, in addition to faculty and students, participate in the drills to ensure an understanding of the protocol and how to respond in an actual emergency. One class (Room 312) indicated that they did not hear the lockdown call; this is something that should be investigated by the administration further to ensure that all rooms are receiving the necessary information. Finally, one class (Room 268) continued with business as usual throughout the drill. Several of the research team members attempted to check the room but access was denied by the teacher, saying he already had been checked (even when he had not). As noted, it is imperative that all building occupants practice the drill to ensure the necessary muscle memory is built in responding to an emergency situation.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>50</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Salem Hyde Elementary School		
<b>DATE / TIME</b>	November 5, 2018 @ 9:30 am (approx.)		
<b>TIME TO CLEAR</b>	7 minutes 49 seconds		
<b>ROOMS CHECKED</b>	37	<b>VACANT</b>	16.2% (6)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	90.3% (28)	<b>ROOMS WITH 0% CHECKS</b>	6.5% (2)
<b>LIGHTS</b>	90.0% (27)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	86.7% (26)	<b>ROOMS WITH 50% CHECKS</b>	3.2% (1)
<b>DOOR KNOCK</b>	7.1% (2)	<b>ROOMS WITH 75% CHECKS</b>	22.6% (7)
		<b>ROOMS WITH PERFECT CHECKS<sup>51</sup></b>	37.7% (21)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and occupants were out of sight of the research team when checked. Just two classrooms rooms responded to the knock at the door by the research team. Overall, more than one-third of the rooms had perfect checks.

When the drill was called, administrators were very proactive in terms of going through the school to confirm everyone was properly locked down. The front office staff also engaged in the lockdown, checking meeting three of the four criteria assessed (the main door was unlocked). Teachers in many of the classrooms, especially with the youngest children, were very proactive in moving them to safety and keeping them quiet so as to not draw attention to the location.

During the drill, there were several concerns noted. First, one major concern is that people were still being let into the building while the school was on lockdown. In those instances, no one should be let inside the building. Similarly, a delivery person continued working, moving in and out of the building through one of the entrances and increasing the vulnerability of the building. The gymnasium, while locked, continued playing music, drawing unneeded attention to the area.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>51</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Salem Hyde Elementary School		
<b>DATE / TIME</b>	March 27, 2019 @ 9:55 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 1 second		
<b>ROOMS CHECKED</b>	44	<b>VACANT</b>	29.5% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	77.4% (24)	<b>ROOMS WITH 0% CHECKS</b>	3.2% (1)
<b>LIGHTS</b>	87.1% (27)	<b>ROOMS WITH 25% CHECKS</b>	3.2% (1)
<b>OUT OF SIGHT</b>	80.6% (25)	<b>ROOMS WITH 50% CHECKS</b>	3.2% (1)
<b>DOOR KNOCK</b>	9.7% (3)	<b>ROOMS WITH 75% CHECKS</b>	32.3% (10)
		<b>ROOMS WITH PERFECT CHECKS<sup>52</sup></b>	58.1% (18)

**SUMMARY**

It should be noted that when the drill team arrived at the school, all administrators were out of the building. Due to the impending ELA assessments, however, the drill was still conducted. When the drill call was made, there was a lot of proactivity from teachers bringing students out of the hallway and into their classrooms as they were trained to do.

As compared to the first drill conducted by the research team, some facets were consistent while others were less successful. Specifically, the proportion of rooms that were locked decreased nearly 13% (from 90.3% at the first drill to 77.4% at the second drill). Notably, during the first drill, administrators moved ahead of the research team to lock the doors. They were not present during the second drill; had they been, they would have been asked not to do so in order to assess how each classroom implemented the drill call (locks, lights, out of sight). One potential explanation for this decrease is that teachers are relying on the administration to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had lights off and occupants out of remained consistent with the first drill, as did the percentage of rooms that responded to the door knock by the research team. The proportion of rooms with 75% or better checks remained high like the first drill.

Several additional opportunities for improvement were noted by the research team. The teacher in Room 110 indicated that they did not hear the drill call; this is something that should be looked into to ensure that all building occupants are notified of the drill. A number of rooms also released themselves during the debrief period. It is important that rooms do not release until the "all clear" has been given at the end of the call.

In sum, there were improvements made to emergency preparedness but continued practice and refinement is needed. In particular, school administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their respective classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>52</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Seymour Dual Language Academy		
<b>DATE / TIME</b>	October 22, 2018 @ 10:30 am (approx.)		
<b>TIME TO CLEAR</b>	6 minutes 42 seconds		
<b>ROOMS CHECKED</b>	50	<b>VACANT</b>	22.0% (11)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	84.6% (33)	<b>ROOMS WITH 0% CHECKS</b>	7.7% (3)
<b>LIGHTS</b>	43.6% (17)	<b>ROOMS WITH 25% CHECKS</b>	23.1% (9)
<b>OUT OF SIGHT</b>	46.2% (18)	<b>ROOMS WITH 50% CHECKS</b>	25.6% (10)
<b>DOOR KNOCK</b>	57.1% (20)	<b>ROOMS WITH 75% CHECKS</b>	35.9% (14)
		<b>ROOMS WITH PERFECT CHECKS<sup>53</sup></b>	7.7% (3)

**SUMMARY**

The majority of classrooms (more than 8 out of every 10 checked, on average) were locked. In less than half of the rooms checked, however, the lights were off and occupants were out of sight of the research team. More than half of the rooms responded to the knock at the door by the research team.

