



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL

CC OREGON

Operational Guidance for Community Colleges,
Trade and Technical Schools
The "I Love U Guys" Foundation

CC Version 2.2

PACE

SAFETY • SERVICE • SAVINGS
A TRUST BUILT FOR STUDENTS



i love u guys
FOUNDATION

PACE CC Version 2.0- 2015

PEACE

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

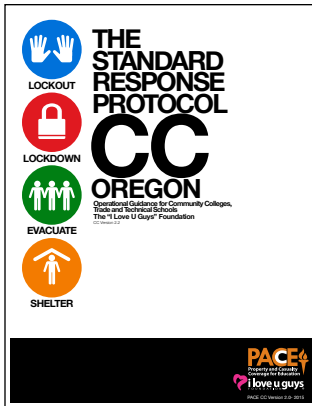
It means to be in the midst of those things and still be calm in your heart.



STANDARD™ RESPONSE PROTOCOL

CHANGE HISTORY VERSION 2.0

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



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The Standard Response Protocol within a Campus Safety Plan

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ABOUT THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?" Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

TERMS OF USE

Community Colleges, Trade and Technical Schools may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold.
2. Core actions and directives are not modified.
 - 2.1. Lockout - "Secure the Perimeter"
 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *followed by a Location*
 - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Email notice to srp@iloveguys.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

ABOUT PACE

The Property and Casualty Coverage for Education trust (PACE) is a self-insured risk pool program of the Oregon School Boards Association, made up of Oregon School Districts, Community Colleges, Education Service Districts and Charter Schools. PACE was formed in 2006 with the goal of providing Property, Equipment Breakdown, Comprehensive Liability (including Employment Practices), Auto and Crime Coverage to more than 300 members. PACE is NOT an insurance company; rather, PACE is a risk-sharing pool in which members collectively self-insure their exposures through an intergovernmental agreement. PACE is governed by a nine-member Board of Trustees and contracts with the Oregon School Boards Association (OSBA) and Special Districts Association of Oregon (SDAO) for the day-to-day management and operation of its many programs.

For more information about PACE, please visit www.pace.osba.org

ABOUT OSBA AND SDAO

The Oregon School Boards Association (OSBA) and the Special Districts Association of Oregon (SDAO) are not-for-profit, member-owned associations with

long histories of representing public entities in the state of Oregon. OSBA formed Oregon's first education based property-casualty pool in 1985. Also, since 1985, SDAO has administered a property-casualty risk pool for more than 900 local governmental entities. In 2003, SDAO created their own education based property-casualty pool in an effort to fill a coverage gap created when a major insurer pulled out of the state.

When OSBA and SDAO merged their programs to create PACE, they formed the largest school entity risk pool in the state. No one in Oregon can currently match the expertise and experience which the combination of OSBA and SDAO bring to property-casualty coverage for local public entities.

THE “I LOVE U GUYS” FOUNDATION & PACE

In the Summer of 2014 The "I Love U Guys" Foundation and the The Property and Casualty Coverage for Education Trust entered into a Memorandum of Understanding to provide districts in Oregon with materials and training specific to Oregon.

CERTIFICATION PROGRAMS

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

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

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WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis.

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TABLE OF CONTENTS

Request for Comment	7
SRP Review Committee.....	7
Introduction	8
The Standard Response Protocol	9
SRP in a Nutshell.....	10
Protocol Details	11
Prerequisites.....	11
Lockout.....	12
Lockdown	13
Evacuate	14
Shelter	15
Lockdown Drill.....	16
Posters and Handouts.....	18
FAQ's.....	20
Red/Green/Med/Roll Cards	22
Classroom Response Poster	29
Public Address Protocol Poster.....	30
Student Handout	31
SRP V2	32
SRM V2.....	32
Sample Notice of Intent.....	33
Sample MOU With The "I Love U Guys" Foundation	34
Sample MOU With Law Enforcement/Fire/EMS.....	36



REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2015, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

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

SRP REVIEW COMMITTEE

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

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

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

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INTRODUCTION

In 2009, The “I Love U Guys” Foundation introduced the Standard Response Protocol (SRP) to districts, departments and agencies to provide a consistent language and series of actions for students, staff and first responders, during a crisis.

Since then, thousands of schools across the country have implemented the protocol and started to train and exercise with the program.

As law enforcement and K-12 schools began to put the SRP into practice; it was a natural progression for community colleges, trade and technical schools to adapt the SRP for their campuses. The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that organizations retain the

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

“Terms of Art” and “Directives” defined by this protocol.

