

THE STANDARD RESPONSE PROTOCOL HED

Operational Guidance for Implementing The Standard Response Protocol
In a Higher Education Environment

HIGHER EDUCATION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

PEACE

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

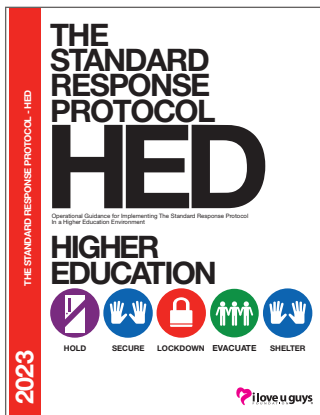
It means to be in the midst of those things and still be calm in your heart.



STANDARD RESPONSE PROTOCOL

SRP HED 2021 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
John-Michael Keyes	3.0	06/05/2019	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	01/17/2020	Replaced Term of Art Lockout with Secure
Ellen Stoddard-Keyes	4.0	06/23/2020	Added new content and incorporated Review Committee suggestions.
The "I Love U Guys" Foundation	5.0	05/01/2023	Reaffirmation of version, no major edits.



The Standard Response Protocol - HED

Operational Guidance for Implementing The Standard Response Protocol
In a Higher Education Environment

Version 5.0

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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 the electronic means of email or teleconference.

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REQUEST FOR COMMENT

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

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

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. Please visit our website (<https://iloveguys.org>) for the detailed information.

**“Tactics are
intel driven.”**

What we plan is based on what we know.

**“But the environment
dictates tactics.”**

But what we do, is based on where we are.

– **Deputy Chief A.J. DeAndrea**
– *Civilian Translation: John-Michael Keyes*

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STANDARD RESPONSE PROTOCOL

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.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

ABOUT THIS BOOK

Since 2015, The Foundation offered optional classroom training that included “Hold in your classroom.” In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

With SRP 2021, the Hold action was incorporated into the Standard Response Protocol and the Lockout action was changed to Secure.

For SRP 2023, there is expanded guidance, the introduction of the “SRP Lockdown Drill,” and new communications guidance.

Although the SRP 2021 version is still valid, The “I Love U Guys” Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

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COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The “I Love U Guys” Foundation for more information and costs.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
 - 2.1. Hold - “In Your Room or Area.”
 - 2.2. Secure - “Get Inside, Lock Outside Doors”
 - 2.3. Lockdown - “Locks, Lights, Out of Sight”
 - 2.4. Evacuate - A Location may be specified
 - 2.5. Shelter - State the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The “I Love U Guys” Foundation through one of the following:
 - 3.1. Complete the NOI and email it to srp@iloveguys.org
 - 3.2. Send an email to srp@iloveguys.org
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from the website, and is provided to The “I Love U Guys” Foundation by emailing it to srp@iloveguys.org
5. The following modifications to the materials are allowable:
 - 5.1. Localization of Evacuation events
 - 5.2. Localization of Shelter events
 - 5.3. Addition of organization logo



STANDARD RESPONSE PROTOCOL

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.

THE “I LOVE U GUYS” FOUNDATION MOU

Some schools, districts, departments and agencies may desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. For a current version of the MOU, please visit iloveguys.org.

The purpose of an MOU is to define responsibilities of each party and provide scope, and clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation’s materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

This can be emailed to srp@iloveguys.org

NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

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

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations.

This policy applies to all information received by The “I Love U Guys” Foundation, both online and offline, as well as any electronic, written, or oral communications.

Please see our website for the full Privacy text.

ONE DEMAND

The protocol also carries an obligation. People are smart. An implicit part of the SRP is that authorities and school administrators tell personnel and students what’s going on.

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



STANDARD RESPONSE PROTOCOL

INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school and campus safety plan for critical incident response.

“SRP is not a replacement... it’s an enhancement to your existing safety plans.”

As law enforcement and K-12 schools began to put the SRP into practice; it was a natural progression for colleges and universities 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 “Terms of Art” and “Directives” defined by this protocol.

The SRP is not a replacement for any campus safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

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

BEFORE YOU BEGIN

Colleges and universities 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, colleges and universities 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 colleges and universities 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).

TIME BARRIERS

Historical data on active shooters suggests that a locked room 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.

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for 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.

An example of a time barrier is making the exterior doors of a building automatically lock or having them remotely lockable, and could include installing a film on glass door panels to prevent them from shattering, thereby 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 preventive action.

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe campus recipe is the uniform classroom 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, 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 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 five specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, professors and first responders.

