



Guidance for Schools, Districts, Departments and Agencies

A General Guide on Incorporating and Operating
The Standard Response Protocol within a School
Safety Plan



Lockout



Lockdown



Evacuate



Shelter



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

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Table of Contents

SRP Review Committee.....	5
Introduction.....	6
SRP in a Nutshell.....	8
Protocol Details.....	9
Prerequisites.....	9
Lockout.....	10
Lockdown.....	11
Evacuate.....	12
Shelter.....	13
Additional Protocol Details.....	14
Classroom Posters.....	15
Program Review.....	15
SRP Review Committee.....	15
Evaluation.....	15
Subscription Terms and Fees.....	15
Subscription Fee Grants and Subsidies.....	15
The “I Love U Guys” Foundation.....	16
Contact Information.....	16
Notice of Intent.....	17
MOU With The “I Love U Guys” Foundation.....	18
Sample MOU With Law Enforcement/Fire/Emergency Medical.....	20
Appendix 1 - Shelter Methods / FEMA Guidance.....	22
Shelter! Drop, Cover and Hold.....	23
Shelter! For Lightning.....	24
Shelter! And Seal.....	25
Appendix 2 - Red Card / Green Card / Med Card / Roll Cards.....	26
Red Card / Green Card / Roll Card Front.....	27
Red Card / Green Card / Roll Card Back.....	28
Red Card / Green Card / Med Card Front.....	29
Red Card / Green Card / Med Card Back.....	30
Red Card / Green Card / Yellow Card Back.....	31
Appendix 3 - Posters and Handouts.....	32
Public Address Protocol Poster.....	33
Classroom Response Poster.....	34
Student Parent Handout.....	35
Appendix 4 - Comments.....	36



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.

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

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Introduction

Guidance for Schools and School Districts

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan, for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that

SRP is not a replacement... it's an enhancement to your existing safety plans.

districts, agencies and departments retain the "Terms of Art" and "Directives" defined by this protocol.

SRP is not a replacement for any school 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>.



The Standard Response Protocol (SRP)

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken this 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 a teacher'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 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, teachers and first responders.

4. **Lockout** is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.
5. **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.
6. **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 the building.
7. **Shelter** is always followed by a type and a method 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 Bus Zone." Responses can also be chained. "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 teachers, 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. Parents can easily understand the practices and can reinforce the protocol. 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 would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

Lockout vs Lockdown

The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students from outside the building, secures the building perimeter and locks 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 playground would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is 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 students 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. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

Tactical Responses

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests specific simple actions in that event.

SRP in a Nutshell

4 Actions

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



Lockout - "Secure the Perimeter"

Students are trained to:

1. Return to inside of building
2. Do business as usual

Teachers are trained to:

1. Recover students and staff from outside building
2. Increased situational awareness
3. Take roll, account for students
4. Do business as usual



Lockdown - "Locks, Lights, Out of Sight"

Students are trained to:

1. Move away from sight
2. Maintain silence

Teachers are trained to:

1. Lock classroom door
2. Lights out
3. Move away from sight
4. Maintain silence
5. Wait for First Responders to open door
6. Take roll, account for students

Evacuate - "Using the Announced Type and Location"

Types include:

1. In Order
2. In Hand
3. Tactically*

Students are trained to:

1. Leave stuff behind
2. Form a single file line

Teachers are trained to:

1. Grab roll sheet if possible
2. Lead students to Evacuation location
3. Take roll, account for students



Shelter - "Using the Announced Type and Method"

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Snow

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Students are trained in:

1. Appropriate Shelter Types and Methods

Teachers are trained in:

1. Appropriate Shelter Methods
2. Take roll, account for students
3. Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/Green Card method.



1 Demand

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

** Note: Student 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 School and District Administration and Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):

1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>. Anticipate two

to three 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.)

School Safety Program

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

Site Survey and Mitigation

Implementing the SRP involves some planning and perhaps some mitigating actions.

For example, one method of preparing for Lockout would be to group and number outside doors so that in a Lockout, staff with Primary Lockout Responsibility would have a known number of doors. Additionally, discreet, but visible signage could provide unique identification of the doors. "West Door 1 of 7" provides staff with a known, predictable task.