SRP is not a replacement for any campus safety plan or program.

It is simply a response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators, community colleges, universities and emergency medical services across the country. New materials and updates can be found online at <http://iloveguys.org>.

BEFORE YOU BEGIN

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

If it was not done during the development of the existing safety program, it is highly encouraged that while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

Be prepared to look at existing plans with a critical eye as often they can be described as a “Directive”

of a certain “Term of Art”; i.e. conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

STUDENT AND STAFF ACCOUNTABILITY

Unlike K-12, community colleges may or may not have attendance policies in place, and rarely is it universal or strictly adhered to. Consequently, accounting for students is problematic at this level. Where attendance is monitored, it will prove useful in the immediate aftermath of a crisis.

EMERGENCY ALERT SYSTEMS

Many community colleges now provide their students and staff with emergency alerts through email, text, or voice message when there is an emergency situation on campus.

Beyond sending messages through multiple modes, it has been found that Alert Systems reach a greater percentage of students and staff if they are automatically enrolled, i.e. opt-out; rather than requiring staff and students to register themselves, i.e. opt-in, to the system.

TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only of staff and students, but also visitors to a campus who expect a friendly and secure environment.

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

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

For a lecture hall, or where it is not possible to keep the doors locked during operating hours, having a single point of entry that can be monitored could give enough time to identify a threat and take preventative action.

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe campus recipe is the uniform response to an incident. Weather events, fires, accidents, intruders and other threats to student and staff safety are scenarios that are planned and trained for by campus administration.

Historically, community colleges have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in an instructor's desk that describes a variety of things that might happen and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive”. Execution of the action is performed by active participants, including students, staff, professors and first responders.

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

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

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

BENEFITS

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

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders might transition parts of the building to an Evacuation.

LOCKOUT VS LOCKDOWN

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

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

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

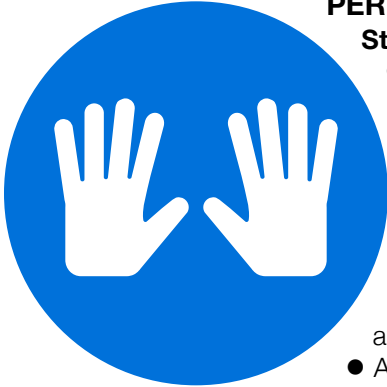


SRP IN A NUTSHELL

4 ACTIONS

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

LOCKOUT - "SECURE THE PERIMETER"



Students are trained to:

- Move away from sight
- Maintain silence

Staff are trained to:

- Recover students and staff from outside building
- Lock or monitor outside doors
- Increase situational awareness
- Account for staff and students
- Do business as usual

LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"



Students are trained to:

- Move away from sight
- Maintain silence

Staff are trained to:

- Lock or barricade doors
- Lights out
- Move away from sight
- Maintain silence
- Prepare to evade or defend
- Do not open the door
- Quietly account for students and staff

EVACUATE - "TO A LOCATION"

Students are trained to:

- Leave belongings behind
- Evacuate as a class or individually
- Follow instructions

Staff are trained to:

- Lead students to Evacuation location
- Account for students and staff
- Report injuries or problems at Evacuation Assembly to first responders using Red Card / Green Card method.



SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Staff are trained in:

- Appropriate Hazards and Safety Strategies
- Account for students and staff
- Report injuries or problems to first responders using Red Card/Green Card method.



1 DEMAND

The protocol also carries an obligation. An implicit part of the SRP is that campus authorities are transparent about what's going on. People need accurate information for the greatest survivability, to minimize panic, and to mitigate recovery.

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

PROTOCOL DETAILS SUMMARY

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

PREREQUISITES NIMS CERTIFICATION

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

1. **IS 100** HE Introduction to Incident Management for Higher Education
2. **IS 360** Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship.



These courses are available, at no cost, online at <http://training.fema.gov/IS/>. Anticipate about 3 hours per course to successfully achieve certification.

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

CAMPUS SAFETY PROGRAM

Community colleges, trade and technical schools incorporating SRP must have or be working to develop written safety plans and ongoing safety programs as identified in the the safety plan.

CREATING TIME BARRIERS

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

THE ABSENCE OF LOCKS OR KEYS

Often in a community college environment much of the facility lacks the physical capability to lock interior doors. Where lecture halls, auditoriums, labs or classrooms do have locks, often the instructor or professor is not provided the key. Yet, the value of a locked or barricaded door has historically proven to reduce injury or death in cases of active violence. This conundrum can be partially mitigated through student orientation or staff training.

