**LOCK-DOWN ANNEX**

**Purpose**

This annex describes the courses of actions followed to protect children in care, staff, and visitors from a possible imminent threat to those in and around the building. The primary objective of a “Lock-Down” is to quickly ensure all staff, children in care, and visitors are secured in the facility away from the outside danger.

**Scope**

The primary objective of a lockdown is to quickly ensure all staff, children in care, and visitors are secured in the rooms away from immediate danger. Examples of “Lock-Down” inside building imminent threat issues included: armed intruder, dangerous animal, or suicidal person.

**Concept of Operations**

**General Lock-Down Procedures**

* In the event of possible imminent threat to children in care, staff, and visitors in and around the building our principle to act quick and go high.
* In the face of a possible imminent threat we will defer to more stringent Lock-Down protocol knowing we can deescalate to a more relaxed protective action states like “Keep-Out” or “Stay-Put,” as developing information or conditions allow.

**Child care facility/Legal Entity (LE)**

***Before Lock-Down***

* Annually review this annex; and likewise review annex after any like drill or event.
* Maintain communications and collaborative partnerships with external entities supporting this process.
* Ensure annex-based role & responsibilities are trained to staff, children in care, and external partners.

***During Lock-Down***

* Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “LOCK-DOWN.” REMAIN IN “LOCK-DOWN” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “LOCK-DOWN”.

* Designate staff to call 911 and report the following:

The name and address of the facility; describe the emergency; state, “The child care facility is in “Lock-Down;” provide intruder description and weapon(s), as relevant, provide known injured information, and identify the location of the school command post.

Direct the staff to stay on the phone with 911 to provide updates and additional information.

* Notify staff and anyone outside the facility to immediately move to the off-site assembly area(s), account for the children in care and be prepared to move to a relocation site.
* Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
* Notify LE or location office.
* Establish Incident Command and staff Command Post.
* Assign staff person to meet first responders with copy of the location and/or LE Emergency plan and floorplans.
* Gather information from internal and external sources to determine continuation or de-escalation of lock-down status.
* Consider the need to transition to Evacuate parts or all of the facility.
* Consider the need to transition to Keep-Out or Stay-Put status.
* When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL Child care FUNCTION.

* Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
* Notify the LE of the situation.
* Consult Communications Annex for community/parent notice, as appropriate.

***After Lock-Down***

* Report status to LE leads, external partners, and Emergency Management.
* Refer to Communications Annex for guidance relative to community, media, and parent communication.
* Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

**Staff**

***Before Lock-Down***

* Annually review this annex; and likewise review annex after any like drill or event.
* Determine a procedure that fits the needs of the facility (Ex: ALICE, Run, Hide, Fight, etc.)
* Maintain communications and collaborative partnerships with fellow staff supporting this process.
* Ensure annex-based roles & responsibilities are trained to support staff and children in care.

***During Lock-Down***

* Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
* Lock doors and turn off lights.
* Continue to Secure Room:
  + Open exterior window blinds.
  + Place room number sign in exterior window.
  + Obscure or cover windows from the hallways into the room.
  + As practical, move large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
* Place children in care in an area of room, or adjoin room, that provides the greatest protection from gunfire.
* Take attendance and prepared to notify Command Post of missing or additional, children, staff or guests sheltering in room.
* Seek calm and keep quiet.
* As possible, report status to Command Post by use text message or email.
* If confronted by in-room threat, children in care and students may utilize methods to fight or distract the intruder’s ability to cause harm; such as making loud noises, hitting, or throwing objects at the face of the intruder.
* If flight (RUN) is required, guide children in care to assembly site and report status to Command Post.
* Keep everyone inside room until the Incident Commander gives the “All Clear” signal; unless a life-threatening situation exists and a means to safe exit is available through a window or other safe passage.

***After Evacuation***

* Monitor the emotional/mental health of children and refer for crisis counseling.
* Support After Action Reporting by providing lessons learned for plan improvement.

**Other Special Procedures**

While evaluating a possible imminent threat to children in care, staff, and visitors in or around the building, other lessor degrees of movement restricting protective actions may be employed to meet the nature of the risk or threat. Lessor degrees of movement protective actions include “Keep-Out” and “Stay-Put.” The use of “Keep-Out” or “Stay-Put” protective actions may be used after the call for “Lock-Down,” or may be used at the onset of specific emergency events. Being less restricting of movement but like “Lock-Down,” these protective actions have been included in this annex. Due to these likenesses, the above role-based actions can be similarly applied when the need to step-down from “Lock-Down” to “Keep-Out” or “Stay-Put,” or such first use presents.

**“Keep-Out” Call**

“Keep-Out” procedures are used to protect children in care, staff, and visitors from a possible threat located *outside* of the facility. Examples of outside building/complex threats resulting in “Keep-Out” actions include in area police chase or pursuit; outside dangerous animal; or near grounds area suspicious person.

Standard steps taken in “Keep-Out” include: reverse evacuate children in care and staff outside the building; lock all exterior doors; close shades on all exterior windows; open shades on all interior hall and door windows; continue interior facility movements; continue in-classroom instruction; and remain in “Keep-Out” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Keep-Out” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “KEEP-OUT.” REMAIN IN “KEEP-OUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “KEEP-OUT.”

**“Stay-Put” Call**

“Stay-Put” actions are followed to restrict the movement of children in care, staff, and visitors away from hallways and common areas. Examples of needs resulting in calling a “Stay-Put” state include: contraband locker searches; sweeps for possible suspicious packages; or general health/safety issues in common areas or hallways.

Standard steps taken in “Stay-Put” include: reverse evacuate children in care and staff from outside the building; require students to report to their classroom; preventing students and staff from leaving classrooms; continue in-classroom instruction; and remain in “Stay-Put” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Stay-Put” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “STAY-PUT.” REMAIN IN “STAY-PUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “STAY-PUT.”