

# Lockdown Sample Annex: A Fictional Example for Schools Before, During, and After a Lockdown



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Annexes are a critical component of a comprehensive, high-quality emergency operations plan (EOP). Functional annexes contain information about the activation of emergency management functions (cross-cutting activities that can be carried out in response to multiple different types of threats and hazards that impact a school). Functional annexes should ideally describe and outline goals, objectives, and courses of action that should be undertaken before, during, and after a specific emergency management function. The [Guide for Developing High-Quality School Emergency Operations Plans](#) recommends that school EOPs include functional annexes for at least 10 of the most common emergency management functions, one of which is lockdown.

This document presents a sample Lockdown Annex. It is intended to provide one potential example of the content, format, and structure of a functional annex; the following sample Lockdown Annex is a reference tool and should not be copied or used as a template. Annexes and appendices referenced within this sample annex are fictional and are intended to illustrate the interconnectedness of a real plan. All EOP annexes should align with all applicable state and local laws and regulations and is most effective when tailored to the context of your school community.

## SCENARIO

While lockdown is defined differently in select states and jurisdictions, the general purpose of a lockdown is to protect the school community from a hazard or threat by closing and/or denying entry to school buildings and rooms. Lockdowns occur during emergency incidents that typically provide little to no advance warning time and are usually activated by the Incident Commander [Principal/designee]<sup>1</sup> or directed by local law enforcement. However, anyone who observes a security threat, such as an armed intruder on campus, should take the first step to activating a lockdown by notifying the front office. A lockdown may be activated for several reasons, including police activity or public disorder near the campus that may impact the school, an intruder on campus, a dangerous animal on campus, or even a threat from a non-custodial parent or guardian (hereafter parents and guardians will be referred to as “family”). During a lockdown, staff members act quickly to ensure that all students, staff members, and visitors are secured in a location away from immediate danger by locking doors and gates, limiting movement within the school, and restricting access into and out of the school. Students will not be released to family during a lockdown (see the *Family Reunification Annex*).

<sup>1</sup> Positions listed in square brackets are the titles of individuals who would likely fill that role under the the Incident Command System.

## GOAL

Have the capacity to quickly secure the whole school community and protect individuals from harm.

## OBJECTIVES

- Train personnel to respond to a lockdown effectively
- Prepare the physical environment

## COURSES OF ACTION

### Principal and Head Custodian

*Prior to the Start of the School Year*

- Collaborate with the school resource officer (SRO) and Lakeside View County Police Department (LVCPD).
- Provide lockdown protocols, maps, floor plans, and contact information to the LVCPD, Lakeside View County Emergency Management Department (LVCEMD), and Lakeside View County Fire Department (LVCFD).
- Coordinate with the Lakeside View County District Superintendent and other Principals and Head Custodians from the county to prevent duplication of efforts.

*Prior to the Start of Each Semester*

- Update the LVCPD, LVCEMD, and LVCFD regarding any changes to lockdown protocols, maps, floor plans, and contact information.

### Principal, Head Custodian, Assistant Principal, and SRO

*Prior to the Start of the School Year*

- Review the site assessment. See the *Site Assessment Appendix*.

- Identify those sections of the campus that are vulnerable in a lockdown.
- Take additional protective measures as needed.

*Prior to the Start of Each Semester*

- Review the site assessment and take updated data on any new vulnerabilities identified or protective measures taken.

### Principal and School Secretary

*Prior to the Start of the School Year*

- Post the lockdown notification script next to the Public Address (PA) system and review with office staff. See the *Communications and Warning Annex*. The bullhorn located in the top file drawer next to the PA system is designated as the secondary means of notification if the PA system is not operational or accessible during a lockdown.



# BEFORE A LOCKDOWN

- Review instructions with Classroom 19 (supporting students using American Sign Language [ASL]) and Classroom 25 (supporting students with intellectual or developmental disabilities).
- Prepare notes/scripts that teachers will use to describe lockdown procedures to students on opening day of school.
- Place the lockdown notes/scripts in teachers' classroom safety folders.

## *Prior to the Start of Each Semester*

- Update the lockdown notification script as needed and place the newest version next to the PA system.
- Update the lockdown procedures notes/scripts for teachers as needed and place the newest version in teachers' classroom safety folders.