Training would include identification of un-lockable doors, identification of egress points, and barricade strategies.

DOORS, LOCKS, STRESS AND FIRE MARSHALS

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

Keeping classroom doors locked during class, however, has proven to be disruptive or impractical. Propping a locked door might challenge some jurisdictions' fire code.

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

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

MEMORANDUMS OF UNDERSTANDING

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

THE "I LOVE U GUYS" FOUNDATION MOUS OR NOTICE OF INTENT

Some colleges, departments or agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this guide for that purpose. The purpose of this MOU is to confirm adherence to the protocol by campuses, departments and agencies. It also confirms the online availability of the Foundation's materials.

At a minimum, community colleges, trade and technical schools that will ultimately incorporate the SRP into their safety plans and practices should formally notify the Foundation with a "Notice of Intent." A sample NOI is included in this guide.

LIAISONS AND OTHER MOUS

The college, department or agency should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers. A sample MOU is provided in this guide.



LOCKOUT CONDITION

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

PUBLIC ADDRESS

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

MASS NOTIFICATION

Where mass notification is used in lieu of public address, the message should be similar to **“Lockout! Secure the perimeter for all buildings.”** Or it may include a single building name or quadrant of the campus.

ACTIONS

The Lockout Protocol demands bringing students and staff into a building and locking or monitoring all outside access points.

Where possible, educational activities would continue uninterrupted. Classes that were being held outside would return to the building and if possible continue class inside.

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

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

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

REPORTER

Lockout is typically reported by emergency dispatch to campus safety personnel. A threat may also be reported by staff or students to safety personnel who determine a Lockout response is warranted. The

safety personnel then inform administration who invoke the public address or mass notification.

PREPARATION

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

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

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

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

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

DRILLS

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

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. It may be best for students and staff in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

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

EXAMPLES OF LOCKOUT CONDITIONS

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

- Criminal activity in area
- Dangerous animal on campus
- Civil disobedience





LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard **inside** the building. From domestic violence incidents, to intruders, to an active shooter, Lockdown uses room security to protect students and staff from an immediate threat.

PUBLIC ADDRESS

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

MASS NOTIFICATION

Where mass notification is used in lieu of public address, the message should be similar to **“Lockdown! Nichols Building. Locks, Lights, Out of Sight! There is an active shooter.”** Identifying both the location and the nature of the threat.

ACTIONS

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

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

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

The instructor or other staff member is responsible for implementing Lockdown. They should lock or barricade all access points and facilitate moving occupants out of sight.

If attendance has been recorded, take a silent or whispered roll to determine if attendance has changed since the beginning of class, or otherwise try to quietly take account of students and staff.

REPORTER

Lockdown is typically reported by students or staff to the safety personnel. Who then invokes, or instructs administration to invoke, the public address or mass notification.

It may also be reported by local emergency dispatch.

PREPARATION

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

Staff and students should be trained to not open the door until a first responder unlocks it.

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

DRILLS

Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page 13.)



CONTINGENCIES

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

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

If during a Lockdown an intruder is actively attempting to enter the room staff and students are hiding in, or an additional hazard manifests inside the building - i.e.: Fire, flood or hazmat; then situational decisions must be made. Evacuation to a non usual location or by non usual means (climbing out a window) may be required, or as a last resort preparing to defend the room or yourself may be necessary.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are simply some examples of when a student, staff member or emergency dispatch might call for a Lockout.

- Intruder
- Angry or violent student
- Domestic issue
- Active shooter

RED CARD/GREEN CARD

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

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



EVACUATE CONDITION

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

PUBLIC ADDRESS

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

For instance **“ Evacuate! To the Lobby. Evacuate! To the Lobby.”**

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students and staff should be prepared to follow specific instructions given by first responders.

First responders may ask students and staff to place their hands on their heads or use different evacuation methods, i.e. run, crawl, cover mouth and nose, etc.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

Safety personnel or a first responder is responsible for initiating an evacuation.

REPORTER

Evacuate is typically called by safety personnel but may be called by students, staff or first responders.

PREPARATION

Evacuation preparation involves the identification and marking of facility Evacuation Points using consistent signage, as well as student and staff training for both normal and tactical evacuations

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Staff are instructed to take roll or record names and account for any missing or extra staff or students after arrival at the Evacuation Assembly Point.