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 a teacher 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, especially in high school

classrooms. 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. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. 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 schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should formally notify the foundation with a "Notice of Intent." This is included within this material.

Liaisons and Other MOUs

Schools and/or Districts 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.



Lockout Condition

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, 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.

Actions

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

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

Incident Command System

The School Incident Command System should be initiated.

Responsibility

Depending on the school, administration or teachers 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.

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

Reporter

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

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

Preparation

Identification and marking 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 campuses 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 twice a year. At least one of these drills should be performed while outdoor 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 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 school - 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 a school or emergency dispatch might call for a Lockout.

1. Dangerous animal on school grounds
2. Criminal activity in area
3. Civil disobedience



Lockdown Condition

Lockdown is called when there is a threat or hazard inside of the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from 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.

Actions

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

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

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

Reporter

Lockdown is typically reported by students or staff to the school operator. The operator then invokes the public address and informs administration.

It may also be reported to the school operator by local emergency dispatch.

Preparation

Identification and marking of classroom access points that must be locked in the event of a Lockdown is essential preparation.

These may include doorways, windows, loading docks, and fire escape ladder access points.



Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it.

Students, staff and teachers 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.

Contingencies

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

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

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

Examples of Lockdown Conditions

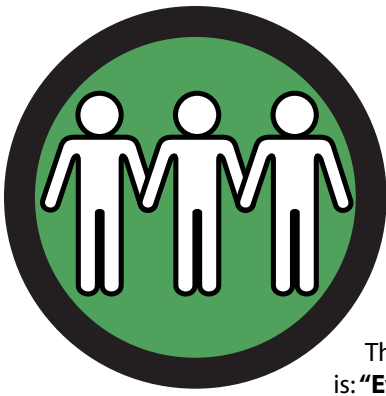
The following are simply some examples of when a school or emergency dispatch might call for a Lockout.

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter

Red Card/Green Card

Some schools suggest sliding red or green card under the door to indicate classroom status. Based on a number of tactical assessments, SRP defers to school or district policy on the use of Red Card/Green Card. It is recommended that the potential pros and cons of using cards in Lockdown situations and establish policy according to the school's needs and circumstances. Consequently, there is no recommendation on this practice in the SRP.

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



Evacuate Condition

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

Public Address

The public address for Evacuate is: **“Evacuate! Type/Location”** and is repeated twice each time the public address is performed. Type is added when special actions need to be taken during evacuation.

For instance **“Evacuate! To the Flag Pole. Evacuate! To the Flag Pole.”**

Actions

The Evacuate Protocol demands students and staff move in an orderly fashion. In a tactical response, students are instructed to form a single file line and hold hands front and back. A different tactical response may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Incident Command System

The School Incident Command System should be initiated.

Responsibility

The classroom teacher is responsible for initiating an evacuation. In a tactical situation, students may be instructed to establish a single file line and hold hands front and back.

First responders may also 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.

Reporter

Evacuate is typically called by the school operator.

Preparation

Evacuation preparation involves the identification and marking of facility



Evacuation Points using consistent signage, as well as student, teacher, and administrator training for both normal and tactical evacuations

Evacuation Assembly

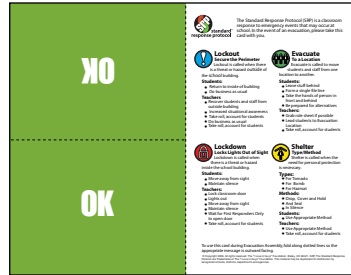
The Evacuation Assembly refers to gathering at the Evacuation Assembly Point. Teachers are instructed to take roll after arrival at the Evacuation Assembly Point.

Red Card/Green Card/Med Card

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

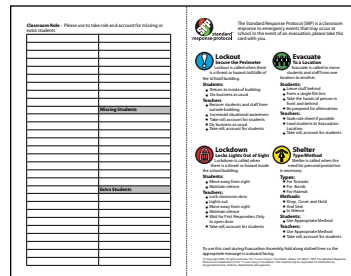
1. **Green Card (OK)** - All students accounted for, No immediate help is necessary
2. **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
3. **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

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.



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.)

Contingencies

Students are trained that if they are separated from their class during a tactical evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

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 airborne irritants.