## **Responsive Classroom Coach**

### *Prior to the Start of the School Year*

- Develop the morning meeting protocol, by grade level, on addressing students' questions about lockdown.

### *Prior to the Start of Each Semester*

- Update the morning meeting protocol as needed.

## **Assistant Principal and Head Custodian**

### *Prior to the Start of the School Year*

- Issue two-way radios for the Band Room and Garden Classroom, as the PA system is not functional in those rooms.
- Instruct custodial staff to conduct a nightly check that all radios are in charging bases.

### *Prior to the Start of Each Semester*

- Test the Campus two-way radios in the Band Room and Garden Classroom and ensure that they are working for staff.



## **Assistant Principal**

### *Prior to the Start of the School Year*

- Post a lockdown checklist in all classrooms and common areas.
- Ensure that a Classroom Safety Checklist is in each staff member's mailbox before opening day of school.
- Distribute the morning meeting protocol addressing student questions about lockdown to teachers in the Welcome Back packet at the beginning of the year.

### *August Pre-Service Training for All Staff and Support Personnel*

- Track personnel changes and update trainings for new employees throughout the year.

### *First Day of School*

- Ensure all staff with room assignments and radio assignments complete the Classroom Safety Checklist and return them to the Assistant Principal. This includes the Librarian, the Cafeteria Manager, and staff in the Band Room and Garden Classroom.

### *Fall and Spring Open House*

- Address families on safety protocols to educate them about lockdown procedures in the auditorium before they leave to visit classrooms. (Also reinforced in the Student Handbook and in the second edition of the school newsletter ["Nautical News"]).

# BEFORE A LOCKDOWN

## *Prior to the Start of Each Semester*

- Ensure updated copies of the lockdown checklist are placed in all classrooms and common areas.
- Review Classroom Safety Checklists and ensure they are up to date.

## **Assistant Principal, School Nurse, and Head Custodian**

### *Prior to the Start of the School Year*

- Inventory and replenish emergency supplies that could be used in a lockdown, noting the following supplies, in particular: batteries, flashlights, water, emergency medical supplies, and duct tape. See the *Emergency Supplies and Go-Kits Appendix*.

### *Within the First Week of School*

- Review each teacher's completed Classroom Safety Checklist to inventory go-kit supplies.
- Order or acquire any missing supplies from the go-kits. For a list of the supplies in each kit, see the *Emergency Supplies and Go-Kits Appendix*.
- Ensure go-kits are stored in a visible or marked location in every classroom and other spaces used during a lockdown.



## *Prior to the Start of Each Semester*

- Inventory and replenish emergency supplies as needed to ensure teachers' go-kits are well stocked.

## **Principal, Assistant Principal, and Secretary**

### *August Pre-Service Training for All Staff and Support Personnel*

- Assign roles and responsibilities and review lockdown locations and procedures for bus drivers, itinerant staff, regular volunteers, substitutes, and after-school/athletic program staff.

## **School Psychologist**

### *August Pre-Service Training for All Staff and Support Personnel*

- Provide a review of Psychological First Aid (PFA).

## **Cafeteria Manager**

### *August Pre-Service Training for All Staff and Support Personnel*

- Determine process for accessing food/water supplies during an extended lockdown, in collaboration with the District Food Services Director.

## **Principal and SRO**

### *August Pre-Service Training for All Staff and Support Personnel*

- Train staff members to recognize and respond appropriately to a lockdown announcement. This training emphasizes special circumstances, including conducting a lockdown with students with disabilities or those with access and functional needs.

# BEFORE A LOCKDOWN

## Principal and All Department Chairs and/or Grade Level Leaders

### *First Full Faculty Meeting/Convocation*

- Review *Lockdown Annex* with staff.
- Assign Incident Command System (ICS) positions.
- Reinforce all lockdown procedures with staff. See the ICS Chart in the *Basic Plan*.

## All Teachers and Staff Members With Room Assignments

### *First Day of School*

- Review and complete the Classroom Safety Checklist and return to the Assistant Principal.