DRILLS

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

RED CARD/GREEN CARD/MED CARD

After accounting for students and staff the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the evacuees.

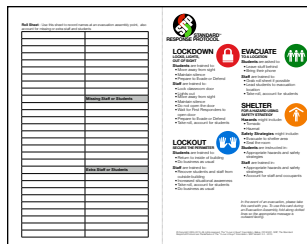


- **Green Card (OK)** - All student and staff accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing staff or students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

Community colleges, trade and technical schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

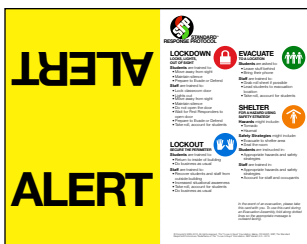
RED CARD/GREEN CARD/ROLL CARD

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



RED CARD/GREEN CARD/ALERT CARD

Another alternative is the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

Students are trained that if they are separated from their class during a tactical evacuation, then joining any evacuated group is acceptable. They should be instructed to identify themselves to a staff member after arriving at the Evacuation Assembly

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



SHELTER CONDITION

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

PUBLIC ADDRESS

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

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

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

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

ACTIONS

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

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

REPORTER

Shelter is typically called by safety personnel but may be called by students, staff or first responders.

PREPARATION

Identification and marking of facility Shelter Points.

DRILLS

Each Shelter Method should be drilled once a year.

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

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

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

PLAIN LANGUAGE ACT

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

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

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

CUSTOMIZATION

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

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

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



LOCKDOWN DRILL INTRODUCTION

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “Muscle Memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either

procedure or personnel.

PREPARATION

Prior to drilling, the safety team, as well as students, staff and administration should be thoroughly trained on the SRP and have time to review this material.

The safety team should also verify with law enforcement their use of the SRP at the community college.

Instructors should take time with students to identify and occupy a “Safe Zone” in the room where they cannot be seen through any corridor windows. If visibility in one location is problematic, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the room where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting for at least 10 minutes.

PARTNERSHIPS

Campus level drills typically need a decent amount of staff to support. If the community college does not have many emergency service or security staff, one key partnership could be with local emergency services. Local law enforcement, firefighters or emergency medical teams may be willing to help staff and cooperatively execute a Lockdown drill.

THE EMERGENCY RESPONSE TEAM

A common practice is for the campus to have a pre-identified Emergency Response Team which can be the same as the Safety Team, but may include others who are ‘on-call’ to respond to an emergency.

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

THE LOCKDOWN DRILL TEAM

The Lockdown Drill Team is a little different than the Emergency Response Team. During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The ideal Lockdown Drill Team should include all campus emergency service or security staff, facilities managers and any local emergency service or law enforcement partners. For larger campuses it’s important to have enough people on the team to conduct the drill in a timely manner.

STAFF NOTIFICATION

When Lockdown Drills are first being introduced, it is absolutely okay to tell students and staff in advance of the drill. There may be some who are adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

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

THE PRE-DRILL BRIEFING

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

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and after action conversation
4. Windows
5. Potential student or staff distress
6. Announcing the Lockdown Drill

When using public address to announce a Lockdown Drill, repeat, “Lockdown. Locks, Lights, Out of Sight. This is a drill.” It’s important to tell students and staff that this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual rooms. One of the members acts as “Scribe” and documents the individual room response. (See Lockdown Response Worksheet.)

At each door, team members listen for noise and look through corridor windows for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request.

At this point a member of the team unlocks the door and announces their name and position.

THE AFTER ACTION CONVERSATION

Typically this conversation addresses the purpose of the drill, and the observed outcome for that room. Any issues should be addressed gently but immediately.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building.

THE LOCKDOWN DRILL TEAM DEBRIEF

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

LOCKDOWN DRILL WORKSHEET



College _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

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

Notes _____

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

Notes _____

POSTERS AND HANDOUTS

CLASSROOM POSTER

Placing Posters is an essential step in full implementation of the SRP. The poster should be displayed in every office, classroom near all entries, classroom near the entrances to cafeteria, auditorium and gym.

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

PUBLIC ADDRESS POSTER

The Public Address Protocol Poster should be modified for the school's specific hazards and responses. The template is available online in both Pages for Mac and Microsoft Word.®

PUBLIC ADDRESS PROTOCOL

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

The following represents the Public Address for The Standard Response Protocol

1. **Lockout! Secure the Perimeter**
2. **Lockdown! Locks, Lights, out of Sight**
3. **Evacuate! To a Location**
4. **Shelter! For Hazard Using Safety Strategy**

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

STUDENT HANDOUT

TELL STUDENTS HOW IT WORKS

The Student Handout is another useful tool in implementing the SRP. Many colleges distribute the handout during orientation and again prior to any planned drill.

