

APPENDICES

MAPS

ANNEXES

2025 EOP SUPPLEMENT

Table of Contents

Appendix A	ACRONYMS AND GLOSSARY.....	2
Appendix B	MAPS.....	6
Annex 1	HEALTH AND MEDICAL.....	55
Annex 2	REUNIFICATION PLAN.....	70
Annex 3	STANDARD RESPONSE PROTOCOL	75
Annex 4	EMERGENCY OPERATIONS GROUP.....	104

APPENDIX A ACRONYMS AND GLOSSARY

AAR	After Action Review or After-Action Report
CERT	Campus Emergency Response Team (also Community Emergency Response Team)
COOP	Continuity of Operations Plan
DHS	Department of Homeland Security
EOC	CCCS Emergency Operations Center
EMOG	CCCS Emergency Management Operations Group
ENS	Emergency Notification System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ERG	Emergency Response Guide
IC	Incident Command or Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IMT	Incident Management Team
MAA	Mutual Aid Agreement
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OEM	Office of Emergency Management
PIO	Public Information Officer

After Action Review: A review of actions, procedures, and policies that are conducted after an incident or exercise to identify strengths, weaknesses, and areas of improvement.

Campus Emergency Response Team: College staff and faculty are trained to respond to minor emergencies on campus and assist Campus Police with evacuations.

Campus State of Emergency: A declaration which usually suspends a few normal functions of the college, alerts staff, faculty and students to change their normal behaviors, or implements parts of the emergency operations plan.

AppArmor: The system used by TSC to notify staff, faculty, and students of emergency situations on campus or affecting a campus. (Also see Mass Notification System)

Continuity of Operations Plan: A plan to restore complete operations and/or relocate operations following a major disruption such as a natural disaster or fire that affects the College's physical assets and facilities.

Department of Homeland Security: The Federal department tasked with homeland security missions including preventing terrorism and enhancing security; securing and managing borders; enforcing and administering immigration laws; safeguarding and securing cyberspace; and ensuring resilience to disasters.

Designated Shelter Area: An area in a building that has been designated as a preferred place to take cover shelter in the event of a tornado or other emergency event.

Emergency: Any incident, whether natural or human-caused, that requires responsive action to protect life or property.

Emergency Operations Center: The designated facility where the campus Emergency Management Operations Group will convene during an emergency or disaster. The EOC may be located on campus or at an off-site location as the situation dictates.

Emergency Management Operations Group: A group of college senior staff members that supports emergency operations and advises the Incident Commander. The EMOG may be activated for in-house special event management.

Emergency Notification System: A communications system designed to provide emergency notification via text messaging, e-mail, telephone, and/or other electronic methods.

Emergency Operations Center: A facility designated for managing a disaster or emergency. It is where the local first responders Incident Management Team makes decisions to allocate and coordinate resources, provides for incident communications coordination, and directs the overall disaster emergency response. This center may be separate from the Incident Command Post.

Emergency Responder: Any member of campus or local emergency services, to include law enforcement, fire, and emergency medical services.

Emergency Response Guide: Quick reference charts for emergency situations posted in each classroom and office area at all CCCS campuses.

Evacuation: An emergency protocol in which all of a building's occupants are required to exit the building.

Finance Section: In the Incident Command System, this section manages all financial aspects of the incident including purchasing and contract support.

Hazardous Material: Any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

Incident Command Post: The location(s) from where the local first responders Incident Commander and his/her staff manage an emergency incident, as determined by local first responders.

Incident Commander: Person who is responsible for the overall management of the incident.

Incident Management Team: A multi-agency/multi-jurisdictional team that is formed and managed at the local, state, or federal level, and is used for extended incidents,

Liaison Officer: In the Incident Command System, the person assigned to coordinate incident activities with all participating emergency response agencies.

Lockdown: An emergency protocol in which access to a building is restricted by locking all exterior building doors.

Logistics Section: In the Incident Command System, this section provides facilities, materials and services for the incident.

Memorandum of Understanding: An agreement between jurisdictions to provide assistance and resources during times of emergency.

National Incident Management System: A flexible framework of doctrine, concepts, principles, terminology, and organizational processes that apply to all hazards and jurisdictions.

Operations Section: In the Incident Command System, this section manages tactical operations at the incident.

Planning Section: In the Incident Command System, this section manages all information relevant to the incident and provides the operational support required for long-term incidents.

Policy Group: Formed around the President's College Council is the Policy Group serves as an advisory board for the President and provides strategic guidance during incidents.

Public Information Officer: Individual develops and releases information about the incident to the media, incident personnel, and other appropriate agencies and organizations.

Reverse Evacuation: An emergency protocol in which people outside of the building are directed to return to the shelter of the building. Such a protocol might be used in the event of sudden and threatening weather or other threat outside the building.

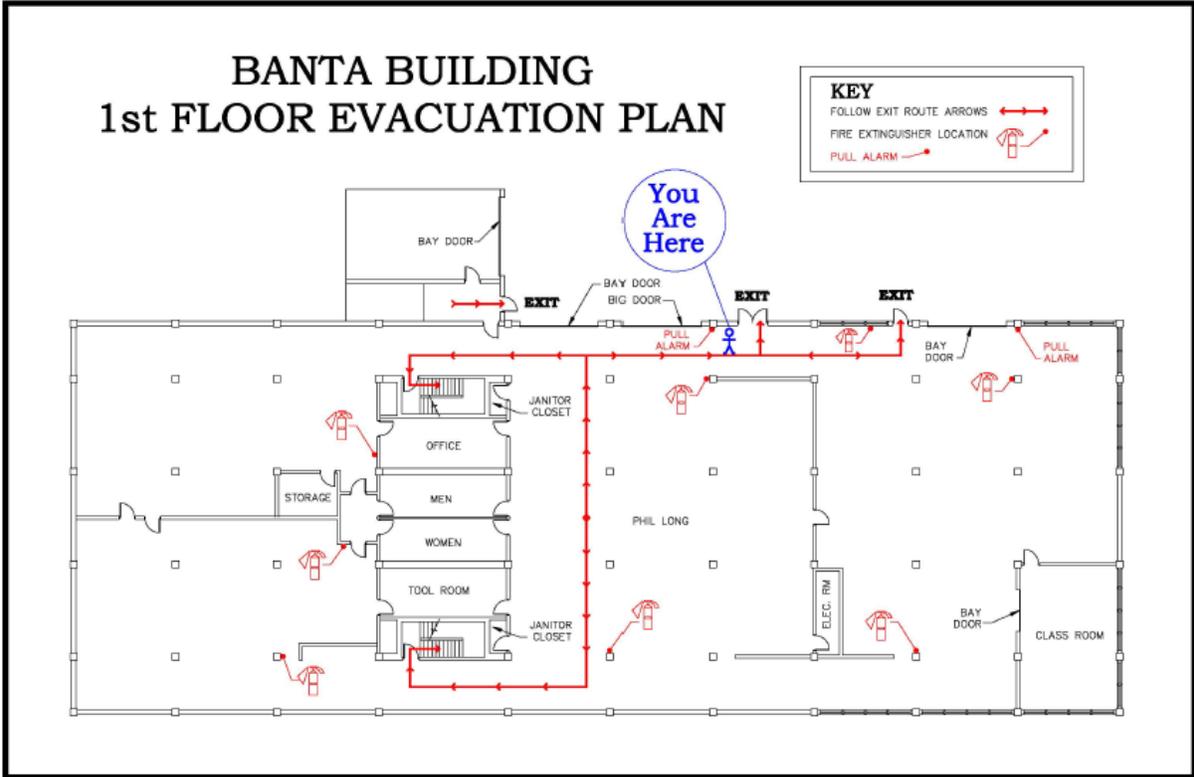
Safety Officer: In the Incident Command System (ICS), the Safety Officer oversees safety for the incident.

Service Animal: Any guide dog, signal dog, or other animal trained to assist an individual with a disability.

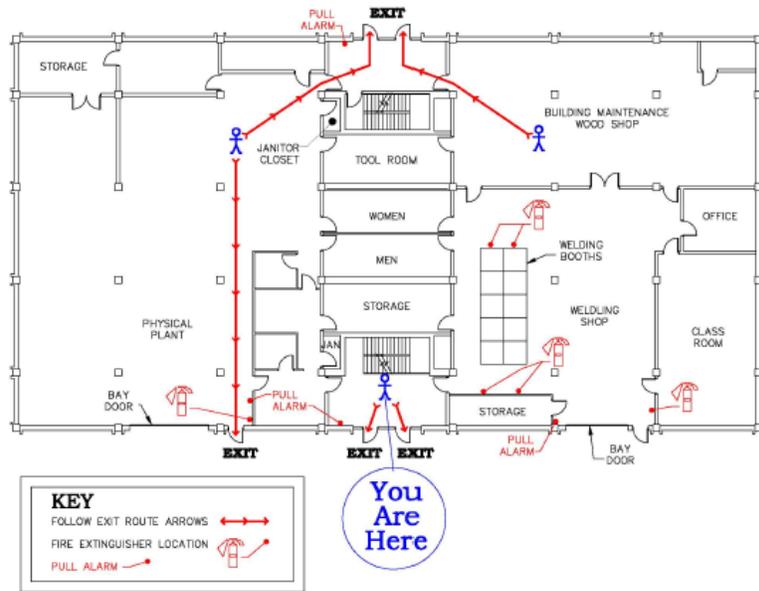
Shelter-in-Place: An emergency protocol in which all building occupants are directed to remain in their offices, classrooms, or work areas for safety reasons.

Unified Coordination System: A formal system used to coordinate resources and support between agencies or jurisdictions in regional situations.