During the drill, there were several concerns noted. First, a number of rooms either did not have locks, the teacher did not have a key, or they experienced trouble in trying to secure the room. In order to facilitate a quick and efficient lockdown, these issues should be addressed and alternate procedures (e.g., barricading rooms when possible) should be discussed as a backup.

Second, the custodian continued to roam the halls, business as usual. While it was unclear for certain whether he was part of a school drill team, it did not appear to be the case as he was not checking rooms but instead performing what looked to be his regular job functions.

Overall, this school has a strong starting point from which to build from in terms of ensuring school safety. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>53</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Seymour Dual Language Academy		
<b>DATE / TIME</b>	March 13, 2019 @ 10:00 am (approx.)		
<b>TIME TO CLEAR</b>	16 minutes 46 seconds		
<b>ROOMS CHECKED</b>	56	<b>VACANT</b>	12.5% (7)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	87.8% (43)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	91.8% (45)	<b>ROOMS WITH 25% CHECKS</b>	10.2% (5)
<b>OUT OF SIGHT</b>	67.3% (33)	<b>ROOMS WITH 50% CHECKS</b>	8.2% (4)
<b>DOOR KNOCK</b>	8.2% (4)	<b>ROOMS WITH 75% CHECKS</b>	26.5% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>54</sup></b>	55.1% (27)

**SUMMARY**

Consistent with the first drill conducted at the school, more than 8 out of every 10 rooms had their doors locked. Considerable improvement was seen in response to turning off the lights (a 48% increase since the first drill) and having students remain out of sight (an increase of 21%). The number of rooms responding to door knocks decreased considerably, from 57.1% at the first drill to 8.2% at the second drill.

One of the most important improvements the school made is in regard to the number of perfect room checks, increasing from less than 8% at the first drill to 55% at the second. Moreover, the proportion of rooms that met three or more of the criteria for checks increased nearly two-fold, with nearly 82% of rooms achieving this score at the second drill. Though tremendous improvement, these figures still indicate that there are opportunities to continue to work with faculty, staff, and students to continue to improve the overall response to lockdown calls.

A few areas of opportunity were identified. First, the gym did not seem to be aware that the school was in lockdown; subsequently, students were walking out of the gym. It is important for the school to determine if the PA system can be heard in the gym and, if not, to contact the appropriate outlets to remedy the issue. The cafeteria staff also did not go on lockdown, though they did confirm to the lead researcher that they heard the lockdown call. It is very important that staff members understand their responsibilities during drills, such that they also should be practicing the call that is made (lockdown, in this instance). This further extends to the teachers' lounge, as those occupants also did not lock down. Finally, the school monitor remained at his desk in the hallway. The researchers were notified that he did not speak English. Given the large Spanish-speaking population at the school, it is recommended that all calls be made both in English and Spanish to ensure uniform response.

Beyond the general areas of improvement (increasing the proportion of rooms with locked doors, lights off, and occupants out of sight), it is clear that the principal and his staff have been working diligently to improve safety at Seymour. They should continue to conduct drills and independently assess areas of vulnerability and work to correct through staff and student development.

<sup>54</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Syracuse Latin		
<b>DATE / TIME</b>	November 9, 2018 @ 11:20 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 38 seconds		
<b>ROOMS CHECKED</b>	71	<b>VACANT</b>	39.4% (28)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	92.9% (39)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	76.2% (32)	<b>ROOMS WITH 25% CHECKS</b>	14.0% (6)
<b>OUT OF SIGHT</b>	59.5% (25)	<b>ROOMS WITH 50% CHECKS</b>	2.3% (1)
<b>DOOR KNOCK</b>	12.2% (5)	<b>ROOMS WITH 75% CHECKS</b>	46.5% (20)
		<b>ROOMS WITH PERFECT CHECKS<sup>55</sup></b>	37.2% (16)

**SUMMARY**

The majority of classrooms were locked and had their lights off. In approximately 6 out of every 10 rooms checked, occupants were out of sight of the research team. Only five rooms responded to the knock at the door by the research team, which is very good. Overall, more than one-third of the rooms had perfect checks.