Public Address

The public addresses for shelter are:

1. **Shelter for Tornado! Drop, Cover and Hold**
2. **Shelter for Bomb! Drop, Cover and Hold**
3. **Shelter for Hazmat! And Seal**
4. **Shelter! In Silence**

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

Types include:

1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

Methods include:

1. Drop, Cover and Hold
2. And Seal
3. In Silence

Actions

These are the current Shelter Methods that are currently in the Protocol. Other methods may be situationally appropriate and may be added to the SRP.

These methods are sourced from FEMA language available at <http://www.fema.gov/hazard>.

1. **Drop, Cover and Hold** - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. People confined to a wheel chair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheel chair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)
2. **And Seal** - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by

the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.

3. **For Tornado** - Learn emergency shelter plan. If a specific shelter area does not exist, move into interior hallways or small rooms on the building's lowest level. Avoid areas with glass and wide, free-span roofs. If you can't get into a basement or designated shelter, move to the center of the lowest level of the building, away from windows, and lie flat.
4. **In Silence** - Maintain Silence

Incident Command System

The School Incident Command System should be initiated.

Responsibility

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

Reporter

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

Preparation

Identification and marking of facility Shelter Points.



Drills

Each Shelter Method should be drilled once a year.

Additional Protocol Details

Lockout Zones

It is recommended that defining areas, in advance, that comprise a Lockout Zone of a specific number of doors. For instance, a school might have 7 doors on the northwest side of the building. Signage above the doors indicates the zone, the door number, the number of doors and the direction of the next door with an arrow - **NW 3 of 7** → . The last door in the Lockout Zone would replace the arrow with a stop symbol.

Signage/Decals

The "I Love U Guys" Foundation recommends schools use identification signage or decals. The design reflects common icons in use for the associated actions. If these designs are in keeping with school and district aesthetics and or policies, it is encouraged that school adopt this common signage.

Lockout Point

Within a Lockout Zone, the Lockout point reflects the number of doors that must be locked. (In this case, NW is the North West wing, door 3 of 7 total lockout points.)



Lockdown Point

Within a classroom or other room Lockdown points are the doors that should be locked during a Lockdown. This is important when a classroom or lab has multiple entries.



Evacuation Assembly Point

These should be placed in areas where evacuation assembly may occur.



Shelter Point

These can be placed in areas that may act as a hazard shelter.



Downloadable templates are available for production of the signs or decals at <http://iloveuguy.org> at no charge. Finished signs can also be purchased on the website, a portion of those proceeds return to The "I Love U Guys" Foundation for ongoing program outreach and development.

Lockout Duty

Staff or teachers may be assigned Lockout Duty. If Lockout Duty is part of a teacher response, signage in the classroom of the teacher assigned Lockout Duty should be installed. When a substitute teacher is in that classroom, provision for notification of Lockout Duty and location of access points should be reviewed.

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 Type / Method**

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

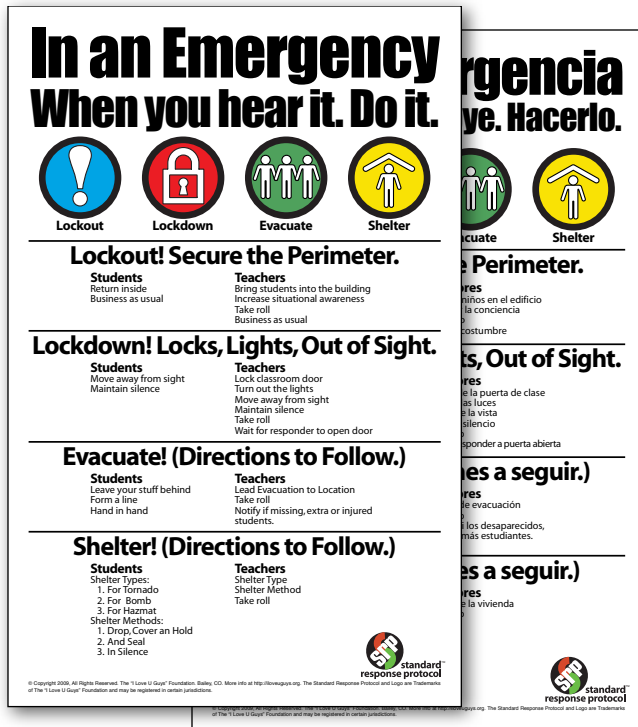
In an Emergency Say it twice. Say it twice.