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

IN AN EMERGENCY WHEN YOU HEAR IT, DO IT.
LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.
STUDENTS: Lock doors from inside, Maintain silence, Prepare to Evacuate or Defend.
STAFF: Lock exterior doors, Turn out the lights, Move away from sight, Do not open the door, Monitor Status, Prepare to Evacuate or Defend.

LOCKOUT! SECURE THE PERIMETER.
STUDENTS: Business as usual.
STAFF: Bring exterior doors, Lock perimeter doors, Increase situational awareness, Business as usual, Take attendance.

EVACUATE! (to the announced location.)
STUDENTS: Bring your phone, Leave your stuff behind, Follow instructions.
STAFF: Lead evacuation to location, Take attendance, Notify if missing, extra or injured students.

SHELTER! (for a hazard using a shelter strategy.)
STUDENTS: Hazard: Safety Strategy, Tornado: Drop, cover and hold, Bomb: Seal the room.
STAFF: Account for students.

IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.

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

COMMUNITY COLLEGE TRAINING VIDEO

In partnership with the Koshka Foundation and the Columbine: Wounded Minds Project, The "I Love U Guys" Foundation has produced a training video targeting community college students.

It is recommended that this video be part of an in-person student orientation or required viewing on the campus student web site.

The video is available at the Foundation website: <http://iloveguys.org>



STANDARD RESPONSE PROTOCOL

STUDENT SAFETY: The Standard Response Protocol (SRP) is a set of instructions that are repeated twice each time the public address is performed. It is designed to be simple and easy to remember. It is not a checklist. It is a set of instructions that are repeated twice each time the public address is performed.

SRP: The SRP is supported by the safety principles to include: 1. Stay calm. 2. Listen to the public address. 3. Follow the instructions. 4. Do not panic. 5. Do not run. 6. Do not use elevators. 7. Do not use stairs. 8. Do not use the fire escape. 9. Do not use the roof. 10. Do not use the ground level. 11. Do not use the parking lot. 12. Do not use the street. 13. Do not use the sidewalk. 14. Do not use the driveway. 15. Do not use the garage. 16. Do not use the basement. 17. Do not use the attic. 18. Do not use the crawlspace. 19. Do not use the utility room. 20. Do not use the laundry room. 21. Do not use the kitchen. 22. Do not use the bathroom. 23. Do not use the bedroom. 24. Do not use the living room. 25. Do not use the dining room. 26. Do not use the family room. 27. Do not use the office. 28. Do not use the classroom. 29. Do not use the library. 30. Do not use the computer lab. 31. Do not use the gym. 32. Do not use the cafeteria. 33. Do not use the auditorium. 34. Do not use the theater. 35. Do not use the music room. 36. Do not use the art room. 37. Do not use the science room. 38. Do not use the shop. 39. Do not use the maintenance room. 40. Do not use the janitor's closet. 41. Do not use the storage room. 42. Do not use the utility room. 43. Do not use the laundry room. 44. Do not use the kitchen. 45. Do not use the bathroom. 46. Do not use the bedroom. 47. Do not use the living room. 48. Do not use the dining room. 49. Do not use the family room. 50. Do not use the office. 51. Do not use the classroom. 52. Do not use the library. 53. Do not use the computer lab. 54. Do not use the gym. 55. Do not use the cafeteria. 56. Do not use the auditorium. 57. Do not use the theater. 58. Do not use the music room. 59. Do not use the art room. 60. Do not use the science room. 61. Do not use the shop. 62. Do not use the maintenance room. 63. Do not use the janitor's closet. 64. Do not use the storage room.

PROGRAM REVIEW

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

SRP REVIEW COMMITTEE

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

EVALUATION

Evaluation of this material is available at <http://iloveguys.org>

TRAINING RESOURCES

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

Please also look at the material in the SRP CC-T Training Workbook.



ADVANCED AND BASIC CERTIFICATION PROGRAMS

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

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



WHY CERTIFY?

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

WHAT'S IT COST?

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

Organizations are classified as follows:

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

WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?

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

Within those general guidelines are specific program objectives and procedures.