When the drill was called, administrators were extremely proactive in terms of going through the school to confirm everyone was properly locked down. The front office staff also engaged in the lockdown, checking meeting three of the four criteria assessed (the door was locked and the lights were off, but they still were visible to the research team). The school was extremely quiet to the point of being able to hear a pin drop – the school should be commended on this, particularly with such young charges. The administration also was extremely proactive in asking questions of the lead researcher in regard to how best to handle lunchtime lockdowns, and time was spent reviewing the options the room offers.

During the drill, there were several concerns noted. First, when the drill was called, students who were out at recess were brought back inside. In the event of a lockdown, the threat would be inside the building, so it is important to practice taking them away from the school. The teacher’s lounge was unlocked and the person who was hiding poked their head out when the research team was checking the room.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>55</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Syracuse Latin		
<b>DATE / TIME</b>	March 11, 2019 @ 12:15 pm (approx.)		
<b>TIME TO CLEAR</b>	13 minutes 16 seconds		
<b>ROOMS CHECKED</b>	48*	<b>VACANT</b>	22.9% (11)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	73.0% (27)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	89.2% (33)	<b>ROOMS WITH 25% CHECKS</b>	5.4% (2)
<b>OUT OF SIGHT</b>	81.1% (30)	<b>ROOMS WITH 50% CHECKS</b>	16.2% (6)
<b>DOOR KNOCK</b>	16.2% (6)	<b>ROOMS WITH 75% CHECKS</b>	24.3% (9)
		<b>ROOMS WITH PERFECT CHECKS<sup>56</sup></b>	54.0% (20)

**SUMMARY**

\*Due to construction / renovations, the third floor was vacant and not checked as part of the drill.

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased nearly 20% (from 92.9% at the first drill to 73.0% at the second drill). In talking with the principal, it was determined that in one room (the gym), the regular teacher was not present and the teachers who were did not have keys to lock the room; Principal Manard did assist them in securing the doors. A similar concern was found in other rooms with teaching assistants who similarly did not have keys available to lock their respective rooms.

The proportion of rooms that had occupants out of sight, however, did increase (13% since the first drill). Similarly, the proportion of rooms with occupants out of sight increased more than 21%. The proportion of rooms that responded to the door knock increased 4%. As a reminder, anyone who would need to access the room during a drill or real emergency would have a key; therefore, it is imperative that once the room goes into lockdown, occupants should remain in their safe spaces away from the door and not open it for any reason (several rooms did have teachers by the door, even when they were properly locked down).

It bears noting that the research team came when some of the youngest students were in the cafeteria at lunch. The teachers and staff in the cafeteria were extremely proactive, taking the students into the food prep / lunch line area when the drill initiated, closing the doors, and keeping them out of sight. This was by far the best lunchtime response observed and should be the model for all other schools in the district.

Overall, however, while there were improvements that could be made, the principal (who was short-staffed on the day the researchers arrived) has made clear, observable strides toward emergency response. Continued practice and assessment should be used to help address remaining areas of concern.

<sup>56</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Van Duyn Elementary School		
<b>DATE / TIME</b>	November 7, 2018 @ 10:00 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 35 seconds		
<b>ROOMS CHECKED</b>	63	<b>VACANT</b>	31.7% (20)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	90.7% (39)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	69.8% (30)	<b>ROOMS WITH 25% CHECKS</b>	7.0% (3)
<b>OUT OF SIGHT</b>	55.8% (24)	<b>ROOMS WITH 50% CHECKS</b>	45.0% (18)
<b>DOOR KNOCK</b>	45.0% (18)	<b>ROOMS WITH 75% CHECKS</b>	27.9% (12)
		<b>ROOMS WITH PERFECT CHECKS<sup>57</sup></b>	23.3% (10)

**SUMMARY**

The majority of classrooms were locked and had their lights off. In over half of the rooms checked, occupants were out of sight of the research team. Nearly half, however, responded to the research team when they knocked on the door. Overall, more than one out of every five rooms had perfect checks.

When the drill was called, administrators were extremely proactive in terms of going through the school to confirm everyone was properly locked down. The gymnasium was quick to lockdown as well, which is a positive sign as this is usually one of the most difficult areas to properly execute.

During the drill, there were several concerns noted. First, several of the rooms were unable to lockdown because the teachers inside did not have keys (it was unclear to the research team whether these were the regular instructors or if they were substitutes). Other practices, such as barricading the door, should be trained to ensure that rooms in these situations have a backup plan. Second, a number of classes continued with business as usual (teaching). This means that noise was being made that can draw attention to those rooms and their occupants. Third, the cafeteria and shipping areas both were open and continued with business as usual. The lead researcher asked one of the employees if they had heard the drill – they confirmed, but laughed off what was being done. It is imperative that all employees be actively participating in the drills to ensure their safety.