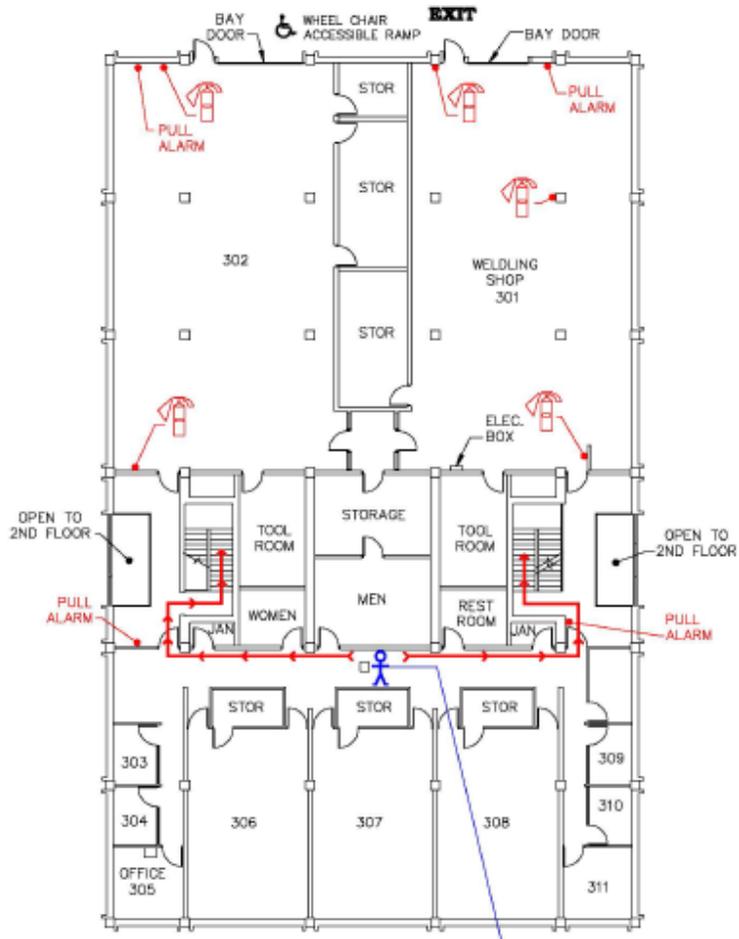
APPENDIX B
CAMPUS EMERGENCY MAPS



BANTA BUILDING 2nd FLOOR EVACUATION PLAN



BANTA BUILDING 3rd FLOOR EVACUATION PLAN



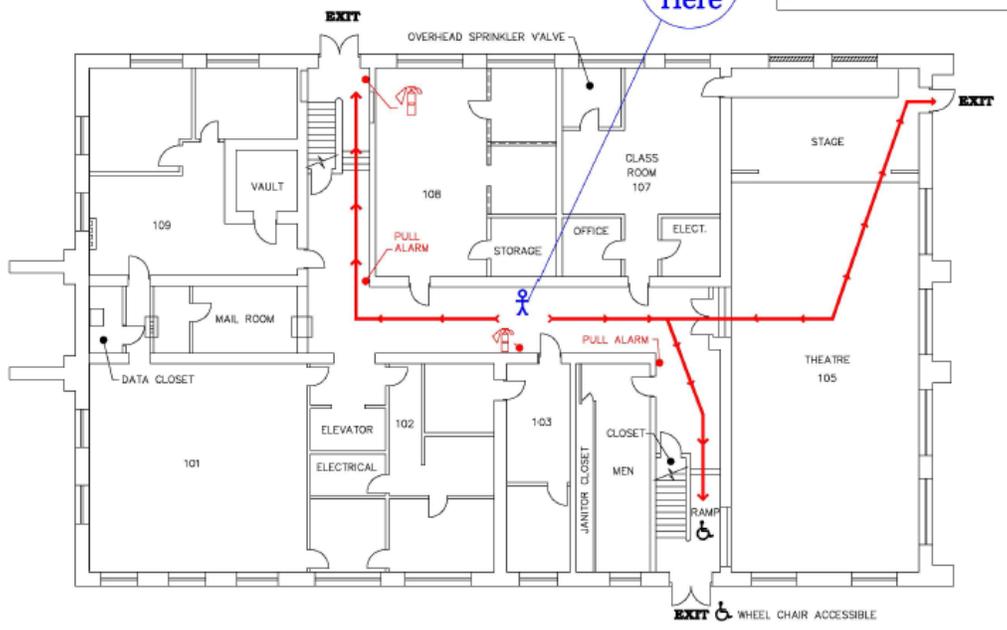
You
Are
Here

KEY	
FOLLOW EXIT ROUTE ARROWS	
FIRE EXTINGUISHER LOCATION	
PULL ALARM	

EVACUATION PLAN BERG BUILDING 1ST FLOOR

You Are Here

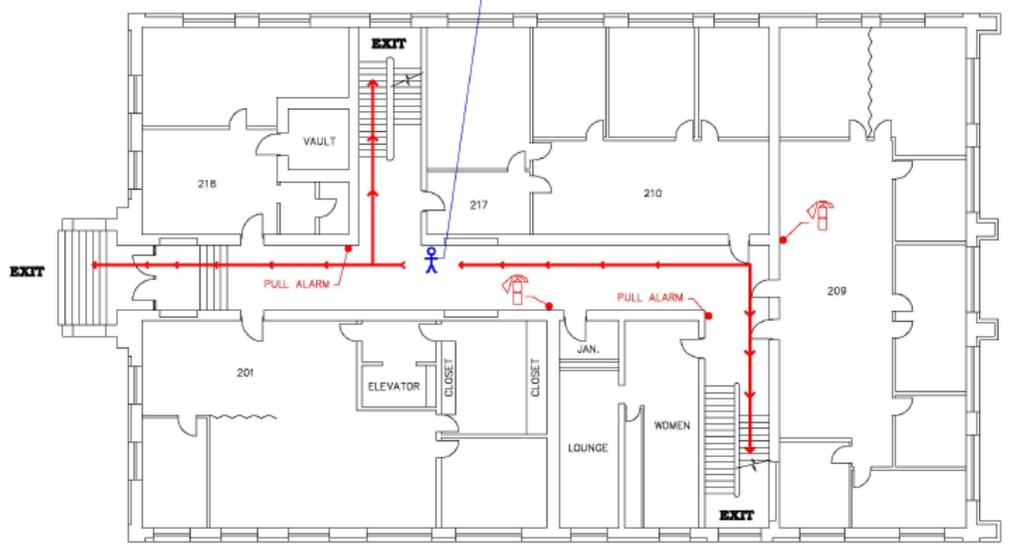
KEY
 FOLLOW EXIT ROUTE ARROWS →
 FIRE EXTINGUISHER LOCATION 🔧
 PULL ALARM 🔔



EVACUATION PLAN BERG BUILDING 2ND FLOOR

You Are Here

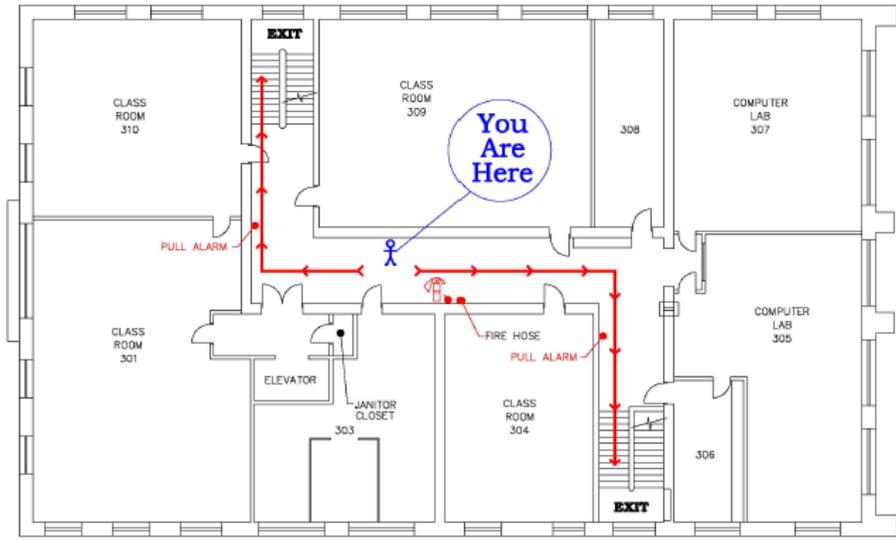
KEY
 FOLLOW EXIT ROUTE ARROWS →
 FIRE EXTINGUISHER LOCATION 🔧
 PULL ALARM 🔔



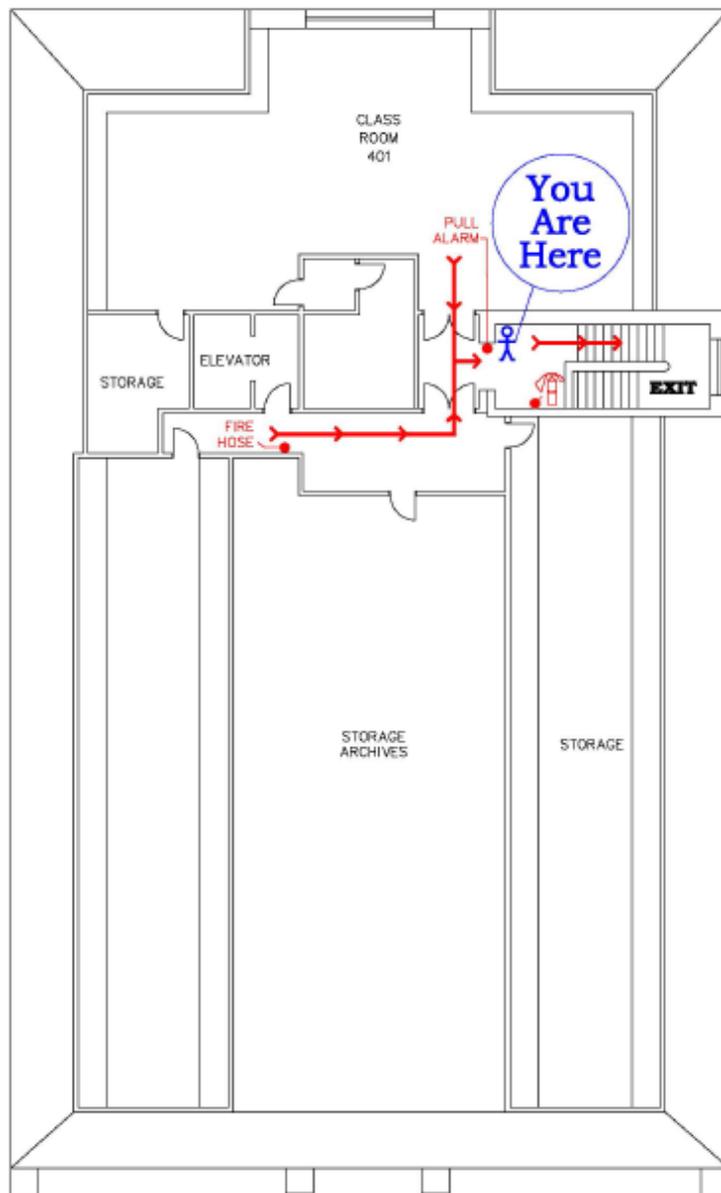
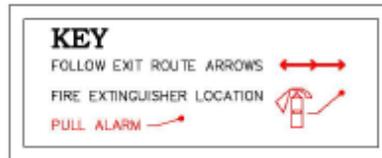
EVACUATION PLAN BERG BUILDING 3RD FLOOR