Standard Response Protocol – Public Address Protocol	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to the Far Field Shelter for Bomb! Drop Cover and Hold!
Earthquake	Shelter for Earthquake! Drop Cover and Hold!
Fire Inside	Evacuate to the Flag Pole
Fire Outside	Shelter in Silence
Hazmat	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks Lights Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks Lights Out of Sight!
Tornado	Evacuate to Hallway! Shelter for Tornado! Drop Cover and Hold!
Weapon	Lockdown! Locks Lights Out of Sight!

SRP Public Address Protocol Version 1.1.3 | 03/10/2009 | Revised: 10/14/2009 | © Copyright 2009. All Rights Reserved. The "I Love U Guys" Foundation, Bala Cynwyd, PA | iloveuguy.org

Classroom Posters

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways. The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.



Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge. Finished posters can also be purchased on the website, a portion of those proceeds return to The "I Love U Guys" Foundation.

Program Review

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

SRP Review Committee

The SRP version locked at 1.1.0 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>

Subscription Terms and Fees

An ongoing commitment of The "I Love U Guys" Foundation is to increase student safety. This commitment involves program development and advocacy. Development is funded, in part, through an annual suggested subscription fee for churches, higher education, private and parochial schools, institutions and businesses that use The Standard Response Protocol and materials developed by The "I Love U Guys" Foundation. Funding from these and other sources allow the foundation to fully subsidize the subscription to Governmental schools, districts, departments and agencies.

The suggested subscription fee is based on the population of your organization. The following chart identifies how population is calculated.

Institution	Population Indicator
Churches	Average weekly congregation
Higher Education	Full and part time student count
Private/Parochial Schools	Annual student count
Museums/Libraries	Average daily visitors
Businesses	Average annual employee count

If you purchase materials from the foundation the suggested subscription fee is reduced. Materials include handouts, Red/Green sheets, posters, decals and this handbook based on your population. Please reference Pre-Packaged SRP Materials at <http://iloveguys.org>.

Population	Fee Without Materials	Fee with Materials
Under 100	\$100	\$25
100 - 250	\$200	\$50
251 - 500	\$400	\$100
500 - 1,000	\$800	\$200
1,001 - 2,500	\$1,600	\$400
2,501 - 5,000	\$3,200	\$800
5,001 - 10,000	\$6,400	\$1,600
10,000 - 25,000	\$12,800	\$3,200
25,000 +	\$25,600	\$6,400

Subscription Fee Grants and Subsidies

If your organization wishes to implement the SRP and funding all or part of the subscription fee is problematic, The "I Love U Guys" Foundation can grant, subsidize, or waive the subscription fee. Similarly if material costs are prohibitive, the foundation may be able to defer all or part of the costs. Please reference <http://iloveguys.org>.

The “I Love U Guys” Foundation Tragedy

On September 27th, 2006 a gunman entered Platte Canyon High School, 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.

Contact Information

The “I Love U Guys” Foundation can be reached online at <http://iloveugays.org>. Email: srp@iloveugays.org.

The “I Love U Guys” Foundation
PO Box 1230
Bailey, CO 80421
303.426.3100

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Program Director

John-Michael Keyes johnmichael@iloveugays.org

Notice of Intent

Name of School District (School District) Standard Response Protocol (SRP) Notice of Intent (MOU) to The "I Love U Guys" Foundation (The Foundation) For the School Year 2009-2010 Program Description

The Standard Response Protocol (SRP) is a classroom 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 students, staff, teachers 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 School 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 Directive "**Type and Method**" (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Communication

Communication between School District 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 students, this provides continuity of expectations and actions throughout their educational career. For teachers and 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. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by School District

1. School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

Memorandum Term

This Memorandum is effective until terminated, for all schools in the School District.