Overall, this school and its administrators were very proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>57</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Van Duyn Elementary School		
<b>DATE / TIME</b>	March 25, 2019 @ 11:40 am (approx.)		
<b>TIME TO CLEAR</b>	11 minutes 27 seconds		
<b>ROOMS CHECKED</b>	63	<b>VACANT</b>	38.1% (24)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	76.9% (30)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	94.9% (37)	<b>ROOMS WITH 25% CHECKS</b>	0.0% (0)
<b>OUT OF SIGHT</b>	74.4% (29)	<b>ROOMS WITH 50% CHECKS</b>	15.4% (6)
<b>DOOR KNOCK</b>	5.1% (2)	<b>ROOMS WITH 75% CHECKS</b>	28.2% (11)
		<b>ROOMS WITH PERFECT CHECKS<sup>58</sup></b>	56.4% (22)

**SUMMARY**

As compared to the first drill conducted by the research team, some facets were improved upon while others were less successful. Specifically, the proportion of rooms that were locked decreased nearly 14% (from 90.7% at the first drill to 76.9% at the second drill). During the first drill, administrators moved ahead of the drill team to lock the doors but were asked not to do so in the second drill in order to assess how each classroom implemented the drill call (locks, lights, out of sight). A potential explanation for this decrease is that teachers are relying on the administration to lock their doors in an emergency. Given, however, that administrators may not be able to reach the classrooms in a real emergency, it is imperative that teachers be reminded of their responsibility in locking classroom doors.

The proportion of rooms that had their doors locked and occupants out of sight did increase (approximately 25% and 19%, respectively, since the first drill). Similarly, improvement was found with regard to the proportion of rooms that responded to door knocks by the research team – dropping nearly 40% between the two drills. The proportion of rooms with 75% or better checks remained high like the first drill, though it still improved more than 33% between the two exercises, with a 2.4 times increase in the proportion of rooms with perfect checks.

Several additional points were noted by the research team. First, there were students in the cafeteria having lunch when the drill was called and no attempt was made to hide them. Given that large gatherings of people are often sought out by intruders, practicing all facets of the lockdown, including out of sight, when people are at lunch or other similar crowds, is imperative. Also, a number of teachers released themselves and their students prior to the completion of the debrief, which is still part of the drill (and an important opportunity to discuss potential areas of improvement with the students). It is important to remind teachers and staff that drills do not conclude until the “all clear” is given by administration.

In sum, there were numerous improvements made related to emergency preparedness. Still, administrators must continue to empower teachers to be fully responsible for all aspects of emergency preparedness within their classrooms. Continued practice via drills and assessment will aid in addressing the issues raised in this report.

<sup>58</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Webster Elementary School		
<b>DATE / TIME</b>	October 29, 2018 @ 11:20 am (approx.)		
<b>TIME TO CLEAR</b>	8 minutes 0 seconds		
<b>ROOMS CHECKED</b>	49	<b>VACANT</b>	24.5% (12)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	81.1% (30)	<b>ROOMS WITH 0% CHECKS</b>	2.7% (1)
<b>LIGHTS</b>	81.1% (30)	<b>ROOMS WITH 25% CHECKS</b>	5.4% (2)
<b>OUT OF SIGHT</b>	81.1% (30)	<b>ROOMS WITH 50% CHECKS</b>	16.2% (6)
<b>DOOR KNOCK</b>	21.6% (8)	<b>ROOMS WITH 75% CHECKS</b>	27.0% (10)
		<b>ROOMS WITH PERFECT CHECKS<sup>59</sup></b>	48.6% (18)

**SUMMARY**

The majority of classrooms were locked, had their lights off, and their occupants were out of sight of the research team. Approximately one in five of the rooms checked responded to the knock at the door by the research team. Overall, nearly half of the rooms had perfect checks.

When the drill was called, administrators were extremely proactive in terms of going through the school to confirm everyone was properly locked down. The front office staff also engaged in the lockdown. In Room 101, where the door could not be locked, it was barricaded instead to ensure occupant’s safety.

During the drill, there were several concerns noted. First, people still entered the building during the drill, despite that no one was to enter. In one of the classrooms (Room 129), a young student answered the door, which should never happen as they should be out of sight. The biggest concern was the fact that the drill was conducted at lunchtime. When the drill was called, students were in the hallways lined up for lunch – their teachers quickly ushered them inside the cafeteria, set them at tables, and told them to be quiet. The cafeteria has numerous sets of doors – none of which were locked. This means that the majority of the school’s charges were congregated in one unsecured space. Further, the kitchen left their doors wide open and continued serving lunch, putting both themselves and the students in harm’s way.