KEY

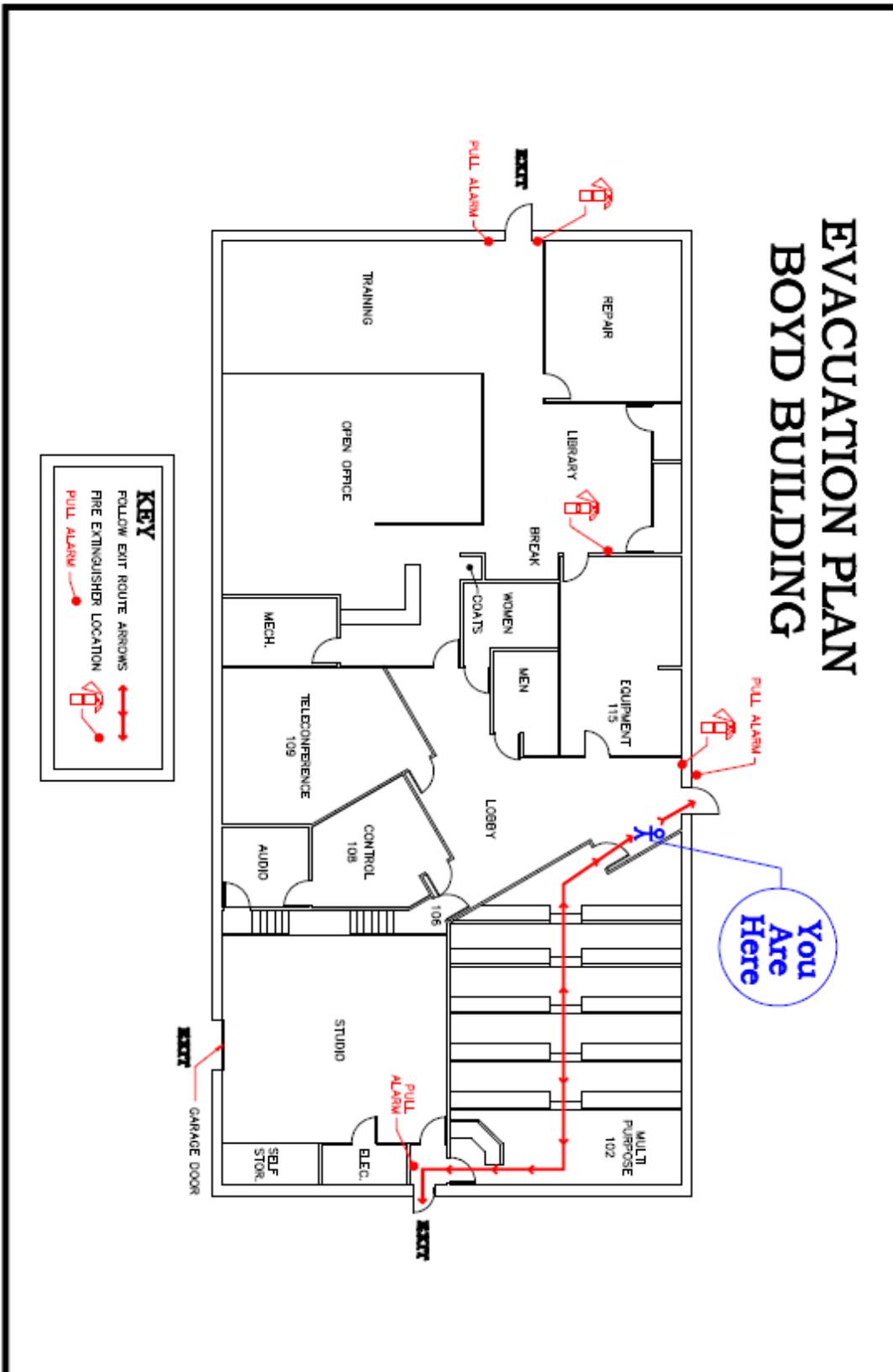
- FOLLOW EXIT ROUTE ARROWS →
- FIRE EXTINGUISHER LOCATION
- PULL ALARM



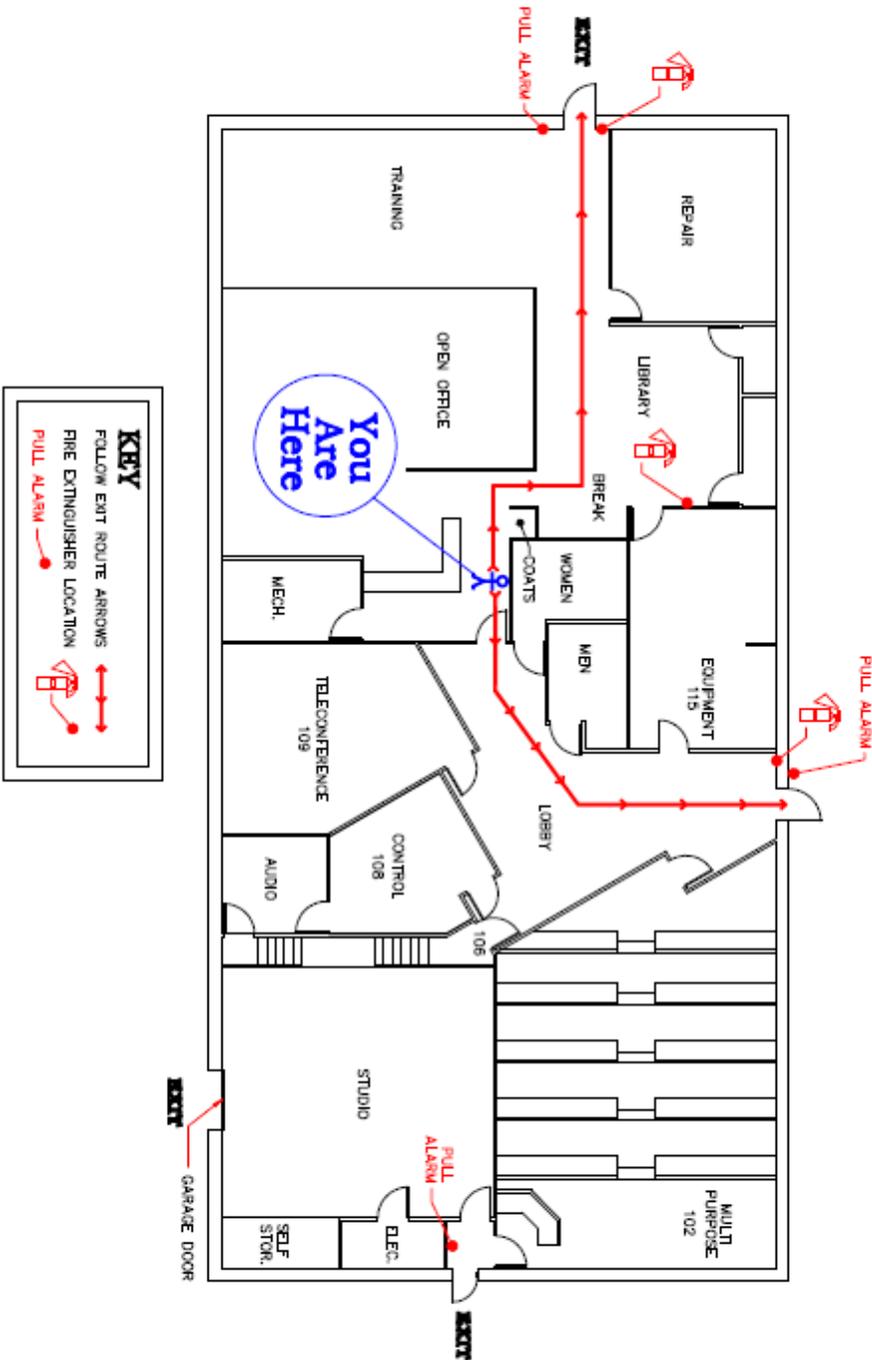
EVACUATION PLAN BERG BUILDING 4TH FLOOR



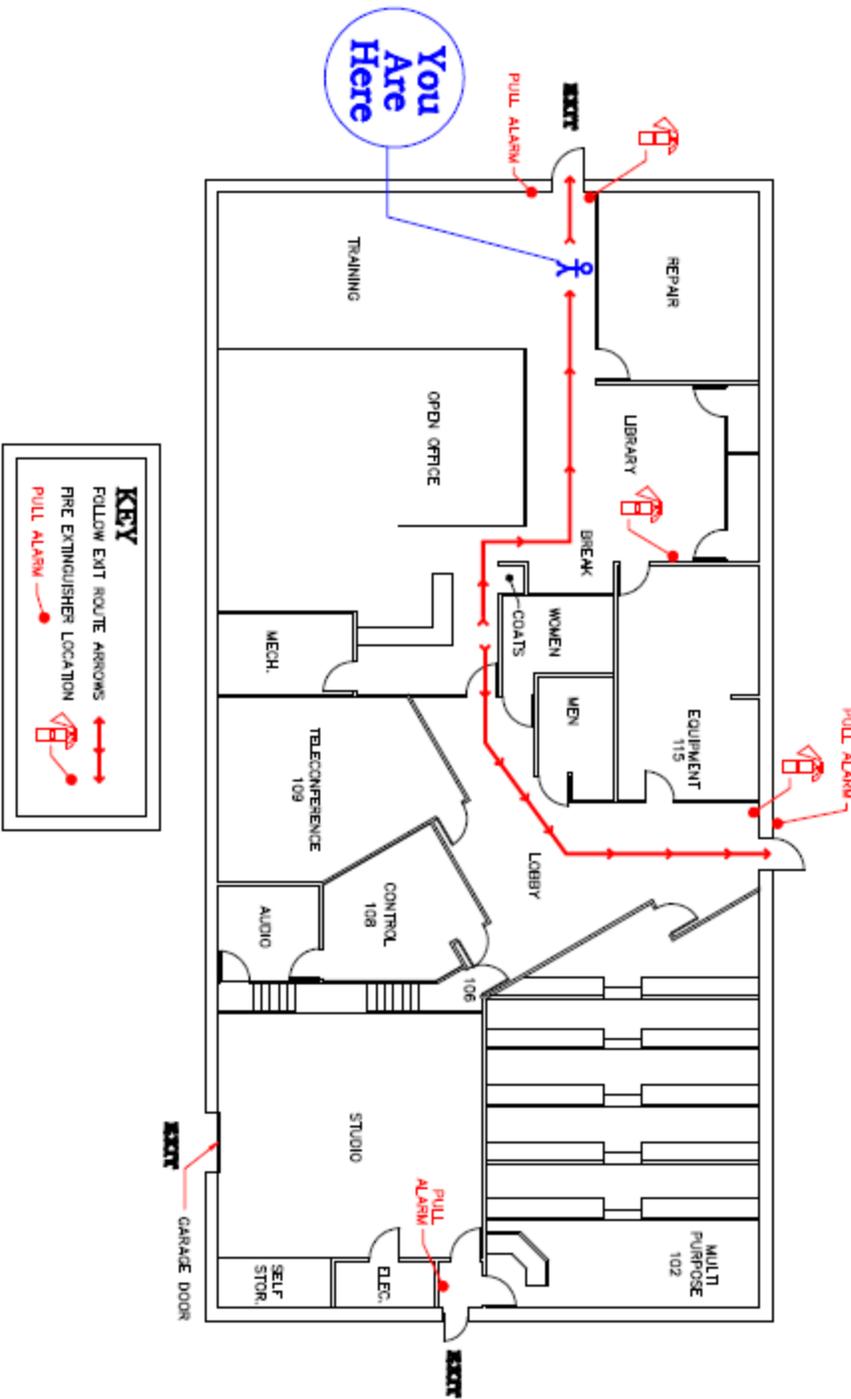
EVACUATION PLAN BOYD BUILDING