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



STANDARD™ RESPONSE PROTOCOL

FAQ'S

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, districts, colleges, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Community colleges may use all of The "I Love U Guys" Foundation programs at no cost. Simply download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveguys.org>.

I SEE YOU OFFER TRAINING, DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools and a growing number of community colleges across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for community colleges. If your organization is interested in Foundation training, please contact for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

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

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

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

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

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

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

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

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a Lockdown and the arrival of first responders.

A Lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

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

WHY ISN'T THERE A "HOLD IN YOUR CLASSROOM" DIRECTIVE AND ACTION?

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

The focus of the SRP was in creating common language and expectations between students, staff and first responders. While we looked at "Hold in your Classroom" as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than a first responder shared action and directive.

With the mandate of "Keep it Simple," the decision was made to not make "Hold in your classroom" an SRP action. That doesn't mean you can't use "Hold in your classroom" or any other day to day operational action. Please, be pragmatic.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, amongst other items.

CAN I MODIFY MATERIALS?

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

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

Some details may need to be customized to your location. For instance, the classroom poster should include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

No. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word. Most campuses have a Mac or two around and Pages for Mac OSX has been free for a number of years.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Community colleges, trade and technical schools are free to use the materials under the “Terms of Use” outlined on Page 5 of this document.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don’t need to ask permission. But, it would be fabulous if you let us know that you’re using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation. But, please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders.

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

We often speak with school safety stakeholders that have implemented the SRP, but hadn’t quite mentioned it to us. Please, please, please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a community college, department or agency you may include your logo on posters and handouts.

If you are a commercial enterprise, please contact us in advance with intended usage.

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

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

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your campus population is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH “RUN, HIDE, FIGHT?”

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

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

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

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

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

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

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

<http://www.avoiddenydefend.org>

RED CARD / GREEN CARD / MED CARD / ROLL CARDS

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

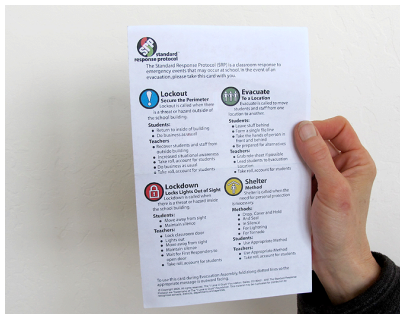
RED/GREEN/MED/ROLL CARDS

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

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



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



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



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



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



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



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

SRP suggests consulting with local law enforcement about suggested practice.

OK

OK

HELP

HELP

PHYSICIAN MEDICAL HELP



MEDICAL HELP



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

Students are trained to:

- Move away from sight
- Maintain silence
- Prepare to Evade or Defend

Staff are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for First Responders to open door
- Prepare to Evade or Defend
- Take roll, account for students



EVACUATE

TO A LOCATION

Students are asked to:

- Leave stuff behind
- Bring their phone

Staff are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students



SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are instructed in:

- Appropriate hazards and safety strategies

Staff are trained in:

- Appropriate hazards and safety strategies
- Account for staff and occupants



LOCKOUT

SECURE THE PERIMETER

Students are trained to:

- Return to inside of building
- Do business as usual

Staff are trained to:

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

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

OK

OK

HELP

HELP

DRY ALERT



STANDARD™
RESPONSE PROTOCOL



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

- Students** are trained to:
- Move away from sight
 - Maintain silence
 - Prepare to Evade or Defend
- Staff** are trained to:
- Lock classroom door
 - Lights out
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Wait for First Responders to open door
 - Prepare to Evade or Defend
 - Take roll, account for students



EVACUATE TO A LOCATION

- Students** are asked to:
- Leave stuff behind
 - Bring their phone
- Staff** are trained to:
- Grab roll sheet if possible
 - Lead students to evacuation location
 - Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

- Hazards** might include:
- Tornado
 - Hazmat
- Safety Strategies** might include:
- Evacuate to shelter area
 - Seal the room



LOCKOUT SECURE THE PERIMETER

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

- Students** are instructed in:
- Appropriate hazards and safety strategies
- Staff** are trained in:
- Appropriate hazards and safety strategies
 - Account for staff and occupants

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

OK

OK

HELP

HELP

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Prepare to Evade or Defend

STAFF

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Prepare to evade or defend



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

STAFF

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



EVACUATE! (To the announced location.)

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

STAFF

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



SHELTER! (For a hazard using a shelter strategy.)