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>59</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Webster Elementary School		
<b>DATE / TIME</b>	March 27, 2019 @ 11:45 am (approx.)		
<b>TIME TO CLEAR</b>	10 minutes 32 seconds		
<b>ROOMS CHECKED</b>	56	<b>VACANT</b>	17.9% (10)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	84.8% (39)	<b>ROOMS WITH 0% CHECKS</b>	0.0% (0)
<b>LIGHTS</b>	95.7% (44)	<b>ROOMS WITH 25% CHECKS</b>	6.5% (3)
<b>OUT OF SIGHT</b>	71.7% (33)	<b>ROOMS WITH 50% CHECKS</b>	4.3% (2)
<b>DOOR KNOCK</b>	8.7% (4)	<b>ROOMS WITH 75% CHECKS</b>	28.3% (13)
		<b>ROOMS WITH PERFECT CHECKS<sup>60</sup></b>	60.9% (28)

**SUMMARY**

As compared to the first drill conducted by the research team, there were a number of notable improvements. The proportion of rooms with their lights off improved by more than 14%, while the number of rooms that responded to door knocks by the research team dropped nearly 13% between the two drills. The proportion of rooms with their doors locked also improved slightly (up 3.7%). Given that during the first drill, administrators moved ahead of the research team locking doors yet were asked not to do so the second time, this suggests that teachers have been empowered to handle securing their rooms without the assistance of administrators who may not be available if it were a real emergency. The proportion of rooms with perfect checks improved nearly 14% between the two drills, and 89.2% of the rooms assessed had 75% or better checks.

The proportion of rooms with occupants out of sight, however, decreased nearly 10% (dropping from 81.1% to 71.7% between drills), providing room for continued improvement. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway. Identifying better spaces for being out of sight must be a priority. It also is important to ensure occupants remain silent during the drills.

Several additional opportunities for improvement were noted by the research team. Like the first drill, the kitchen service area continues to be a point of vulnerability, such that they do not lock down, despite having students with them. It is imperative that all staff participate in the drill to ensure an understanding of and compliance with the response protocols in case of a real emergency. One classroom (Room 136) played a movie loudly during the drill and the students remained at their desks (visible to the researchers), while the staff in the neighboring room (Room 135) yelled out to the drill team not to lock their door. One student was found in the hallway and advised the research team that their teacher had let them go to the bathroom during the drill, which cannot happen.

In sum, while there are definite improvements at Webster, there are still opportunities for additional improvements. Continued practice via drills and assessment will aid in addressing the issues raised in this report but we have no doubt that these items will be addressed and corrected.

<sup>60</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location's door.



<b>SCHOOL</b>	Westside Academy at Blodgett		
<b>DATE / TIME</b>	October 26, 2018 @ 8:35 am (approx.)		
<b>TIME TO CLEAR</b>	16 minutes 39 seconds		
<b>ROOMS CHECKED</b>	58	<b>VACANT</b>	22.4% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	71.1% (32)	<b>ROOMS WITH 0% CHECKS</b>	15.6% (7)
<b>LIGHTS</b>	40.0% (18)	<b>ROOMS WITH 25% CHECKS</b>	31.1% (14)
<b>OUT OF SIGHT</b>	46.7% (21)	<b>ROOMS WITH 50% CHECKS</b>	31.1% (14)
<b>DOOR KNOCK</b>	62.2% (28)	<b>ROOMS WITH 75% CHECKS</b>	8.9% (4)
		<b>ROOMS WITH PERFECT CHECKS<sup>61</sup></b>	13.3% (6)

**SUMMARY**

The majority of the rooms (7 out of every 10 checked) were locked when checked by the research team. Less than half, however, had their lights off and moved the occupants of the room out of sight of the corridor window. Further, more than 6 out of every 10 rooms responded when the research team knocked on the door, thereby putting occupants in potential danger.

When the lockdown drill was called, the school’s team was proactive in checking each floor. They then held position at the end of each stairwell to provide further instructions as needed to anyone who came by. It is recommended in the future that these individuals get to a safe location once they have completed their checks.

Other members who did not appear to be part of the drill team, however, such as the janitorial staff, were noted to be wandering around the school.

A number of classes also continued with business as usual, with the occupants making a lot of noise inside. In lockdown drills, as in real-world situations, it is very important that students and staff alike remain as quiet as possible so as to not draw attention to their room(s).

Overall, this school and its administrators were proactive in responding once the drill call was made. While there are areas of improvement, we have no doubt that this will occur through the training process conducted in the next phase of the Standard Response Protocol rollout.

<sup>61</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



<b>SCHOOL</b>	Westside Academy at Blodgett		
<b>DATE / TIME</b>	March 13, 2019 @ 10:30 am (approx.)		
<b>TIME TO CLEAR</b>	9 minutes 3 seconds		
<b>ROOMS CHECKED</b>	58	<b>VACANT</b>	22.4% (13)

**DRILL CHECK STATISTICS (OCCUPIED ROOMS ONLY)**

<b>LOCKS</b>	71.1% (32)	<b>ROOMS WITH 0% CHECKS</b>	15.6% (7)
<b>LIGHTS</b>	40.0% (18)	<b>ROOMS WITH 25% CHECKS</b>	31.1% (14)
<b>OUT OF SIGHT</b>	46.7% (21)	<b>ROOMS WITH 50% CHECKS</b>	31.1% (14)
<b>DOOR KNOCK</b>	62.2% (28)	<b>ROOMS WITH 75% CHECKS</b>	8.9% (4)
		<b>ROOMS WITH PERFECT CHECKS<sup>62</sup></b>	13.3% (6)