EVACUATION PLAN BOYD BUILDING



EVACUATION PLAN BOYD BUILDING



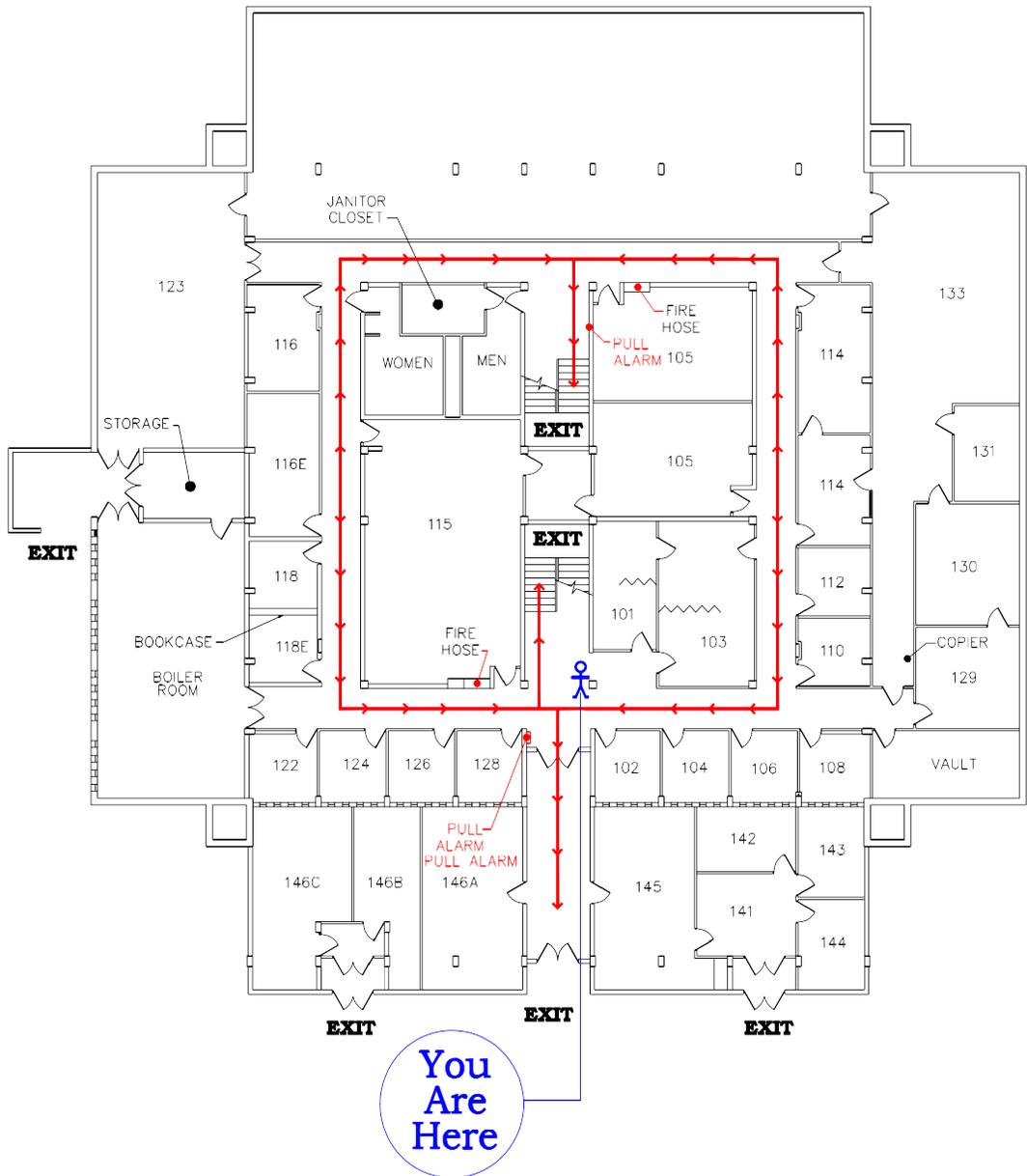
DAVIS BUILDING FIRST FLOOR EVACUATION PLAN

KEY

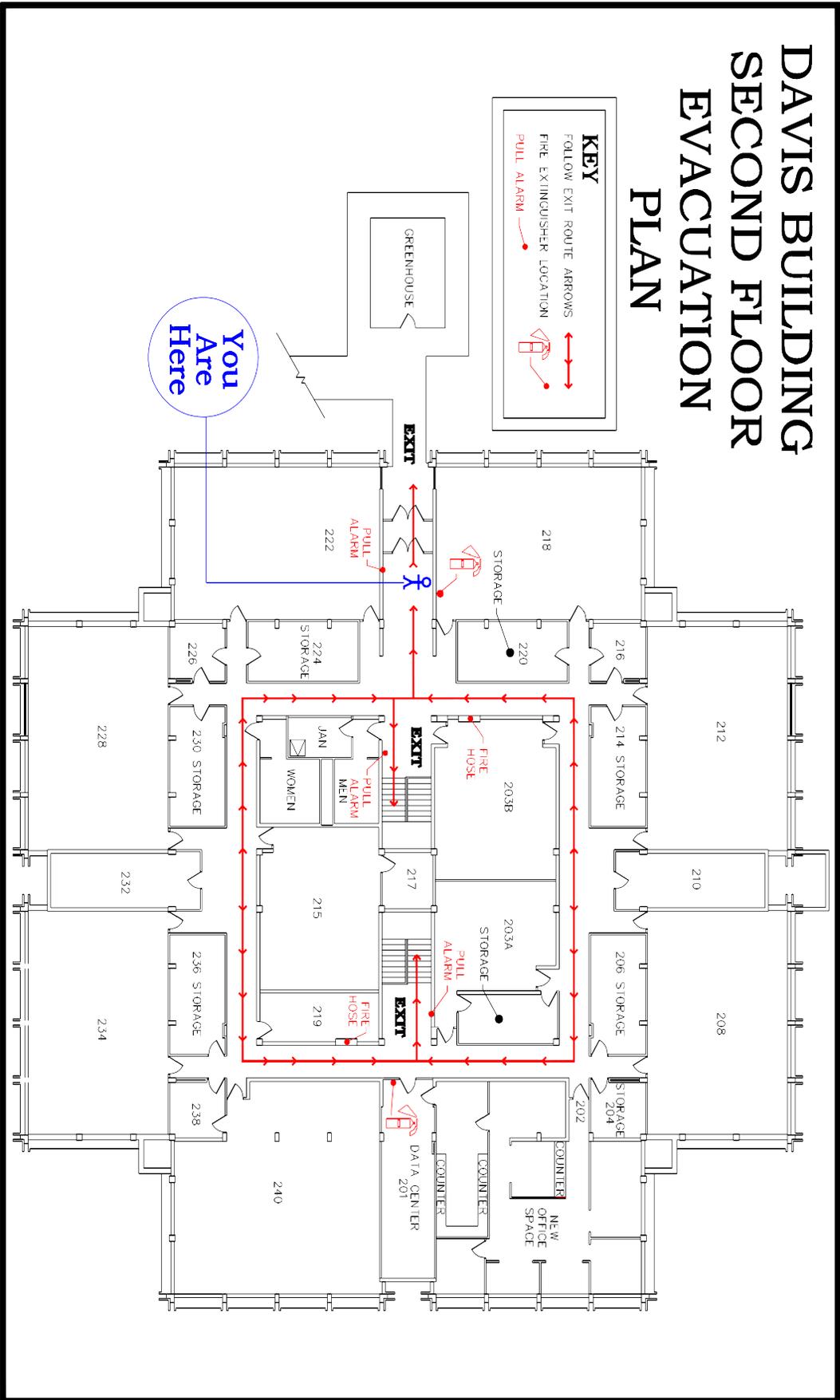
FOLLOW EXIT ROUTE ARROWS

FIRE EXTINGUISHER LOCATION

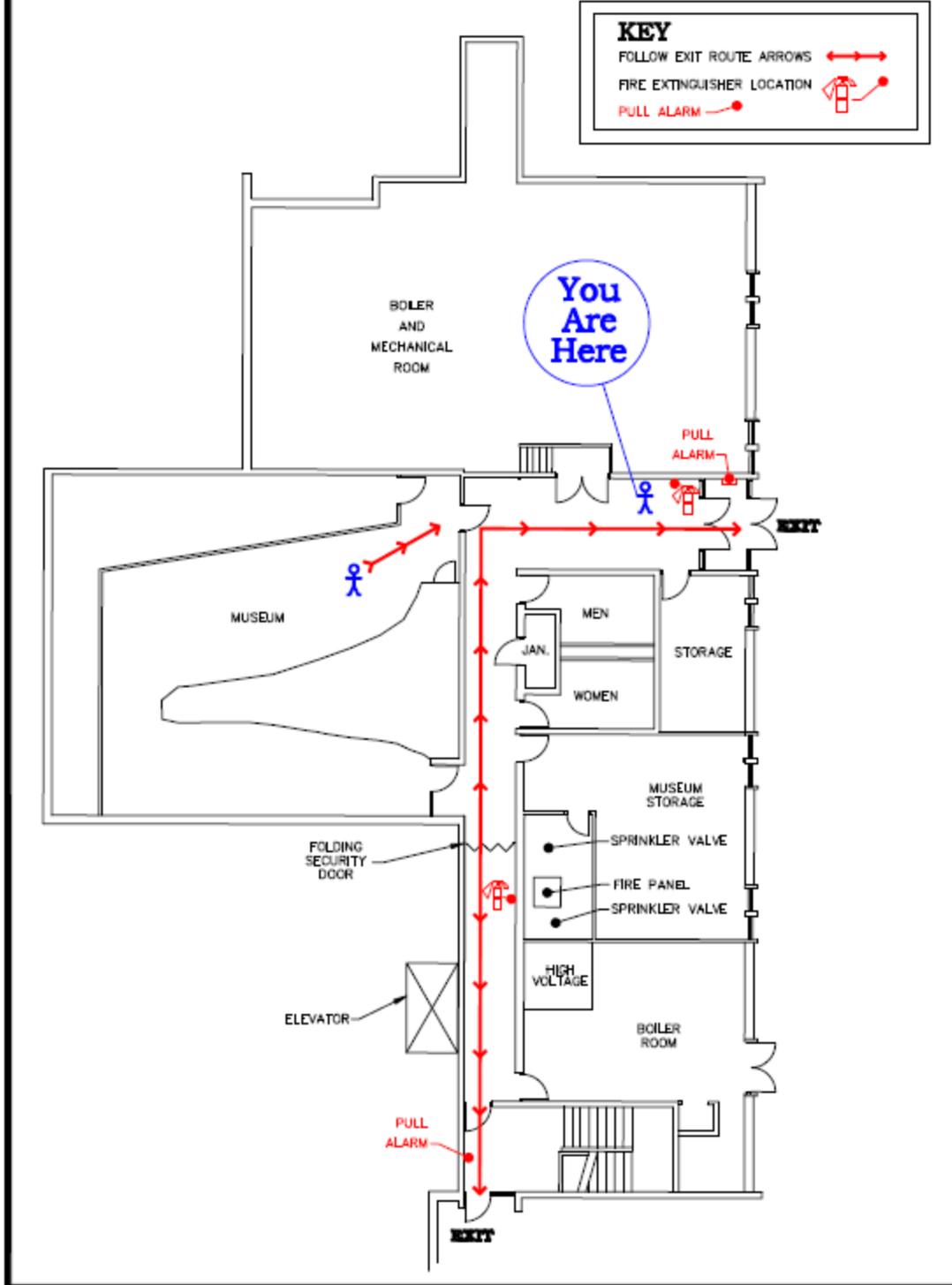