1. **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
2. **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard people within the building.
3. **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep people quiet and in place.
4. **Evacuate** may be followed by a location, and is the protocol used to move people from one location to a different location in or out of the building.
5. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

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

Each response has specific student and staff actions. The Evacuate response might be followed by a location: "Evacuate to the Commons." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For 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.

SECURE VS. LOCKDOWN

The differentiation between Secure and Lockdown is a critical element in SRP. Secure recovers people from outside the building, protects the building perimeter and locks or monitors all exterior 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 animal on the grounds would be examples of a Secure response. While the Secure 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 remain quiet. It does not mandate locking exterior doors for a few reasons: risk is increased to occupants or staff in exposed areas attempting to lock the doors, and locking exterior doors inhibits entry of first responders and increases risk as responders attempt to breach doors. If the doors are already locked, leave them alone.

Be aware that situations can change quickly. Depending on what's happening, a Lockdown might change to a Secure condition, or the Secure condition evolves to Lockdown.

TACTICAL RESPONSES

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



SRP IN A NUTSHELL

5 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.



HOLD! IN YOUR ROOM OR AREA. CLEAR THE HALLS.

Students are trained to:

- Clear the halls and remain in the room or area until the "All Clear" is announced
- Do business as usual

Staff is trained to:

- Close and lock door
- Account for students and adults
- Do business as usual



SECURE! GET INSIDE. LOCK OUTSIDE DOORS.

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
- Do not open the door

Staff are trained to:

- Recover people from the hallway if possible
- Lock or barricade doors

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



EVACUATE! TO A LOCATION

Students are trained to:

- Leave belongings behind if required to
- If possible, bring their phone
- 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 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
- Accounting for students and staff
- Report injuries or problems using Red Card/Green Card method.

ONE 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.



STANDARD RESPONSE PROTOCOL

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 AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



FEMA

1. IS-100.HE: Introduction to the Incident Command System ICS-100 for Higher Education
2. IS 360 Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
3. IS-363: Introduction to Emergency Management for Higher Education

These courses are available online, at no cost, online using the web at <http://training.fema.gov>. Look under the Independent Study tab.

Anticipate 1 to 3 hours per course to successfully achieve certification. The courses are offered at no charge. Note: The "I Love U Guys" Foundation is not affiliated with FEMA.

CAMPUS SAFETY PROGRAM

Colleges and universities incorporating SRP must have, or be working to, develop written safety plans and ongoing safety programs as identified in the safety plan.

THE ABSENCE OF LOCKS OR KEYS

Often in a college and university 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 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.

It's important to discuss security options and modification with local fire authorities. Some will allow a locked classroom door to be propped open during the day, while some will not. Variances in local Fire Codes and application will help determine the options for your schools.

RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see quite a few suggestions to contact your local or regional responders, whether it's law enforcement, university police departments, emergency services or fire departments. Communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some schools are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) 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 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, colleges and universities that will ultimately incorporate the SRP into their safety plans and practices should formally notify the Foundation with a "Notice of Intent."

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.



STANDARD RESPONSE PROTOCOL

COMMUNICATION

Every campus Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of event, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the staff and students as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that. Communication to the community is critical as well.

INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Many schools have a full time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low level event and activity communication along with their primary job.

High level event information should be handled by a competent and well versed individual who provides information that is clear, concise, and complete enough in content to further the mission.

Create a policy for protocol and content for each communication channel to maintain consistency.

CHANNELS

Decide which methods of communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

Also, think about which channels are used regularly for day to day messaging, like emails, and consider using alternate methods for emergencies such as text and phone, which may not be used as frequently. Doing so will alert the recipients that this is not the daily message, but something more important.

TIME

For certain incidents there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the

incident is essential. Have some basic message formats approved and ready to use.

CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an evacuation requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates. Since most campuses have a number of buildings, give very specific location information because people are almost always moving around between areas.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

PREPARATION

A tabletop exercise is a start; basically it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. They must think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

Use the 27/9/3 rule during message preparation. This is a very basic recommendation and suggests using a total of 27 words, which can be spoken in about 9 seconds, containing three or fewer key points.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.



HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS

The Hold Protocol is called when there is a situation requiring people to remain in their rooms or areas in a building for short periods of time. For example, an altercation may require keeping people out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for people who are not in a room to proceed to an area where they can remain safe and out of the way.

PUBLIC ADDRESS

The public address for Hold is: “Hold in your room or area. Clear the Halls.” and is repeated twice each time the public address is performed. There may be a need to add directives for people who are in a location where they should remain until the hold is lifted.

“Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls.”

PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address.

“The Hold is released. All Clear.
The Hold is released. All Clear.”

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

ACTIONS

People are to remain in their room or area, even if a class is over, until the all clear is announced.