**SUMMARY**

As compared to the first drill conducted by the research team, there was marked improvement across the board. Specifically, the proportion of rooms that had their doors locked improved 15%, while nearly 30% more rooms had their lights off as compared to the first drill (this is still just 7 out of every 10 rooms, however, and should continue to be worked on). Similar improvement was found related to the proportion of rooms that responded to door knocks by the research team – dropping nearly 54% between the two drills. The proportion of rooms with 75% or better checks improved exponentially since the first drill, increasing from 22.2% to 72.2%. Perfect checks alone improved more than three-fold, up from 13.3% at the first drill to 47.2% at the second.

The proportion of rooms that had occupants out of sight also increased (20% since the first drill) yet continues to be among the weakest areas for the school. As a general rule of thumb, if a person inside the room cannot see out of the hallway window, it is unlikely they can be seen by someone in the hallway; thus, identifying better spaces for being out of sight must be a priority. Occupants also should maintain silence so as to not call attention to their rooms. This includes in the cafeteria, where lunch was in progress when the drill was conducted. While the lights were off, students were lined up along the walls in the area, leaving them vulnerable to any potential intruder, particularly since the doors to the room did not lock. Alternate areas should be considered for lockdown, including the adjoining stairwell, cafeteria lunch line and prep area, and service hallway that can provide better and more secure concealment.

In sum, there were both advancements made and opportunities for further improvement related to emergency preparedness. Continued practice via drills (including at vulnerable times such as lunch) and assessment will aid in addressing the issues raised in this report.

<sup>62</sup> Perfect checks are those rooms with locked doors, lights off, occupants out of sight of corridor window, and who did not respond to the drill team knocking on the location’s door.



## **APPENDIX E. COMPARISON BETWEEN DRILLS BY SCHOOL**

### Bellevue Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	92.3%	35.9%	38.5%	56.4%	2.6%	30.7%	41.0%	23.1%	2.6%
Drill # 2	100.0%	96.4%	42.9%	7.1%	0.0%	0.0%	3.6%	60.7%	35.7%
% Chg	+7.7%	+60.5%	+4.4%	-49.3%	-2.6%	-30.7%	-37.4%	+37.6%	+33.1%

### Delaware Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	80.9%	55.3%	25.5%	40.4%	6.4%	14.9%	40.4%	27.7%	1.6%
Drill # 2	81.0%	88.1%	59.5%	14.3%	2.4%	9.5%	9.5%	28.6%	50.0%
% Chg	+0.1%	+32.8%	+34.0%	-26.1%	-4.0%	-5.4%	-30.9%	+0.9%	+49.4%

### Dr. King Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	86.9%	45.9%	50.8%	44.3%	16.4%	29.5%	13.1%	13.1%	27.9%
Drill # 2	88.0%	70.0%	76.0%	6.0%	2.0%	2.0%	14.0%	30.0%	52.0%
% Chg	+1.1%	+24.1%	+25.2%	-38.3%	-14.4%	-27.5%	+0.9%	+16.9%	+24.1%

### Dr. Weeks Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	84.7%	44.1%	71.2%	23.7%	6.8%	11.9%	16.9%	30.5%	33.9%
Drill # 2	74.5%	76.5%	74.5%	15.7%	3.9%	5.9%	17.6%	21.6%	51.0%
% Chg	-10.2%	+32.4%	+3.3%	-8.0%	-2.9%	-6.0%	+0.7%	-8.9%	+17.1%

### Franklin Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	94.7%	80.7%	77.2%	7.0%	0.0%	15.8%	22.8%	12.3%	49.1%
Drill # 2	89.6%	91.7%	87.5%	6.3%	0.0%	6.3%	2.1%	14.6%	77.1%
% Chg	-5.1%	+11.0%	+10.3%	-0.7%	0.0%	-9.5%	-20.7%	+2.3%	+28.0%

### LeMoyne Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	91.2%	82.4%	67.6%	24.2%	0.0%	14.7%	5.9%	32.4%	47.1%
Drill # 2	84.4%	100.0%	68.8%	3.1%	0.0%	3.1%	6.3%	28.1%	62.5%
% Chg	-6.8%	+17.6%	+1.2%	-21.1%	0.0%	-11.6%	+0.4%	-4.3%	+15.4%

### McKinley-Brighton Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	91.5%	69.6%	67.4%	20.0%	6.4%	4.3%	14.9%	31.9%	42.6%
Drill # 2	78.3%	63.3%	78.3%	6.7%	1.7%	5.0%	10.0%	45.0%	38.3%
% Chg	-13.2%	-6.3%	+10.9%	-13.3%	-4.7%	+0.7%	-4.9%	+13.1%	-4.3%