### *Daily/Ongoing*

- Under supervision of the Principal, Assistant Principal, Head Custodian, Secretary, and Cafeteria Manager, control access to campus by limiting and monitoring access points. See the *Security Annex*.
- All visitors and vendors must
  - Sign in at the lobby and be issued visitor badges.
  - Wear visitor stickers with the current date issued by lobby staff, except for district staff displaying district-issued identification.
  - Have an appointment and be escorted by the Clerical Assistant, Assistant Principal, or the teacher that has scheduled the visit.
- Greet any unaccompanied person or persons without badges with “May I help you?” and escort them to the lobby to sign in and receive a badge if appropriate. Anyone not cooperating with the Visitor Policy should be considered an intruder. See the *Security Annex*. For courses of action related to responding to an active shooter on campus, see the *Active Shooter Annex*.

## School Nurse

### *First Day of School*

- Assess the needs of individuals with disabilities and those with access and functional needs.
- Store necessary supplies in the classrooms assigned to those students.
  - Coordinate with the Special Education Director and Nurse Leader. See the *Public Health, Medical, and Mental Health Annex*.
- Identify any medications that might be needed and provide corresponding teachers with plans on how the medications would be accessed in a classroom during lockdown.
- Coordinate with the Special Education Director and Nurse Leader and develop contingencies if medication cannot be accessed.

## Teachers

### *Within the First Week of School*

- Submit the Classroom Safety Checklist to the Assistant Principal.
- With assistance from the SRO, Assistant Principal, and Responsive Classroom Coach, educate students about lockdown procedures.
- Provide instructions to students during a designated Morning Meeting (appropriate to age and cognition) about recognizing and appropriately responding to a lockdown announcement.
- Use notes/script prepared by the Principal and Responsive Classroom Coach in the summer.

### *Monthly — When Drills Are Conducted*

- Check classroom supplies and notify the Assistant Principal of any missing, defective, or expired supplies (this is also done after the *Basic Plan* is activated in response to a drill or actual event).



# BEFORE A LOCKDOWN

- Review notes/script describing lockdown procedures with students prior to any scheduled lockdown drill.

## Principal

### *August Pre-Service Training for All Staff and Support Personnel*

- Designate previously untrained staff to participate in the district's professional development training on PFA, offered twice a year.

### *Fall and Spring Open House*

- Follow up on lockdown explanation to families during open houses by sending a pre-emergency drill letter to families. See the *Communications and Warning Annex*.

## Principal and Assistant Principal

### *Third Week of Each Semester*

- Schedule lockdown drills for all students and staff.

# DURING A LOCKDOWN

## GOAL

Take actions quickly within the school building to protect students and others from harm.

## OBJECTIVES

- Secure and account for all students, staff members, and visitors
- Coordinate with law enforcement

## COURSES OF ACTION

### Principal

- Implement the lockdown by announcing warning over the PA system, using plain language. See *Communications and Warning Annex*.
- Establish an Incident Command Post and assign incident management personnel as needed, according to the ICS structure. See the ICS Chart in the *Basic Plan*.

### Secretary

- Dial 9-1-1 if necessary.<sup>2</sup>
- Notify the Central Office/Superintendent that lockdown is in progress.

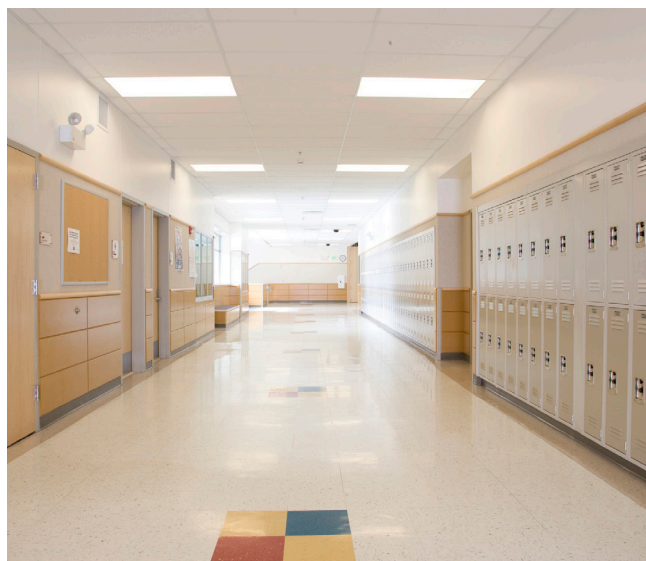
### Securities/Utilities Unit (Security and Custodians)

- Secure perimeter of the campus, locking gates and exterior doors, if it is safe to do so.
- Clear hallways, restrooms, and other areas that cannot be secured.
- Sweep the campus for students and others known to be missing/unable to hear or understand lockdown announcement. Students

in a restroom during a lockdown should, if possible, move into a stall, close the door, and get on top of the toilet if they cannot get to a classroom.