Termination

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

Name of School District

Address
City/State/Zip

Superintendent

Date

The "I Love U Guys" Foundation

PO Box 1230
Bailey, Colorado 80421

Program Director

Date

MOU With The “I Love U Guys” Foundation

Name of School District (School District) Standard Response Protocol (SRP) Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation (The Foundation) For the School Year 2009-2010

Program Description

The Standard Response Protocol (SRP) is a classroom 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 students, staff, teachers and first responders.

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By standardizing 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 teachers and 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. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by School District

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.

Sample MOU With Law Enforcement/Fire/Emergency Medical

Name of School District (School District) Standard Response Protocol (SRP) Memorandum of Understanding (MOU) with Name of Law/Fire/Medical Agency (Agency) For the School Year 2009-2010

Program Description

The Standard Response Protocol (SRP) is a classroom 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 Students, Staff, Teachers and First Responders.

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Communication

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Appendix 1 - Shelter Methods / FEMA Guidance

The following information is included for basic guidance. The SRP suggests using these common shelter methods. Where possible, SRP adopts precise language for each method. This removes some of the ambiguity around other traditional statements. The following methods are referenced from <http://www.fema.gov/hazard>

Shelter! Drop, Cover and Hold

What to Do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually fore-shocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors?

1. DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
2. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
3. Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
4. Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
5. Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
6. Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
7. DO NOT use the elevators.

If outdoors?

1. Stay there.
2. Move away from buildings, streetlights, and utility wires.
3. Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle?

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If trapped under debris?

1. Do not light a match.
2. Do not move about or kick up dust.
3. Cover your mouth with a handkerchief or clothing.
4. Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Reference

<http://www.fema.gov/hazard>

Shelter! For Lightning

What to Do Before a Thunderstorm

To prepare for a thunderstorm, you should do the following:

1. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.
2. "If thunder roars, go indoors" because no place outside is safe when lightning is in the area. We want everyone to stay indoors until 30 minutes have passed after they hear the last clap of thunder.

Summary of Lightning Safety Tips for Inside the Home

1. Avoid contact with corded phones
2. Avoid contact with electrical equipment or cords. If you plan to unplug any electronic equipment, do so well before the storm arrives.
3. Avoid contact with plumbing. Do not wash your hands, do not take a shower, do not wash dishes, and do not do laundry.
4. Stay away from windows and doors, and stay off porches.
5. Do not lie on concrete floors and do not lean against concrete walls.

The following are guidelines for what you should do if a thunderstorm is likely in your area:

1. Postpone outdoor activities.
2. Get inside a home, building, or hard top automobile (not a convertible). Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside.
3. Remember, rubber-soled shoes and rubber tires provide NO protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal.
4. Secure outdoor objects that could blow away or cause damage.
5. Shutter windows and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.
6. Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity.
7. Use a corded telephone only for emergencies. Cordless and cellular telephones are safe to use.
8. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
9. Use your battery-operated NOAA Weather Radio for updates from local officials.

Avoid the following:

1. Natural lightning rods such as a tall, isolated tree in an open area.
2. Hilltops, open fields, the beach, or a boat on the water.
3. Isolated sheds or other small structures in open areas.
4. Anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs, and bicycles.

What to Do During a Thunderstorm

If in a forest?

1. Seek shelter in a low area under a thick growth of small trees.

If in an open area?

1. Go to a low place such as a ravine or valley. Be alert for flash floods.

If on open water?

2. Get to land and find shelter immediately.

If anywhere you feel your hair stand on end (which indicates that lightning is about to strike)

1. Squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact to the ground. DO NOT lie flat on the ground.

The following are things you should check when you attempt to give aid to a victim of lightning:

1. Breathing - if breathing has stopped, begin mouth-to-mouth resuscitation.
2. Heartbeat - if the heart has stopped, administer CPR.
3. Pulse - if the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Also be alert for nervous system damage, broken bones, and loss of hearing and eyesight.

Reference

<http://www.fema.gov/hazard>

Shelter! And Seal

What to do During a Hazardous Materials Incident

Listen to local radio or television stations for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

1. If you are asked to evacuate
2. Do so immediately.
3. Stay tuned to a radio or television for information on evacuation routes, temporary shelters, and procedures.
4. Follow the routes recommended by the authorities--shortcuts may not be safe. Leave at once.
5. If you have time, minimize contamination in the house by closing all windows, shutting all vents, and turning off attic fans.
6. Take pre-assembled disaster supplies.
7. Remember to help your neighbors who may require special assistance--infants, elderly people and people with disabilities.