### Meachem Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	92.9%	61.5%	73.1%	33.3%	7.1%	7.1%	14.3%	39.3%	32.1%
Drill # 2	94.4%	94.4%	77.8%	13.9%	0.0%	0.0%	8.3%	30.6%	61.1%
% Chg	+1.5%	+32.9%	+4.7%	-19.4%	-7.1%	-7.1%	-6.0%	-8.7%	+29.0%

### Porter Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	95.0%	89.7%	72.5%	21.9%	2.4%	4.9%	17.1%	31.7%	43.9%
Drill # 2	86.5%	97.3%	64.9%	5.4%	0.0%	0.0%	16.8%	35.1%	54.1%
% Chg	-8.5%	+7.6%	-7.6%	-16.5%	-2.4%	-4.9%	-0.3%	+3.4%	+10.2%

### Salem Hyde Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	90.3%	90.0%	86.7%	7.1%	6.5%	0.0%	3.2%	22.6%	67.7%
Drill # 2	77.4%	87.1%	80.6%	9.7%	3.2%	3.2%	3.2%	32.3%	58.1%
% Chg	-12.9%	-2.9%	-6.1%	+2.6%	-3.3%	+3.2%	0.0%	+9.7%	-9.6%

### Seymour Dual Language Academy

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	84.6%	43.6%	46.2%	57.1%	7.7%	23.1%	25.6%	35.9%	7.7%
Drill # 2	87.8%	91.8%	67.3%	8.2%	0.0%	10.2%	8.2%	26.5%	55.1%
% Chg	+3.2%	+48.2%	+21.1%	-48.9%	-7.7%	-12.9%	-17.4%	-9.4%	+47.4%

### Syracuse Latin Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	92.9%	76.2%	59.5%	12.2%	0.0%	14.0%	2.3%	46.5%	37.2%
Drill # 2	73.0%	89.2%	81.1%	16.2%	0.0%	5.4%	16.2%	24.3%	54.1%
% Chg	-19.9%	+13.0%	+21.6%	+4.0%	0.0%	-8.6%	+13.9%	-22.2%	+16.9%

### Van Duyn Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	90.7%	69.8%	55.8%	45.0%	0.0%	7.0%	45.0%	27.9%	23.3%
Drill # 2	76.9%	94.9%	74.4%	5.1%	0.0%	0.0%	15.4%	28.2%	56.4%
% Chg	-13.8%	+25.1%	+18.6%	-39.9%	0.0%	-7.0%	-29.6%	+0.3%	+33.1%

### Webster Elementary School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	81.1%	81.1%	81.1%	21.6%	2.7%	5.4%	16.2%	27.0%	48.6%
Drill # 2	84.8%	95.7%	71.7%	8.7%	0.0%	6.5%	4.3%	28.3%	60.9%
% Chg	+3.7%	+14.6%	-9.4%	-12.9%	-2.7%	+1.1%	-11.9%	+1.3%	+12.3%

### Ed Smith Pre-K-8 School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	94.3%	86.3%	71.7%	1.9%	0.0%	0.0%	9.4%	32.1%	56.6%
Drill # 2	98.1%	98.1%	84.6%	5.8%	0.0%	0.0%	5.8%	13.5%	80.8%
% Chg	+3.8%	+11.8%	+12.9%	+3.9%	0.0%	0.0%	-3.6%	-18.6%	+24.2%

### Frazer Pre-K-8 School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	88.3%	30.0%	18.3%	41.1%	5.0%	25.0%	50.0%	13.3%	6.7%
Drill # 2	91.1%	82.1%	66.1%	8.9%	1.8%	1.8%	8.9%	39.3%	48.2%
% Chg	+2.8%	+52.1%	+47.8%	-32.2%	-3.2%	-23.2%	-41.1%	+26.0%	+41.5%

### Huntington Pre-K-8 School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	92.8%	81.2%	63.8%	31.3%	5.5%	8.2%	16.4%	32.9%	37.0%
Drill # 2	95.9%	93.9%	82.7%	5.8%	0.0%	7.7%	1.9%	19.2%	71.2%
% Chg	+3.1%	+12.7%	+18.9%	-25.5%	-5.5%	-0.5%	-14.5%	-13.7%	+34.2%

### H.W. Smith Pre-K-8 School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	77.3%	85.9%	57.8%	24.1%	6.1%	7.6%	18.2%	33.3%	34.8%
Drill # 2	82.1%	96.4%	76.8%	0.0%	0.0%	3.6%	8.9%	16.1%	71.4%
% Chg	+4.8%	+10.5%	+19.0%	-24.1%	-6.1%	-4.0%	-9.3%	-17.2%	+36.6%

### Roberts Pre-K-8 School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	70.7%	43.9%	36.6%	55.0%	12.2%	19.5%	39.0%	19.5%	9.8%
Drill # 2	84.4%	88.9%	66.7%	4.4%	0.0%	4.4%	11.1%	28.9%	55.6%
% Chg	+13.7%	+45.0%	+30.1%	-50.6%	-12.2%	-15.1%	-27.9%	+9.4%	+45.8%