PULL ALARM



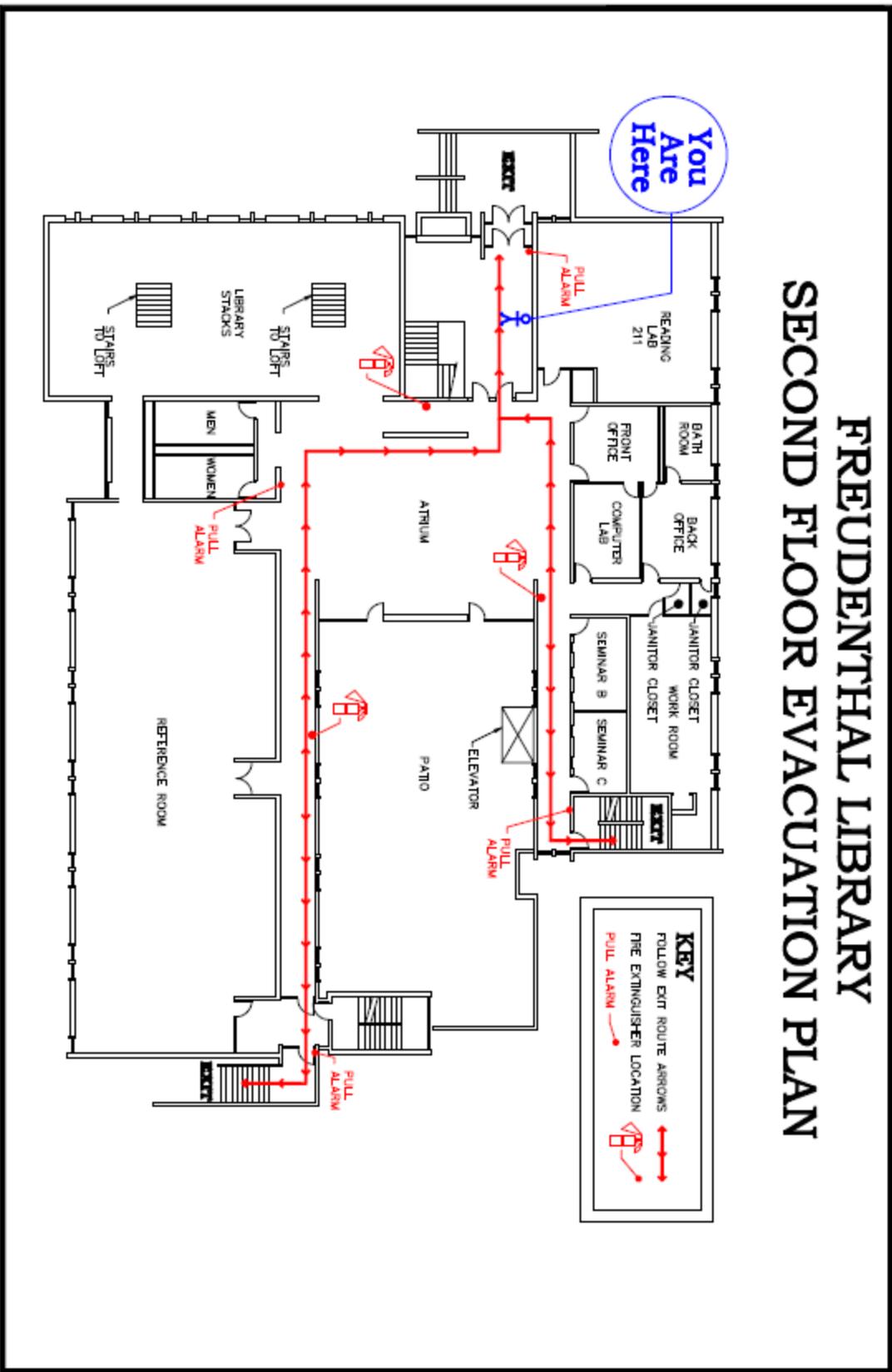
DAVIS BUILDING SECOND FLOOR EVACUATION PLAN



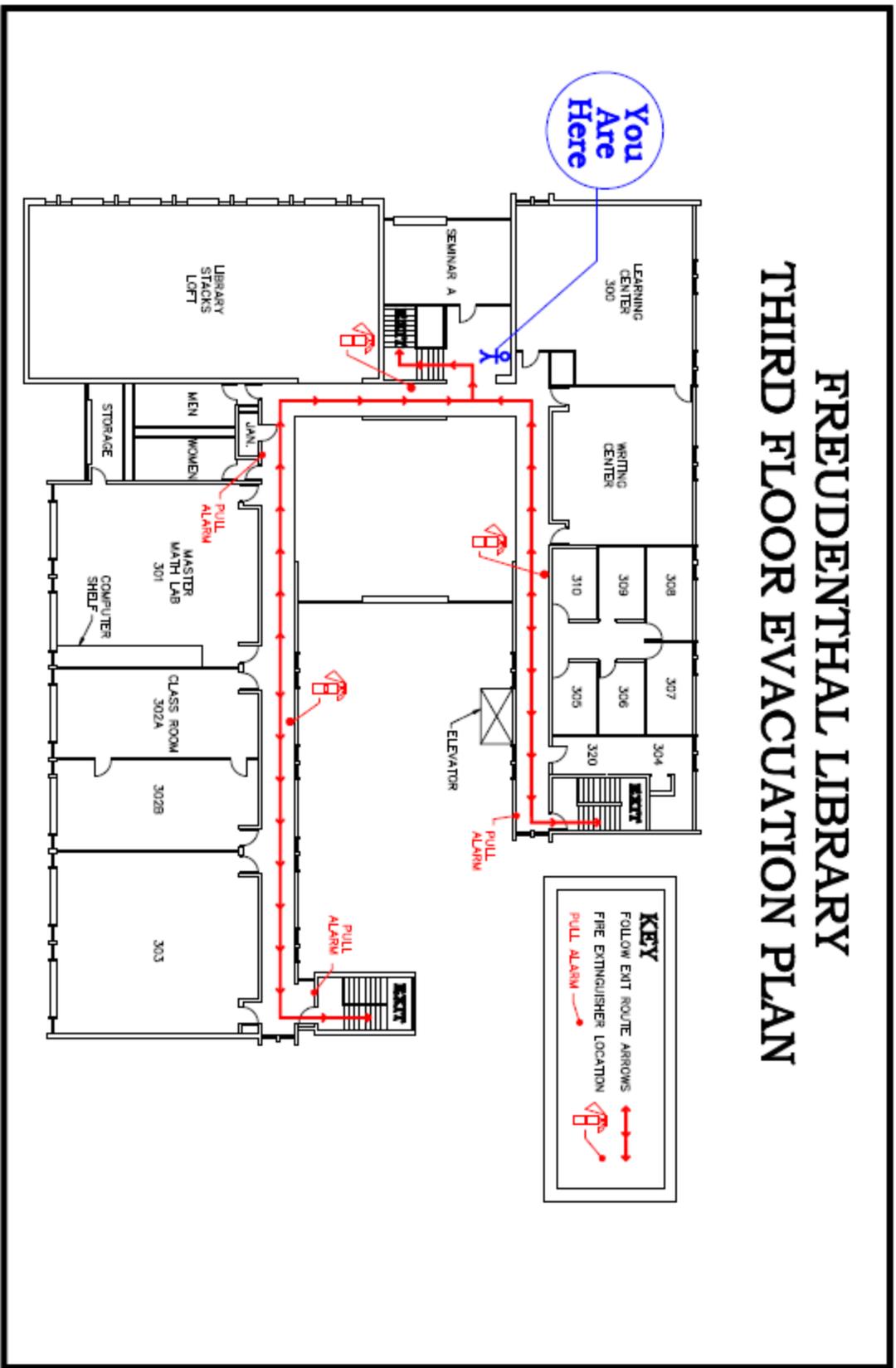
FREUDENTHAL LIBRARY FIRST FLOOR EVACUATION PLAN



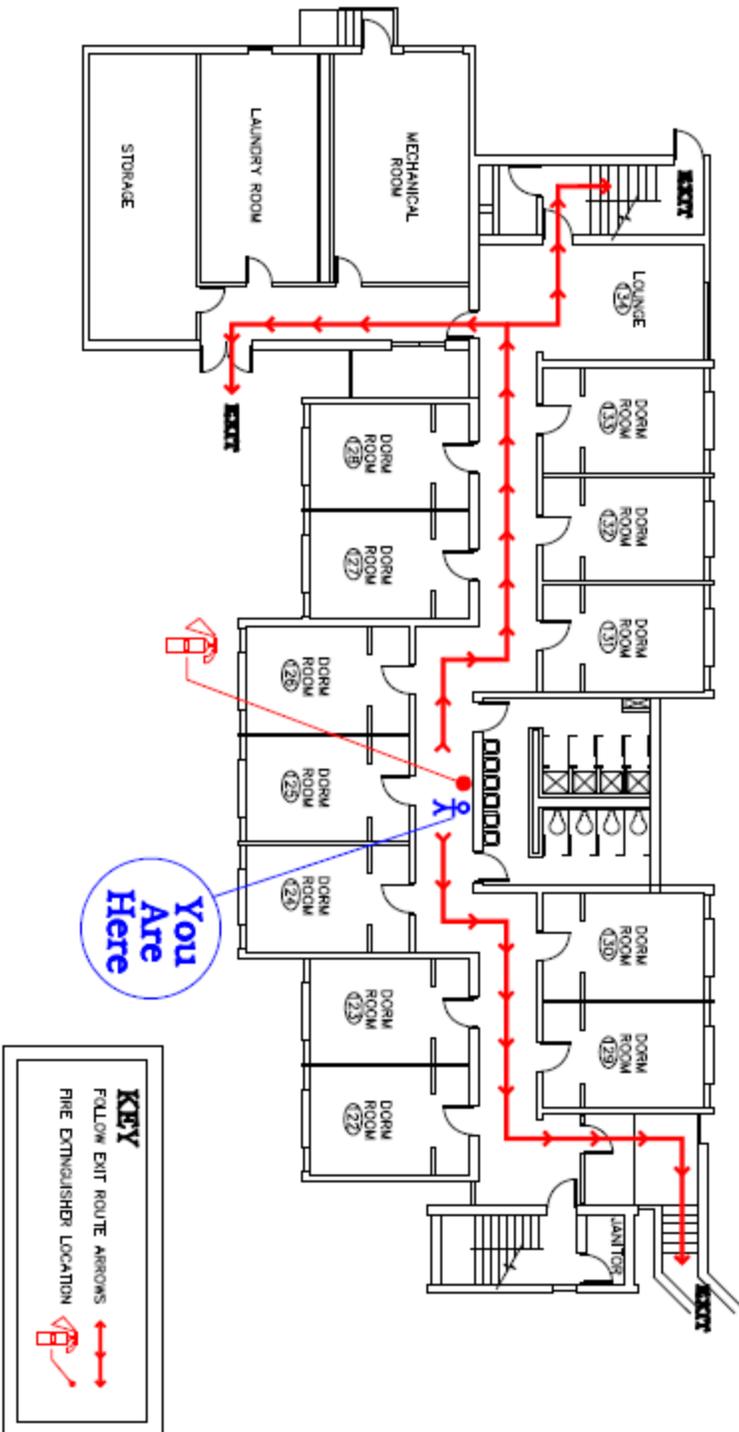
FREUDENTHAL LIBRARY SECOND FLOOR EVACUATION PLAN