People in common areas, such as libraries or foyers, may be asked to remain in those areas or move to adjoining areas.

People outside of the building should remain outside unless otherwise directed.

RESPONSIBILITY

Typically, office staff and campus safety teams are responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Campus training.

DRILLS

Hold should be drilled at least once a year to create familiarity with the actions.

CONTINGENCIES

People are trained that if they are not in a room they may be asked to identify the nearest room stay for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a campus building might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Large equipment delivery in a common area that requires an extra level of precaution.



SECURE

Get Inside, Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

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

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

MASS NOTIFICATION

Where mass notification is used in lieu of public address, the message should be similar to "Secure! Get inside. Lock outside doors." Or it may include a single building name or portion of the campus.

ACTIONS

The Secure Protocol demands bringing people into a secure building, and locking or monitoring all outside access points.

Where possible, educational activities would continue uninterrupted. Events and classes being held outside would be temporarily abandoned and people brought into the nearest building until the situation is resolved.

There may be occasions when people 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 the 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.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, anyone entering the building is monitored if there is staff to do so. Since colleges and universities have people moving through the buildings frequently, this may be challenging. People moving between buildings or going to a parking lot might be escorted with a heightened awareness.

RESPONSIBILITY

Depending on the building, staff who have a permanent workspace there may be required to lock access points. People assigned "Primary Responsibility" for a "Secure Zone" should be identified in advance and should actively

drill the protocol. A Secure Zone may include doorways, windows, loading docks, and fire escape access points. The assigned staff is designated as having "Secure Duty."

Assign someone to attach the Secure posters, outfacing, to building entry doors to alert people of the Secure condition.

REPORTED BY

Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

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

PREPARATION

Identification of perimeter access points that must be locked in a Secure event defines the perimeter. Logical areas, building wings or other access point groupings define individual "Secure Zones" within the perimeter.

Some 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 Secure.

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

Consider different levels of training for full-time staff, adjuncts, contractors and students. Each group has a different level of responsibility and knowledge regarding the campus. For example, resident assistants in dorms will have different types of training responsibilities and concerns than an instructor. Contractors providing daily services will need to be trained along with staff for the best outcomes.

DRILLS

Secure drills should be performed at least twice a year and should include full-time staff, adjuncts, contractors and students. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for people to Evacuate to a securable building. Listen for specific additional directives.

If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.



LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside a building. Lockdown uses room security actions to protect people 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.

“Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!”

MASS NOTIFICATION

Where mass notification is used in lieu of public address, the message should be similar to “Lockdown! X Building. Locks, Lights, Out of Sight! There is an active shooter.” Identify 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 occupants out of line of sight of corridor windows, and maintaining silence.

There is no call to action to lock the building’s exterior access points. Leave the perimeter as is.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

Determine if attendance has changed since the beginning of class, or otherwise try to quietly take account of students and others.

REPORTED BY

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.

Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each campus. Plan

the communication method in advance to set expectations. Regardless of the method(s) of alert notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of administration and local law enforcement.

PREPARATION

Identify room access points that can and should be locked. 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 an administrator or first responder unlocks it.

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

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by the state, and should include full-time staff, adjuncts, contractors and students. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years. See the Lockdown Drills section.

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 evacuate themselves away from the building.

If, during a Lockdown, an intruder is actively attempting to enter a room that people are in, or an additional hazard manifests (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 a few examples of when a school or emergency dispatch might call for a Lockdown.

- Intruder
- Dangerous and violent person
- Domestic issue
- Active assailant

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an assailant that there are potential targets in that room.



EVACUATE

A Location may also be given

EVACUATE TO A LOCATION

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

Most often, evacuations will be necessary when there's a heating/ventilation system failure, gas leak, or bomb threat in the area. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

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 a location.
Evacuate! To a location."

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.

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, or as mandated by the state. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

CONTINGENCIES

Students are trained that if they are separated from their class during an tactical evacuation, then joining another evacuated group is acceptable. They should be instructed

to identify themselves to a staff member after arriving at the Evacuation Assembly.

RED CARD/GREEN CARD

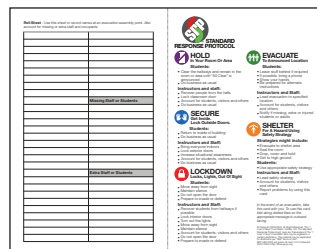
This is for use in an Evacuation Assembly to do a quick status assessment. It is not for classroom use during a Lockdown or Drill. Choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly, visually identify the status of the teachers' classes after an evacuation.