STUDENTS

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

STAFF

Lead safety strategy
Take attendance



IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



LOCKDOWN



LOCKOUT



EVACUATE



SHELTER

Standard Response Protocol – Public Address

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





STUDENT SAFETY

A critical ingredient in the safe campus recipe is the uniform response to an incident. Weather events, fires, accidents, intruders and other threats to student and staff safety are scenarios that are planned and trained for by campus administration.

SRP

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

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

NOTIFICATION PROGRAM

Timely notification is essential with any type of crisis. Please verify that you have the correct information in the campus notification system.

TRAINING

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

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



LOCKOUT SECURE THE PERIMETER

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

STUDENTS:

- Return to inside of building
- Do business as usual

STAFF

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



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

STUDENTS:

- Move away from sight
- Maintain silence
- Prepare to evade or defend

STAFF:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Prepare to evade or defend
- Do not open the door
- Take roll, account for students



EVACUATE TO A LOCATION

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

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternative instructions.

STAFF:

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



SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Use Appropriate Safety Strategy

STAFF:

- Use Appropriate Safety Strategy
- Account for staff and occupants



SRP V2

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

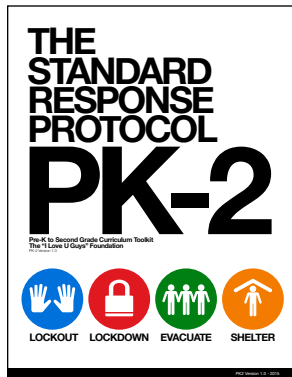
Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated

into safety plans in business, institutions and organizations across the US and Canada.

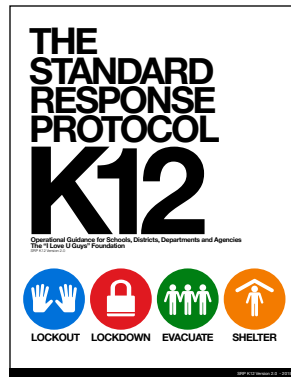
As a result, the Foundation has worked with safety professionals to create materials for all audiences. Additionally, we’ve documented “What’s New” in the Standard Response Protocol. All materials are available at no cost at <http://iloveguys.org>. Printed materials may be purchased through Amazon or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

SRM V2

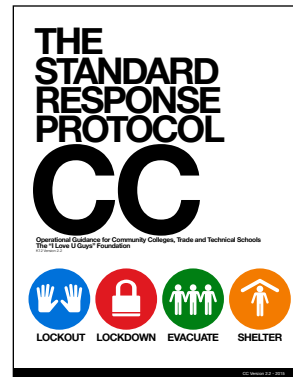
The Standard Reunification Method has also been updated.