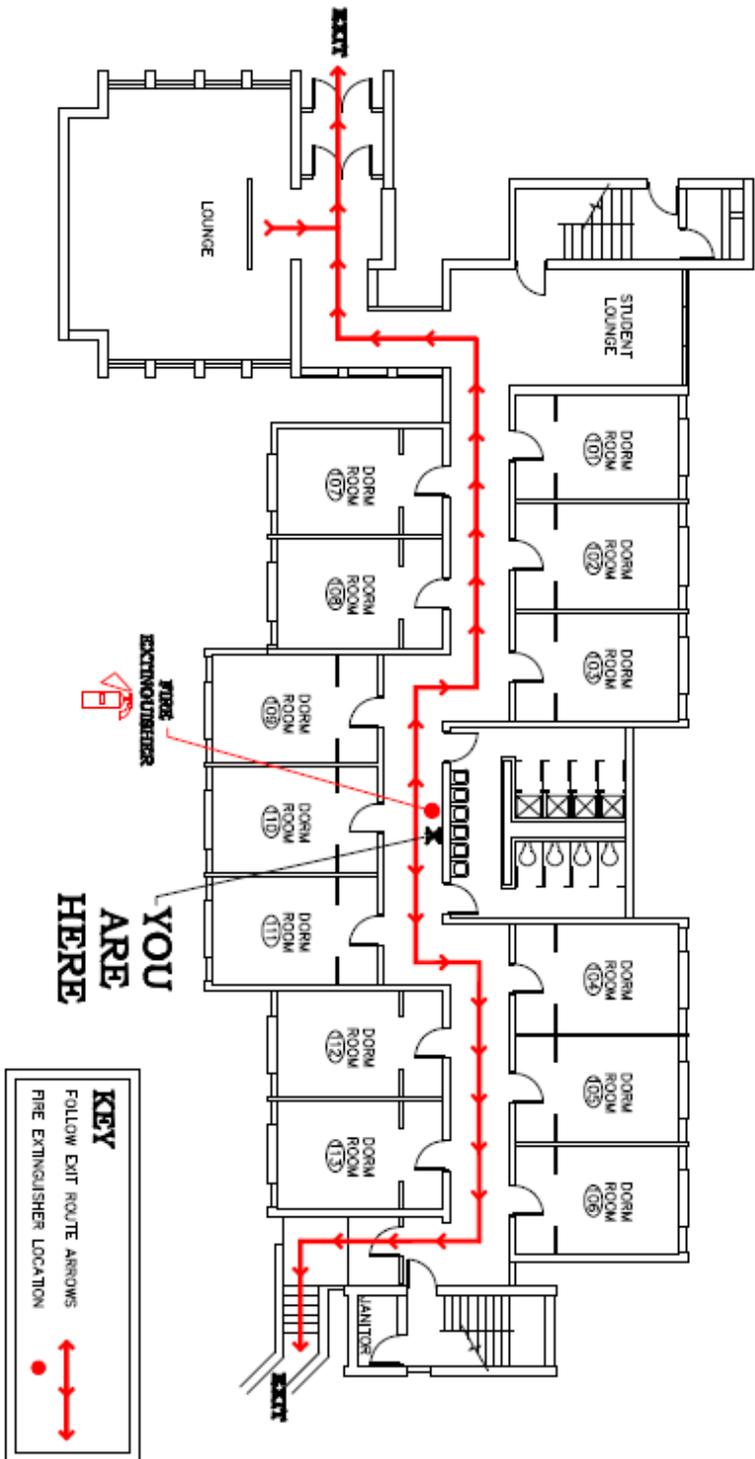
FREUDENTHAL LIBRARY THIRD FLOOR EVACUATION PLAN



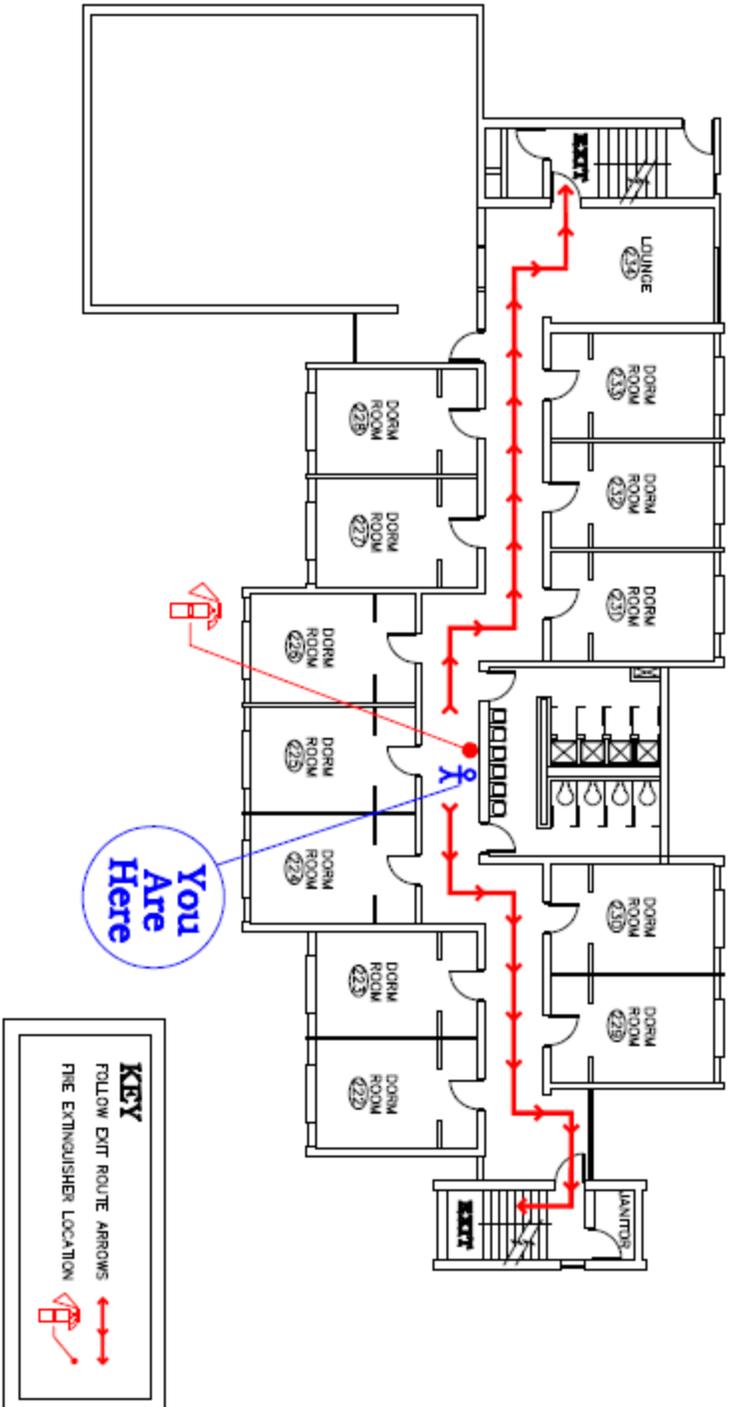
EVACUATION PLAN HUGGINS WEST - FIRST FLOOR



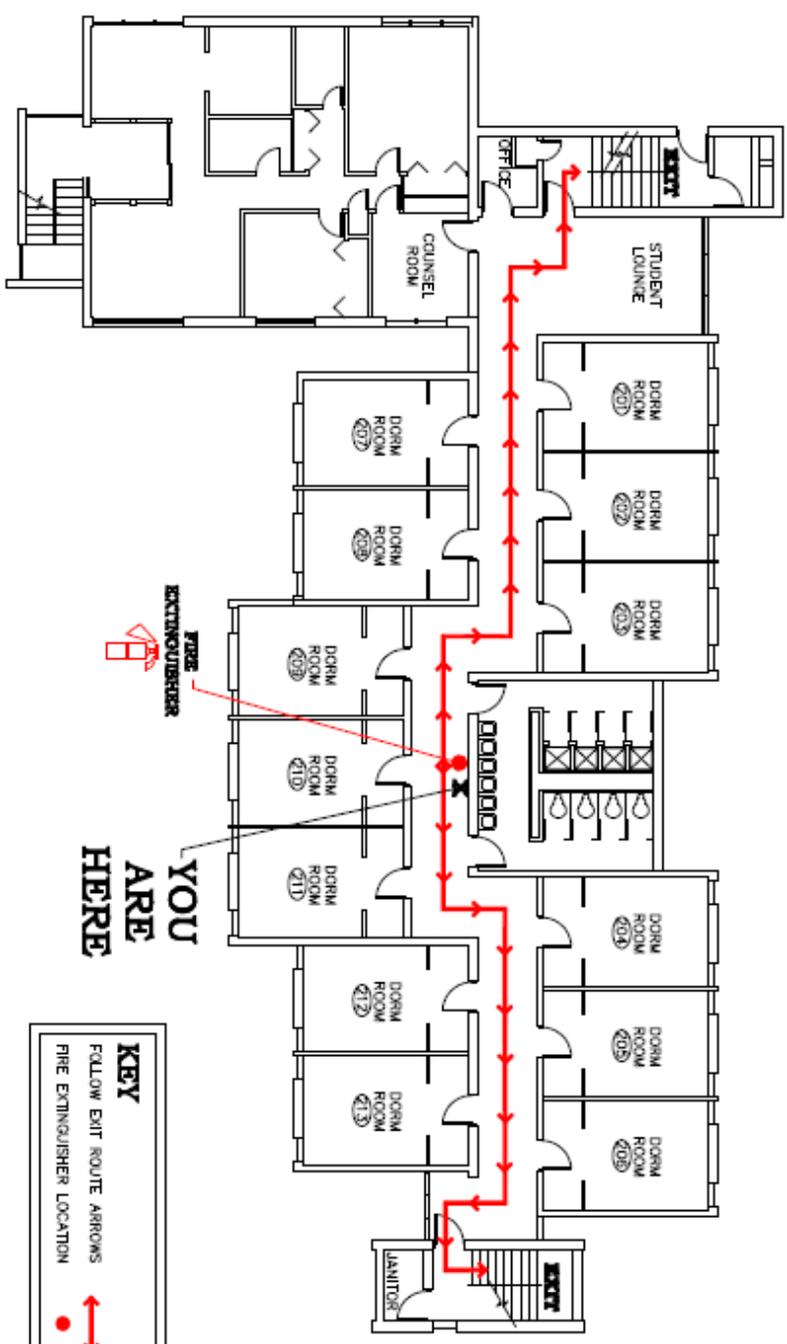
EVACUATION PLAN HUGGINS EAST - FIRST FLOOR