If caught outside?

1. Stay upstream, uphill, and upwind! In general, try to go at least one-half mile (usually 8-10 city blocks) from the danger area. Move away from the accident scene and help keep others away.
2. Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
3. Stay away from accident victims until the hazardous material has been identified.

If in a motor vehicle?

1. Stop and seek shelter in a permanent building. If you must remain in your car, keep car windows and vents closed and shut off the air conditioner and heater.
2. Requested to stay indoors
3. Bring pets inside.
4. Close and lock all exterior doors and windows. Close vents, fireplace dampers, and as many interior doors as possible.
5. Turn off air conditioners and ventilation systems. In large buildings, set ventilation systems to 100 percent recirculation so that no outside air is drawn into the building. If this is not possible, ventilation systems should be turned off.
6. Go into the pre-selected shelter room. This room should be above ground and have the fewest openings to the outside.
7. Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape.
8. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.
9. Use material to fill cracks and holes in the room, such as those around pipes.
10. If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.

Shelter Safety for Sealed Rooms

Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours, assuming a normal breathing rate while resting.

However, local officials are unlikely to recommend the public shelter in a sealed room for more than 2-3 hours because the effectiveness of such sheltering diminishes with time as the contaminated outside air gradually seeps into the shelter. At this point, evacuation from the area is the better protective action to take.

Also you should ventilate the shelter when the emergency has passed to avoid breathing contaminated air still inside the shelter.

Reference

<http://www.fema.gov/hazard>

Appendix 2 - Red Card / Green Card / Med Card / Roll Cards

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

OK

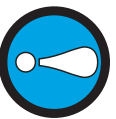
OK

Help

Help



The Standard Response Protocol (SRP) is a classroom response to emergency events that may occur at school. In the event of an evacuation, please take this response protocol card with you.



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

Teachers

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



Evacuate To the Announced Type and Location

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

Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives

Teachers:

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

NO



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

Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders Only to open door
- Take roll, account for students



Shelter Using the Announced Type and Method

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

Types:

- For Tornado
- For Bomb
- For Hazmat

Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

Students:

- Use Appropriate Method

Teachers:

- Use Appropriate Method
- Take roll, account for students

OK

To use this card during Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

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Medical Help



Help



Medical Help

Help

Alert

Help

Alert

Help

Appendix 3 - Posters and Handouts

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

In an Emergency Say it twice. Say it twice.



Lockout



Lockdown



Shelter



Evacuate

Standard Response Protocol – Public Address Protocol

Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to the Far Field Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to the Flag Pole
Fire Outside	Shelter in Silence
Hazmat	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to Hallway! Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



In an Emergency When you hear it. Do it.



Lockout



Lockdown



Evacuate



Shelter

Lockout! Secure the Perimeter.

Students

Return inside
Business as usual

Teachers

Bring students into the building
Increase situational awareness
Take roll
Business as usual

Lockdown! Locks, Lights, Out of Sight.

Students

Move away from sight
Maintain silence

Teachers

Lock classroom door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Take roll

Evacuate! (Directions to Follow.)

Students

Leave your stuff behind
Form a line
Hand in hand

Teachers

Lead Evacuation to Location
Take roll
Notify if missing, extra or injured students.

Shelter! (Directions to Follow.)

Students

Shelter Types:
1. For Tornado
2. For Bomb
3. For Hazmat
Shelter Methods:
1. Drop, Cover and Hold
2. And Seal
3. In Silence

Teachers

Shelter Type
Shelter Method
Take roll





standardTM response protocol

Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students teachers, staff and administration.

SRP

Our school 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 - "Using Announced Type and Method"

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

Teachers

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

Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



Evacuate To the Announced Location

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

Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives during response.

Teachers:

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



Shelter Using the Announced Type and Method

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

Types:

- For Tornado
- For Bomb
- For Hazmat

Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

Students:

- Use Appropriate Method

Teachers:

- Use Appropriate Method
- Take roll, account for students

Appendix 4 - Comments

Comments from stakeholders in school safety.