### Clary Middle School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	90.9%	29.5%	36.4%	54.5%	0.0%	50.0%	15.9%	15.9%	18.2%
Drill # 2	94.7%	84.2%	78.9%	2.6%	0.0%	0.0%	13.2%	18.4%	68.4%
% Chg	+3.8%	+54.7%	+42.5%	-51.9%	0.0%	-50.0%	-2.7%	+2.5%	+50.2%

### Danforth Middle School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	86.4%	61.4%	77.3%	25.6%	4.5%	18.2%	4.5%	27.3%	45.5%
Drill # 2	93.8%	68.8%	84.4%	3.1%	0.0%	3.1%	6.3%	34.4%	56.3%
% Chg	+7.4%	+7.4%	+7.1%	-22.5%	-4.5%	-15.1%	+1.8%	+7.1%	+10.8%

### Expeditionary Learning Middle School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	76.2%	19.0%	28.6%	14.3%	0.0%	28.6%	47.6%	9.5%	14.3%
Drill # 2	83.3%	50.0%	66.7%	25.0%	0.0%	16.7%	66.7%	0.0%	16.7%
% Chg	+7.1%	+31.0%	+38.1%	+10.7%	0.0%	-11.9%	+19.1%	-9.5%	+2.4%

### Grant Middle School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	46.8%	19.7%	21.0%	63.2%	24.2%	54.8%	11.3%	8.1%	1.6%
Drill # 2	81.8%	81.8%	58.2%	14.5%	5.5%	10.9%	7.3%	32.7%	43.6%
% Chg	+35.0%	+62.1%	+37.2%	-48.7%	-18.7%	-43.9%	-4.0%	+24.6%	+42.0%

### Lincoln Middle School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	90.7%	21.6%	38.1%	62.2%	4.7%	39.5%	30.2%	25.6%	0.0%
Drill # 2	90.2%	68.3%	65.9%	9.8%	0.0%	4.9%	19.5%	29.3%	46.3%
% Chg	-0.5%	+46.7%	+27.8%	-52.4%	-4.7%	-34.6%	-10.7%	+3.7%	+46.3%

### Westside Academy at Blodgett

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	71.1%	40.0%	46.7%	62.2%	15.6%	31.1%	31.1%	8.9%	13.3%
Drill # 2	86.1%	69.4%	66.7%	8.3%	0.0%	5.6%	22.2%	25.0%	47.2%
% Chg	+15.0%	+29.4%	+20.0%	-53.9%	-15.6%	-25.5%	-8.9%	+16.1%	+33.9%

### Corcoran High School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	96.7%	56.7%	41.7%	48.3%	1.7%	16.7%	51.7%	8.3%	21.7%
Drill # 2	98.7%	94.9%	69.2%	5.1%	0.0%	1.3%	5.1%	28.2%	65.4%
% Chg	+2.0%	+38.2%	+27.5%	-43.2%	-1.7%	-15.4%	-46.6%	+19.9%	+43.7%

### Henninger High School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	87.5%	40.0%	45.1%	52.2%	6.9%	19.4%	36.1%	25.0%	12.5%
Drill # 2	92.1%	90.5%	73.0%	9.5%	1.6%	3.2%	6.3%	25.4%	63.5%
% Chg	+4.6%	+50.5%	+27.9%	-42.7%	-5.3%	-16.2%	-29.8%	+0.4%	+51.0%

### ITC

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	97.7%	86.0%	88.4%	9.5%	0.0%	2.3%	4.7%	23.3%	69.8%
Drill # 2	94.4%	83.3%	83.3%	2.8%	2.8%	0.0%	0.0%	30.6%	66.7%
% Chg	-3.3%	-2.7%	-5.1%	-6.7%	+2.8%	-2.3%	-4.7%	+7.3%	-3.1%

### Nottingham High School

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	87.1%	35.2%	48.6%	56.7%	8.6%	21.4%	34.3%	28.6%	7.1%
Drill # 2	100.0%	92.3%	53.8%	20.0%	3.1%	13.8%	15.4%	40.0%	27.7%
% Chg	+12.9%	+57.1%	+5.2%	-36.7%	-5.5%	-7.6%	-18.9%	+11.4%	+20.6%

### PSLA @ Fowler

	Locks	Lights	Out of Sight	Door Knock	0% Check	25% Check	50% Check	75% Check	100% Check
Drill # 1	89.5%	42.9%	39.0%	39.0%	2.9%	23.2%	24.6%	17.4%	17.4%
Drill # 2	94.8%	59.7%	55.8%	24.7%	1.3%	13.0%	19.5%	31.2%	35.1%
% Chg	+5.3%	+16.8%	+16.8%	-14.3%	-1.6%	-10.2%	-5.1%	+13.8%	+17.7%