EVACUATION PLAN HUGGINS WEST - SECOND FLOOR



EVACUATION PLAN HUGGINS EAST - SECOND FLOOR

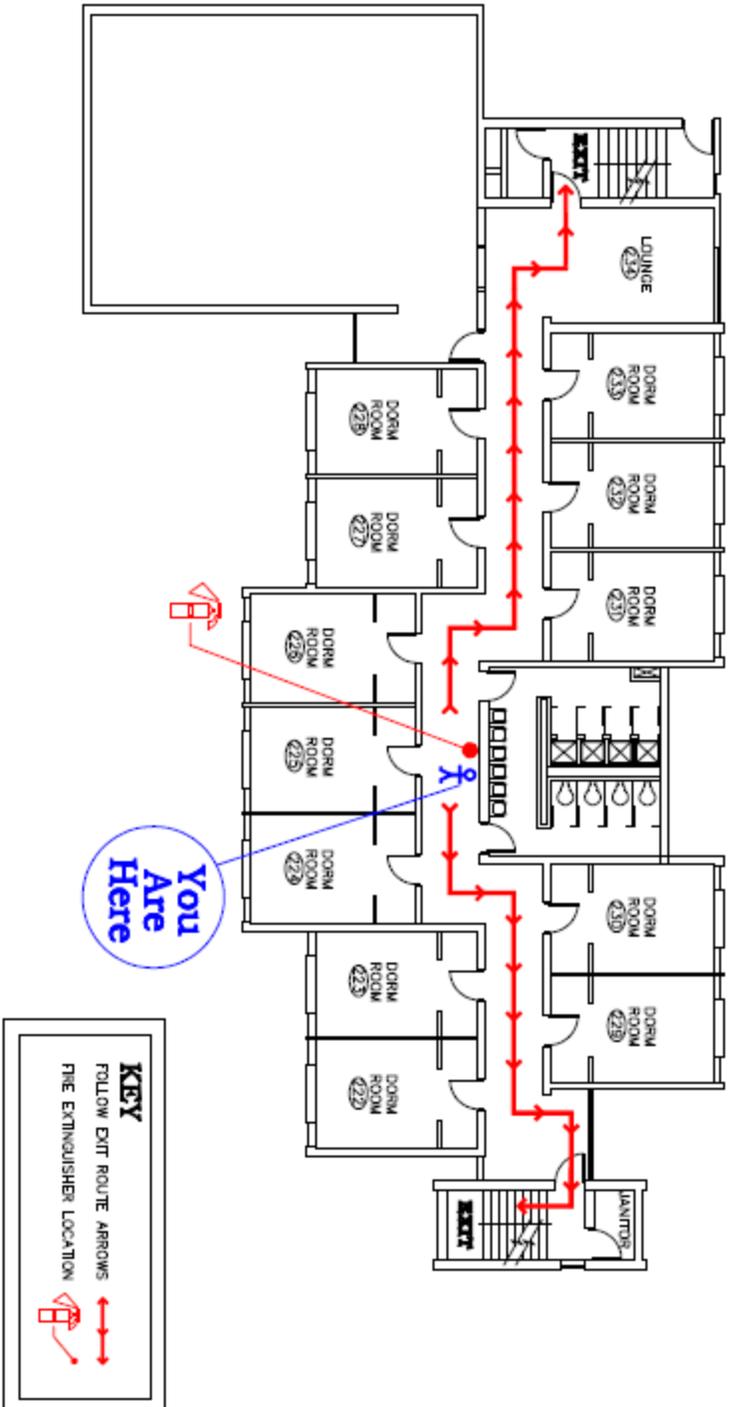


FIRE EXTINGUISHER

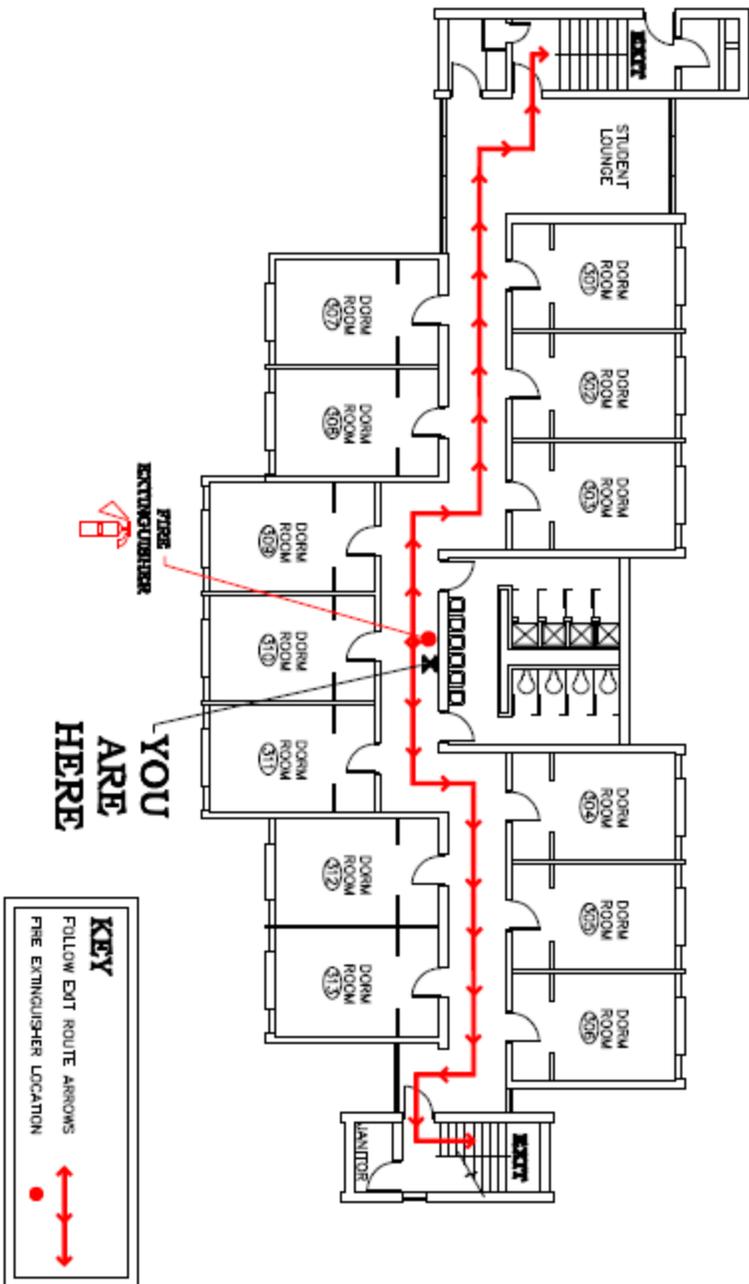
YOU ARE HERE

KEY
FOLLOW EXIT ROUTE ARROWS
FIRE EXTINGUISHER LOCATION

EVACUATION PLAN HUGGINS WEST - SECOND FLOOR

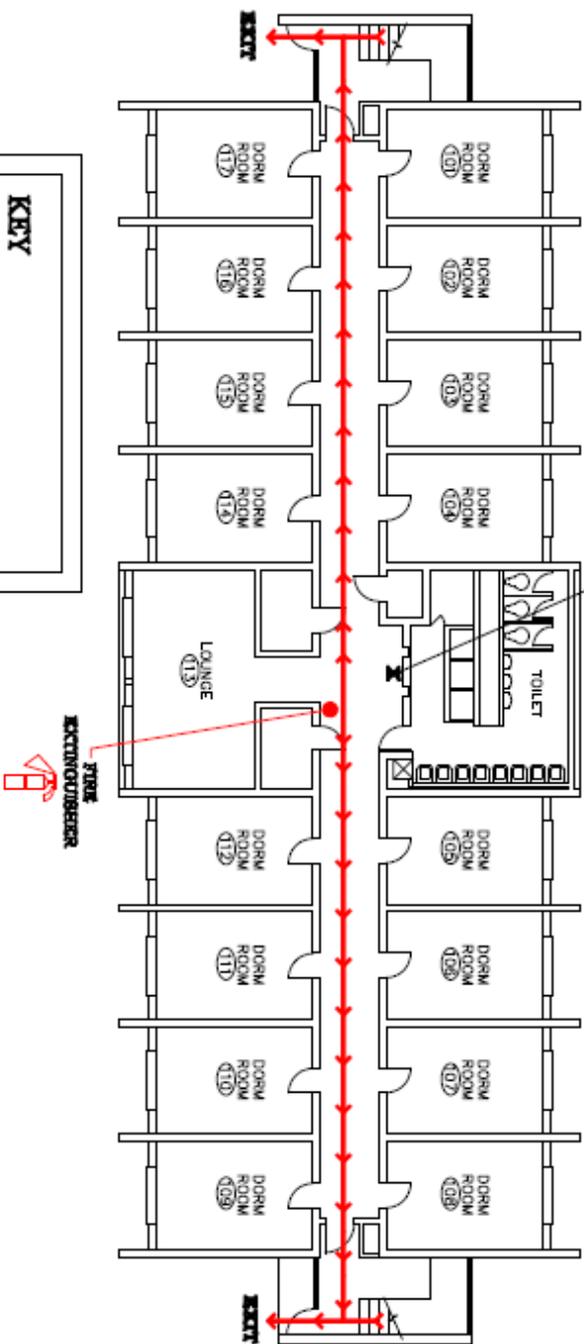


EVACUATION PLAN HUGGINS EAST - THIRD FLOOR



EVACUATION PLAN JOHNSON HALL - FIRST FLOOR

YOU
ARE
HERE

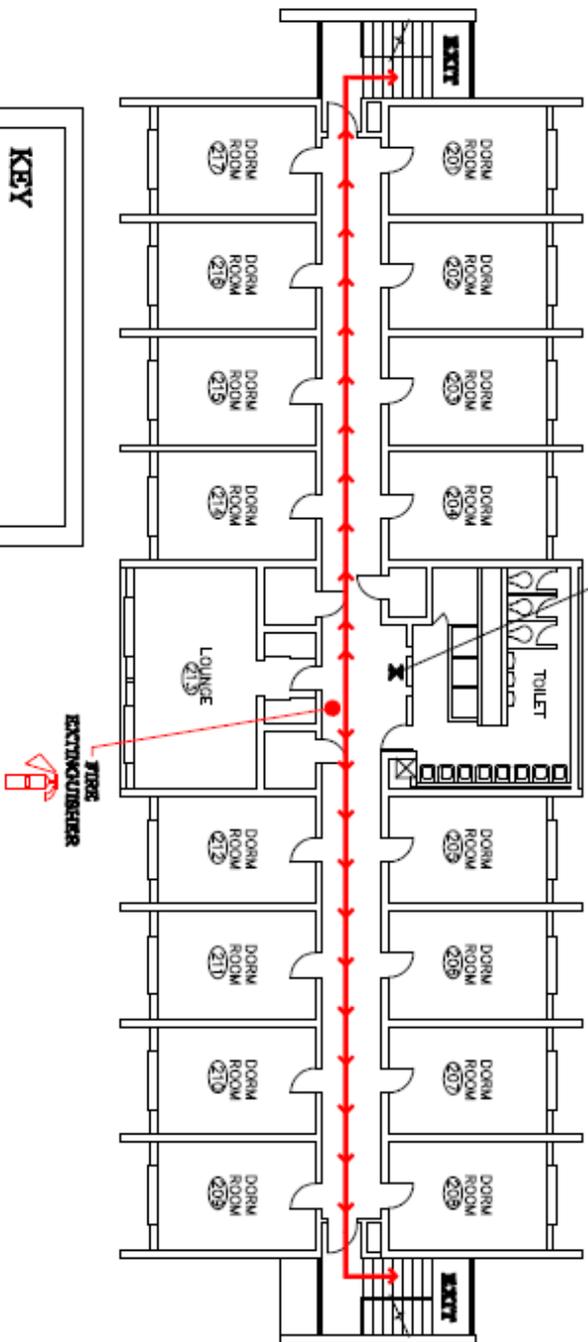


KEY
FOLLOW EXIT ROUTE ARROWS
FIRE EXTINGUISHER LOCATION

The key defines the symbols used in the plan: a red double-headed arrow represents the exit route, and a red dot represents the fire extinguisher location.