- Deny ingress/egress to school campus and classrooms/secured areas through the electronic locking system controlled in the main office, to all except first responders (ongoing until the All Clear signal is given).
- Assess any additional hazards — fire, flooding, etc. — and notify the Operations Chief if additional concerns are identified. See other applicable threat- and hazard-specific annexes as required.

<sup>2</sup> In some instances, law enforcement may notify a school that a lockdown is needed. For example, a crime may have occurred in the local community that necessitates these protective actions. In this example, there would be no reason for 9-1-1 to be dialed.



# DURING A LOCKDOWN

## Teachers and Hall Monitors

- Clear hallways and any assigned adjacent areas that cannot be secured, such as restrooms.
- Notify office immediately if unaccompanied students are out of class when the lockdown is announced.
- Direct all students, staff members, and visitors into classrooms and other rooms that can be secured.
- Move everyone away from windows and doors and out of line of sight.

## Teachers

- Lock all doors and windows, turn off lights, and close window blinds of classrooms.
- Use the Accountability Checklist to account for students, staff members, and visitors in your area.
- Do not open doors unless ordered by law enforcement, and the person at the door is confirmed to be law enforcement.
- Account for students, noting any missing students; visitors present; and additional students/staff members taking refuge in the room. See the *Accounting for All Persons Annex*.

## Classroom 19 Staff

- Keep one bank of lights on so that staff and students can communicate via ASL.
- Maintain visual contact between staff and students to facilitate communications.

## Classroom and Supervision Staff Members

- If not in classroom, direct students on playground and/or athletic field inside Classroom 55 or the girls or boys locker room, whichever is closest.
- Direct students to take cover and conceal themselves behind an emergency container or handball court if moving indoors is not an option.

- Maintain calm, supervise, and reassure all students until the All Clear signal is given.
- Refer to plans for students with disabilities and others with access or functional needs.

## Physical Education (PE) Teacher

- Direct students in gymnasium or multipurpose room (MPR) into locker rooms if possible.
- Turn lights off and keep students away from doors and out of the line of sight.

## Science, Technology, Engineering, and Mathematics Teacher

- Direct students into MPR, green room, or backstage area if possible.
- Turn lights off and keep students away from doors and out of the line of sight.

## Cafeteria Manager

- Direct students in outdoor lunch area into the MPR or Classroom 22.
- Turn lights off and keep students away from doors and out of the line of sight.

## Operations Chief [Assistant Principal]

- Use Radio Channel 2 to account for everyone on campus by contacting each teacher (to account for their students) and staff member.
- Submit the names and possible locations of those known to be missing to the Incident Commander [Principal]. See the *Accounting for All Persons Annex*.

## Incident Commander

- Use Radio Channel 1 to consult and maintain communication with local law enforcement and emergency responders regarding further actions and/or possible modifications to lockdown (ongoing until the All Clear signal is given).
- Participate in Unified Command and modify lockdown, as needed, to allow limited movement within campus or room-by-room campus evacuation plan. See the *Evacuation Annex*.

# DURING A LOCKDOWN

- o Respond to contingencies, in consultation with law enforcement and existing EOP annexes, in case the situation changes or the lockdown is prolonged (ongoing until the All Clear signal is given). For example, a lockdown could transition to a shelter-in-place.
- Contingencies may include serving lunch, delivering medication, continuing the lockdown post-dismissal time, evacuating campus, and initiating a reunification.
- Initiate the All Clear action when they themselves or law enforcement determines there is no longer a threat to the school. See the *Communications and Warning Annex*.

## Public Information Officer [Secretary]

- Notify and update the school district and staff, as appropriate. See the *Communications and Warning Annex*.