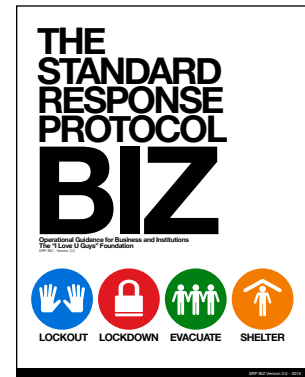
Pre-K to Second Grade



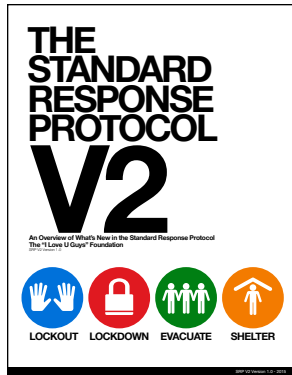
K12 Guidance



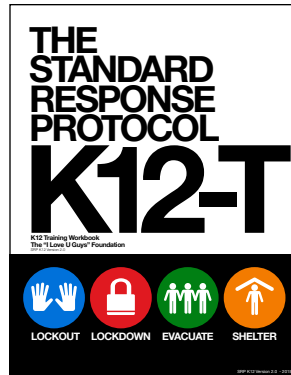
College Guidance



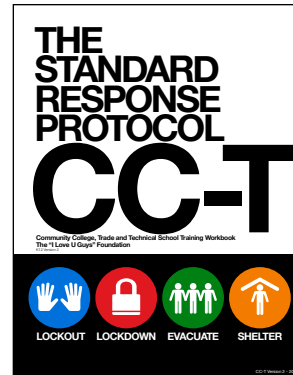
Business Guidance



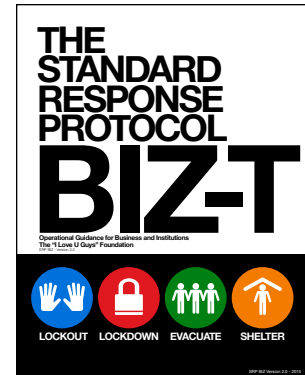
What's New in SRP V2



K12 Training



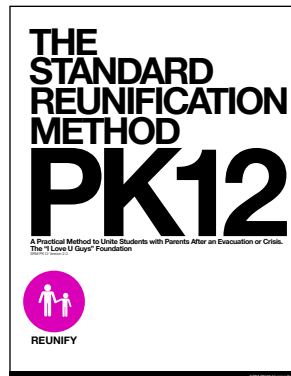
Community College Training



Business Training



Certification



Reunification

SAMPLE NOTICE OF INTENT

NAME OF COLLEGE/SCHOOL (ORGANIZATION)

STANDARD RESPONSE PROTOCOL (SRP)

NOTICE OF INTENT (NOI) TO

THE "I LOVE U GUYS" FOUNDATION (THE FOUNDATION)

PROGRAM DESCRIPTION

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

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

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

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

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

COMMUNICATION

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

PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

AGREEMENT BY ORGANIZATION

College/School intends to incorporate SRP in the official, existing, written safety plans either in the body or as an addendum or amendment.

MEMORANDUM TERM

This Memorandum is effective until terminated.

TERMINATION

Organization may withdraw this Notice of Intent via Written or Electronic notification at any time and will thereby cease use of any materials provided by The Foundation.

Name of Organization

Address

City/State/Zip

Representative

Date

The "I Love U Guys" Foundation

PO Box 1230

Bailey, Colorado 80421

Representative

Date

SAMPLE MOU WITH THE “I LOVE U GUYS” FOUNDATION

NAME OF COLLEGE/SCHOOL (ORGANIZATION) STANDARD RESPONSE PROTOCOL (SRP) MEMORANDUM OF UNDERSTANDING (MOU) WITH THE “I LOVE U GUYS” FOUNDATION (THE FOUNDATION)

PROGRAM DESCRIPTION

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

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

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

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

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

COMMUNICATION

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

PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

AGREEMENT BY ORGANIZATION

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

13. Organization will engage in a best effort to provide The Foundation with contact information for other businesses, institutions, agencies, departments or services participating with the Organization regarding the SRP.

AGREEMENT BY THE “I LOVE U GUYS” FOUNDATION

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveguys.org>
2. The Foundation agrees to provide implementation, support and training materials online at no additional charge for recognized organizations.
3. The Foundation agrees to provide implementation, support and training materials online to Law Enforcement Agencies at no charge to the Agency.
4. The Foundation agrees to provide implementation, support and training materials online to Fire Departments at no charge to the Department.
5. The Foundation agrees to provide implementation, support and training materials online to Emergency Medical Services at no charge to the Service.
6. The Foundation agrees to provide implementation, support and training materials online to County and/or City Emergency Managers at no charge to the County or City.
7. The Foundation provides training and certification opportunities online and in various locations around the United States at reasonable cost. Organization is under no obligation to utilize training sessions or certification programs.
8. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
9. The Foundation will maintain a record of all Written or Electronic communication with the Organization.

MEMORANDUM TERM

This Memorandum is effective until terminated

TERMINATION

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

Name of Organization

Address

City/State/Zip

Representative

Date

The “I Love U Guys” Foundation

PO Box 1230

Bailey, Colorado 80421

Representative

Date

SAMPLE MOU WITH LAW ENFORCEMENT/FIRE/EMS

Name of College/School (Organization) Standard Response Protocol (SRP) Memorandum of Understanding (MOU) with Name of Law/Fire/Medical Agency (Agency)

PROGRAM DESCRIPTION

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

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

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

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

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

COMMUNICATION

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

PURPOSE

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

AGREEMENT BY ORGANIZATION

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

AGREEMENT BY AGENCY

1. The Agency agrees to incorporate SRP in the official written response plans, either in the body or as an addendum or amendment.
2. The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department or agency SRP Liaisons.
3. The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.

4. The Agency agrees to provide Fire Departments whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.
5. The Agency agrees to provide Emergency Medical Services whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.
6. The Agency agrees to provide County and/or City Emergency Managers whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.
7. The Agency agrees to train dispatch personnel in The Standard Response Protocol.
8. The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

MEMORANDUM TERM

This Memorandum is effective until terminated.

TERMINATION

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

Name of Organization

Address
City/State/Zip

Representative

Date

Name of Agency

Address
City/State/Zip

Representative

Date