- Green Card (OK) - All students accounted for, No immediate help is necessary
- Red Card (Help) - Extra or missing students, or vital information must be exchanged



- Red and White Cross (Medical Help) - Immediate medical attention is needed



- This includes a roll sheet for users to record who is in their group.



- The Alert card is used to indicate there is a problem in your group and you need assistance.



SHELTER

State the Hazard and Safety Strategy

SHELTER

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy.”

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

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

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

Each individual is responsible for sheltering. Campuses should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least once a year, or as mandated by the state.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a Hazmat spill or release is very different. In the case of a Hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response on a campus, those should be made clearly using plain language. There is nothing wrong with adding additional directives as to where to shelter, or what protective actions should be used in the response.

ABOUT SHELTER-IN-PLACE

There is a long tradition of using the term “Shelter-in-place” for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where “Shelter-in-place” was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, “Shelter-in-place” doesn’t provide the necessary information. “Tornado! Get to the storm shelter!” is more direct.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.



DRILLS vs. Exercises

DRILLS VS. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually an “Exercise.”

School lockdown drills, active shooter drills, and exercises are not synonymous. Nor are they universally defined, understood and practiced. Some of this confusion may be a result of actual FEMA guidance and other publicly available materials on the subject.

DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life safety skill.

EXERCISE

The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that’s being conducted.

Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an Exercise, or to observe it. You will probably be introducing scenarios they have thought about; this level of engagement can be quite useful.

A **Tabletop Exercise** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It’s designed to test each member’s ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other members as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

In a **Functional Exercise**, participants perform their duties in a simulated emergency environment. Functional exercises typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control.

A **Full-Scale Exercise** is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.

PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.





LOCKDOWN

Drills

LOCKDOWN DRILL GUIDANCE

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 procedures, training or personnel.

Understand that a lockdown drill is for practicing an action, not an event. An actual lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION

Prior to drilling, students, staff and administration should be trained on the SRP and have had time to review the material. The safety team should also verify with law enforcement their use of the SRP on the campus.

Instructors should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference about using window coverings.

Additionally, the following instructions should be delivered to students.

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

PARTNERSHIPS

Campus level drills typically need a decent amount of staff support. If the school does not have many emergency service or security staff, one key partnership could be with local emergency services. 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 people in advance. There may be some who are adversely affected by surprise drills.

PEOPLE WITH SPECIAL NEEDS

It is critical to identify any specific issues that may cause challenges for people with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE LOCKDOWN DRILL TEAM 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

At the conclusion of the drill, the team should reconvene for a debrief, and use this time to review portions of the safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

OPTIONS-BASED TRAINING

Instructors and students should be educated about the options that can be used in an active threat situation. Realistically, they’re not always in their classrooms or behind closed doors as they go throughout their day; because of this, they should be taught additional strategies that go beyond Locking Down in a classroom. Discussion can include what to do when in a bathroom or common area if an threat arises. This is where self-evacuation strategies play a role.



MATERIALS

AND NOTE TO PRINTER

MATERIALS LIST

There are a number of materials available in the Appendix of this book (extract the separate PDF pages after downloading this book) and also ready to download from the website. Materials include:

- Lockdown Drill Worksheet
- Public Address Poster (download the Word version from the website to edit for local hazards)
- Student and Staff Handout in English and Spanish (a fully accessible version can be downloaded from the website)
- Letter-size poster in English and Spanish
- Tabloid-size poster in English and Spanish (download from website)
- Drill in Progress poster
- Building is Secure poster
- Building is Secure, Doors are Monitored poster
- Red/Green/Alert Card
- Red/Green/Med Card
- Red/Green/Roll Card

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, and near the entrances to cafeteria, auditorium and gym.

These are available for download at <http://iloveguys.org> at no charge.

Note to Printers

This material may be duplicated for distribution per “SRP Terms of Use,” which read as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may print this material for them.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

LOCKDOWN DRILL WORKSHEET



School _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

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



HED
2023

STANDARD RESPONSE PROTOCOL

Five Actions. Five Directives. One Outcome.

The SRP is simple. It's based on five actions. Each action is followed by a directive. The outcome is shared language and shared expectations between people in a crisis.



HOLD! **In your room or area. Clear the halls.**

When something is going on in the hallway, Hold in your room or area until it's resolved.



SECURE! **Get inside. Lock outside doors.**

When a threat is outside of the building, it's used to safeguard the occupants of a building



LOCKDOWN! **Locks, Lights, Out of Sight**

When a threat is inside of the building it's used to secure individual rooms and keep occupants quiet and in place.



EVACUATE! **Followed by a location**

Used to move people from one location to a different location in or out of the building.



SHELTER! **Followed by hazard and safety strategy**

Used for group and self protection.