## Superintendent

- Activate the communication process to inform families, as appropriate and ongoing as needed. See the *Communications and Warning Annex*.

## Bus Drivers and Other District Transportation Staff in District Vehicles

- Notify Transportation Dispatch of the number of students on board (if any) and that you cannot access campus.
- Inform students of the plan to stay on the bus for an extended period.
- Report to the Lakeside City Park southwest corner parking lot or alternate location designated by the LVCPD.
- Calm and reassure students.
- Notify Transportation Dispatch via vehicle radio when you arrive at park or alternate designated location.
- Listen to Dispatch for further instructions/notification that the lockdown is over.

## Transportation Dispatch

- Use radio to advise drivers that the lockdown is over, and it is safe to proceed to school (or provide alternate instructions as determined by the Safety Officer [PE teacher]/LVCPD).
- Coordinate a debriefing session with all drivers.

## GOAL

Restore a safe and healthy learning environment.

## OBJECTIVES

- Deploy resources to address and repair any damages to the physical environment
- Deploy resources to provide emotional support to those impacted by the lockdown
- Use evaluation process to modify and strengthen the annex(es) in preparation for the next lockdown

## COURSES OF ACTION

### Incident Commander

- Transfer operational control back from ICS positions to regular day-to-day positions.

### Teachers and School Adjustment Counselor

- Assess the need for aftercare, counseling, or critical incident stress debriefing (CISD).
- Conduct outreach to families, as appropriate.
- Refer to PFA and CISD training for possible signs and symptoms of stress or trauma.
- Provide special attention to vulnerable students immediately following the lockdown and on an ongoing basis as needed (e.g., students with disabilities or those with access and functional needs or previous traumatic exposure). See the *Public Health, Medical, and Mental Health Annex*.

### Principal, Assistant Principal, and SRO

- Convene the Safety Response Team.
- Participate in a hotwash of the incident with first responders immediately following the incident.

### Head Custodian and Principal

- Request inspection from the Lakeside View County building inspector immediately following the lockdown if there are concerns

about structural integrity of any portion of the building (i.e., damage to doors or windows).

- If needed, the Principal is to coordinate with the Superintendent's Office regarding alternate locations to continue operations. See the *Continuity of Operations Annex*.

### Principal and School Psychologist

- Assess severity of the impact on students and the need for alternative scheduling, programming, or site location. This occurs immediately following a lockdown and is ongoing.
- Give special attention to any locations where fatalities or major or minor injuries may have taken place. See the *Recovery Annex*.

### Principal

- In coordination with the Superintendent's Office, send communication to families as soon as possible, summarizing the lockdown and how it was resolved.
- Send appropriate notifications to district officials, families, and the community. See the *Communications and Warning Annex*. This action may be ongoing and long-term, depending on the scope of the incident.
- Refer all media inquiries to the Superintendent or district.

# AFTER A LOCKDOWN

## Principal and Assistant Principal

- Convene an after-school meeting of all staff members to conduct a preliminary debriefing and allow for questions and answers.

## Secretary

- Take notes at the after-school debriefing and note any questions or concerns.
- Distribute debriefing notes to team members within 1 week.

## Assistant Principal

*Within 1 day following the lockdown*

- Send a brief online feedback request to all faculty and staff members to collect any additional feedback, compile feedback, and follow up with staff if necessary.

## Head Custodian, School Nurse, and Cafeteria Manager

*Within 2 days following the lockdown*

- Inventory and replenish any emergency supplies used during the lockdown.
- Coordinate with the District Office regarding any financial impact.

## Superintendent and Principal

- Reach out to any organizations providing recovery support, on an ongoing basis and as needed.

## Administrator and Safety Response Team

- Create an after-action report that evaluates results of the lockdown, identifies gaps or shortfalls in the EOP, and documents lessons learned.
- Use the after-action report to update the EOP, including annexes and roles.
- Retrain staff as needed.

References to other annexes do not refer to other sample annexes available from the REMS TA Center but are instead meant to illustrate the interconnectedness of a real plan. All sample annexes are fictional and represent fictional schools. Sample annexes made by the REMS TA Center are for reference only and do not depict actual decisions made by collaborative planning teams. A true annex would reflect the unique characteristics and resources of a school and its school district.

View more sample annexes on our Website at  
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