**Former Colorado Senator Tom Wiens,
author of Senate Bill 181**

"It is both exciting and rewarding to see the work that we've done on school safety through legislation, being embraced and led by a citizen group.

I think every school board should see the presentation on The Standard Response Protocol, put together by The "I Love U Guys" Foundation - it's the best resource I've seen for explaining why this type of training is necessary and how it can be done."

**Frank DeAngelis,
Principal Columbine High School**

"The Standard Response Protocol is fabulous. Simple but effective and easy to teach students, staff and teachers.

**Larry Borland,
Chief of Security, Academy School District 20**

"This is what NIMS is all about. Having a common language is important; schools are sometimes told by law enforcement to go into lockdown, when lockout is appropriate. When we're all talking about the same actions, successful outcomes are more likely. I embrace the concept."

**Craig S. Mansanares,
School Resource Officer, Longmont Police Department**

"The Standard Response Protocol really simplifies crisis response plans and addresses most of the complicated issues surrounding school plans. It just makes sense."

**Jacki Kelley,
Public Information Director, Jefferson County Sheriff's Office**

"Creating safety plans for first responders, students and faculty that establish consistency and continuity is paramount in effecting a sense of calm in moments of potential chaos. When all partners involved in a critical event are responding based on shared plans and practices then the outcome for success increases exponentially."

**Pat Hamilton,
Director of Safe and Secure Environments Adams 12 Five Star Schools**

"Thanks for presenting at our conference in June and presenting the SRP at CASSRO in July. The response from our conference attendees in June was overwhelming. The conference planning committee and attendees found your ability to weave tragic life experience into a presentation that delivered an amazing new concept in school safety, remarkable. Your ability to share your experience while teaching new safety concepts was very compelling, and a favorite session among our keynote speakers.

In my years of emergency planning and crisis response I have never seen a concept as smart and as easy to understand as the SRP.

**Cheryle Mangels,
Executive Director Colorado School District Self Insurance Pool**

"The Keyes provide a passionate presentation on Standard Response Protocol which every school, law enforcement, fire, EMS and other related partners, including community members should consider as part of future coordinated planning efforts. Keeping it simple and clear in a crisis is key to communications effectiveness

**Paul Sandos,
Principal Deer Creek Elementary**

"The presentation that you conducted was not only informative but eye opening. I have not stopped thinking of the myriad of possibilities this initiative can provide for my faculty, staff and parents. Your ability to capture the "teaching moment" and adapt the presentation to Elementary, Middle School and High School personnel and parents, is indeed an indication that common nomenclature and protocols for all stakeholders, are imperative for the safety of our children.

As you are probably aware, we are a small rural school district. Consequently, we would never have been able to afford a presentation of this quality. Once again, I cannot begin to express our sincere thanks and appreciation. I look forward to being a pilot school and know that in short order, with your assistance, we can be a model school in the area school safety.

**Fran Santagata,
Director of Emergency Management Douglas County Office of Emergency Management**

"The SRP provides schools with a simplified, easy to follow and remember protocol for response to many types of incidents. For schools that have struggled with the basic concepts of lockdown, lock-out, shelter-in-place and evacuation, the SRP provides a roadmap for success.

**Sergeant Matt Kandt,
Thornton Police Department**

"The Standard Response Protocol presentation offered options that are easy to understand for school staff and students. The guideline helps to eliminate confusion during a crisis event and allows principles that can easily be applied past the educational process. The plan also has emergency responders working in conjunction with the schools during drills to ensure that efforts are cooperative."

**Detective Sergeant Patrick Kissane,
Fort Lee New Jersey Police Department
NJASRO-Founder, 2nd Vice President**

"I have been involved in school safety for my entire career, and have attended many different trainings on all aspects of school safety. The Keyes' presentation is not only unique in the fact that it is from a parent's view on school safety, but is also a moving and motivational presentation in regards to healing and moving forward with an important lesson and message for everyone. School violence tragically touched their lives. No one is immune. It could happen to me, to you, or to anyone at any time. However, as the Keyes' demonstrate, there are steps you can take to mitigate the risks. This presentation is a must see for anyone that cares for or who has the responsibility for the safety of children while they attend school."