EVACUATION PLAN JOHNSON HALL - SECOND FLOOR

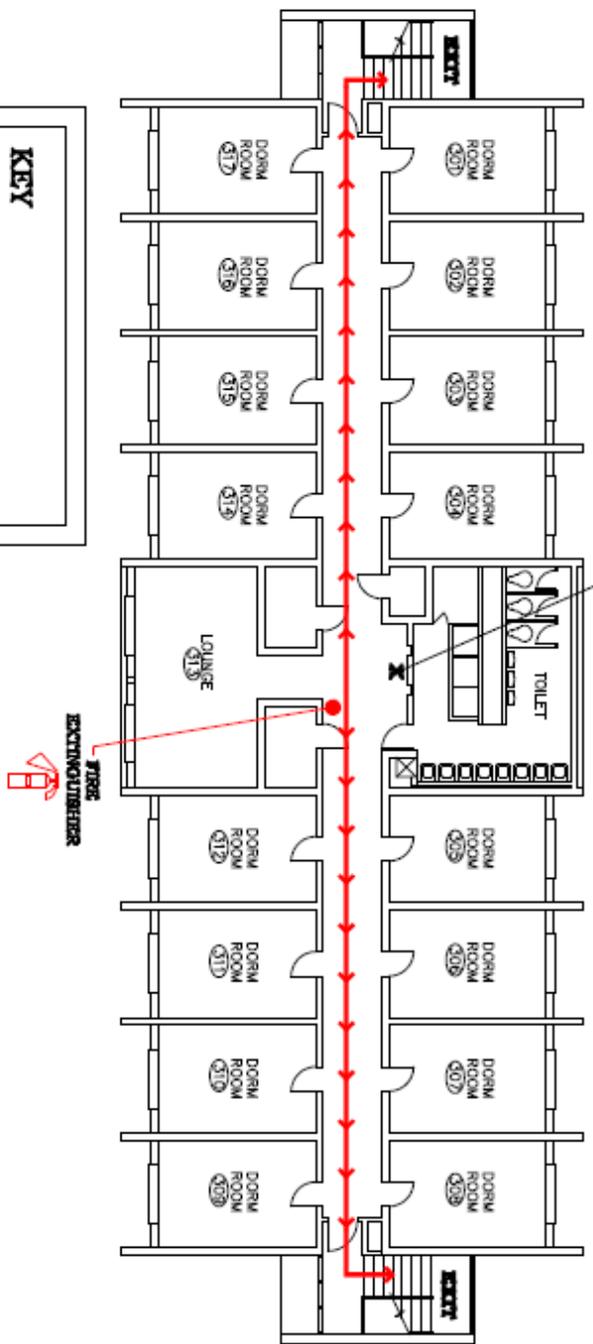
YOU
ARE
HERE



KEY
FOLLOW EXIT ROUTE ARROWS
FIRE EXTINGUISHER LOCATION

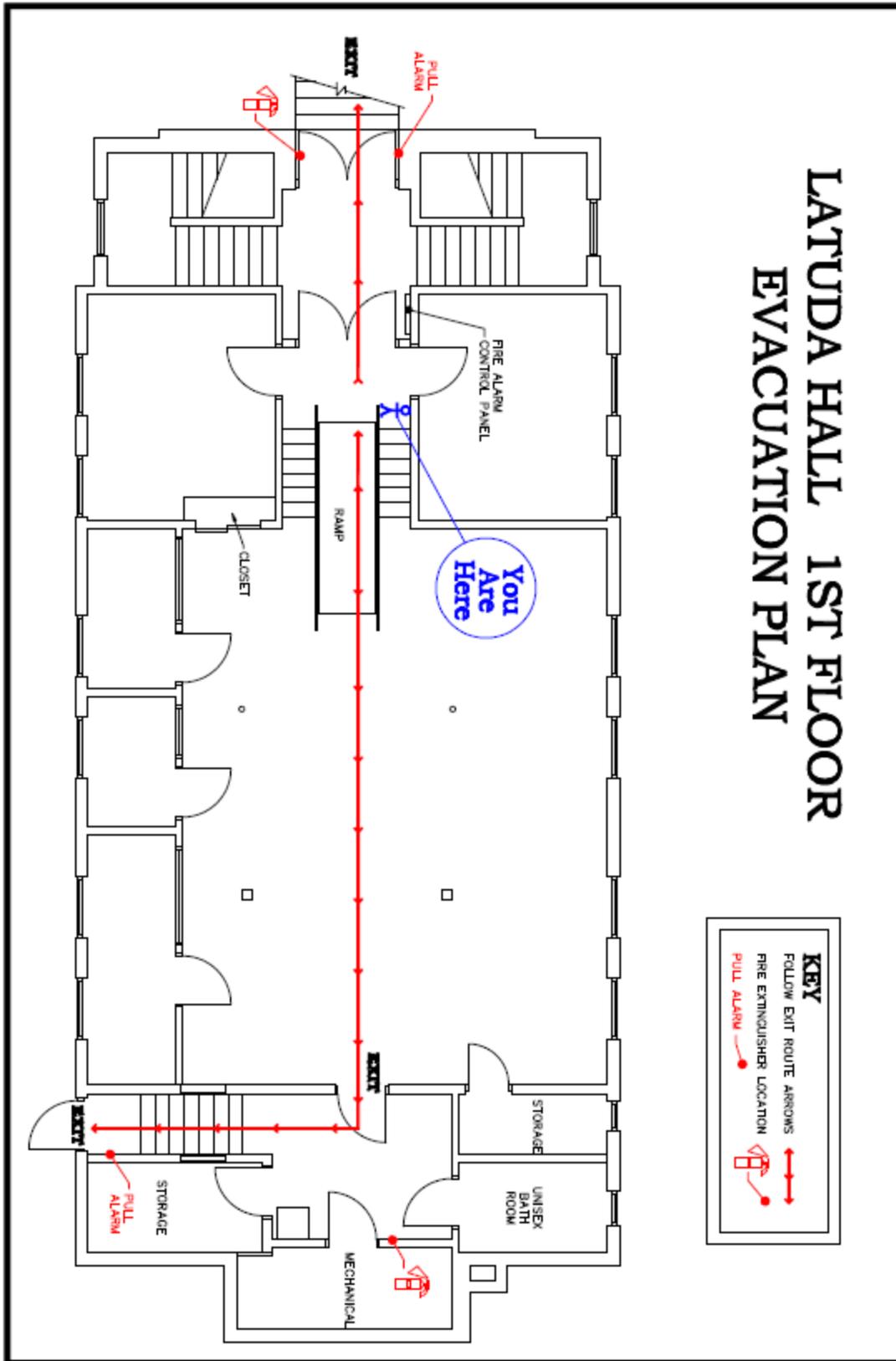
EVACUATION PLAN JOHNSON HALL - THIRD FLOOR

YOU
ARE
HERE



KEY
FOLLOW EXIT ROUTE ARROWS
FIRE EXTINGUISHER LOCATION

LATUDA HALL 1ST FLOOR EVACUATION PLAN

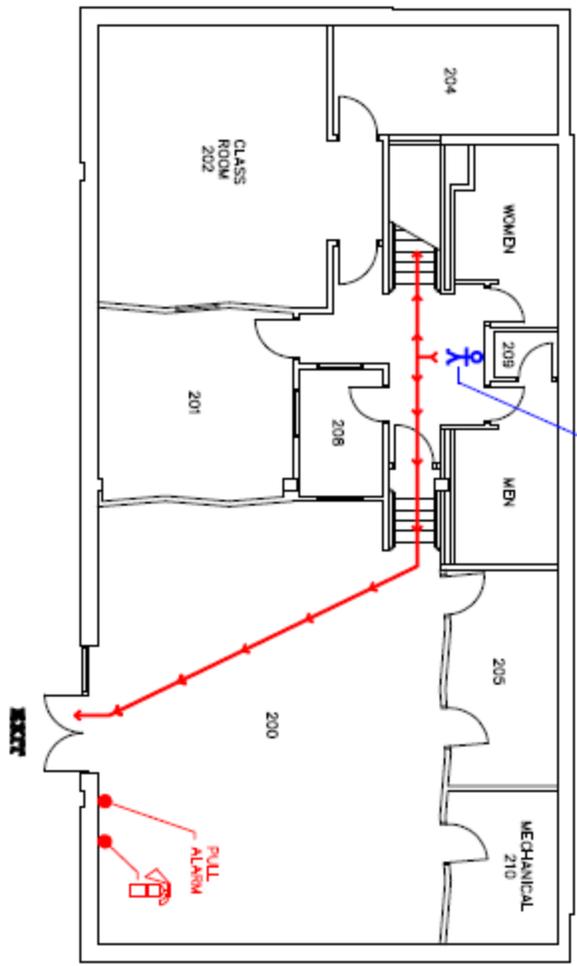


KEY

- FOLLOW EXIT ROUTE ARROWS
- FIRE EXTINGUISHER LOCATION
- PULL ALARM

MASSARI BUILDING FIRST FLOOR EVACUATION PLAN

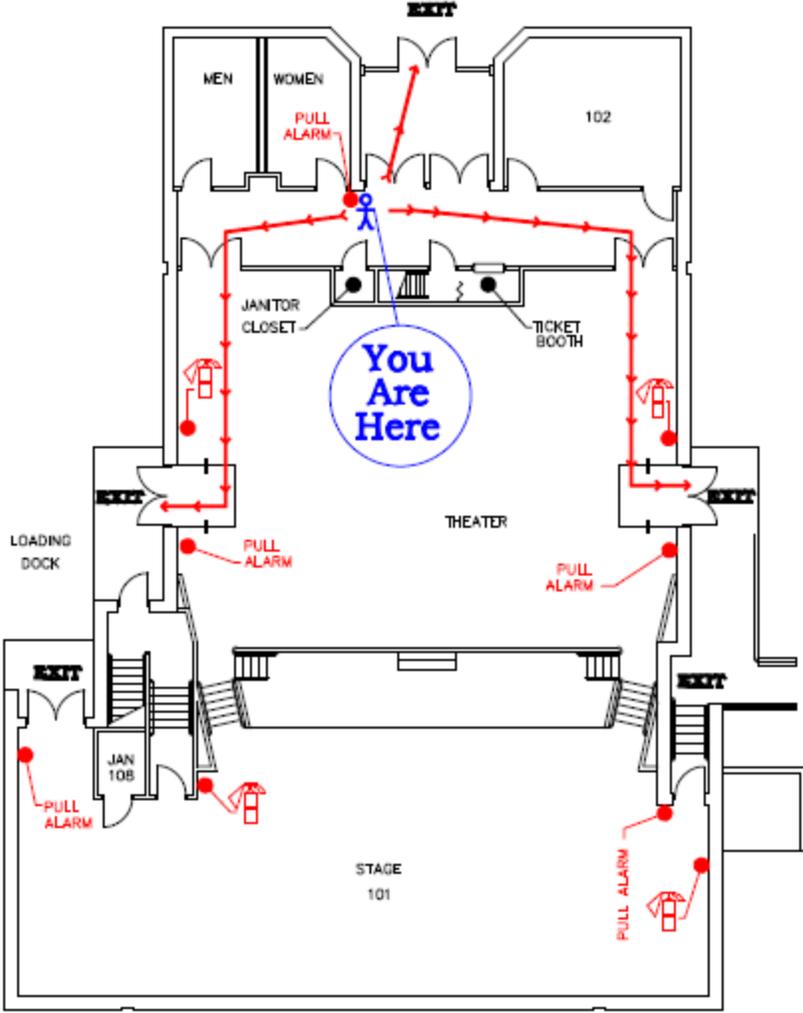
You
Are
Here



KEY

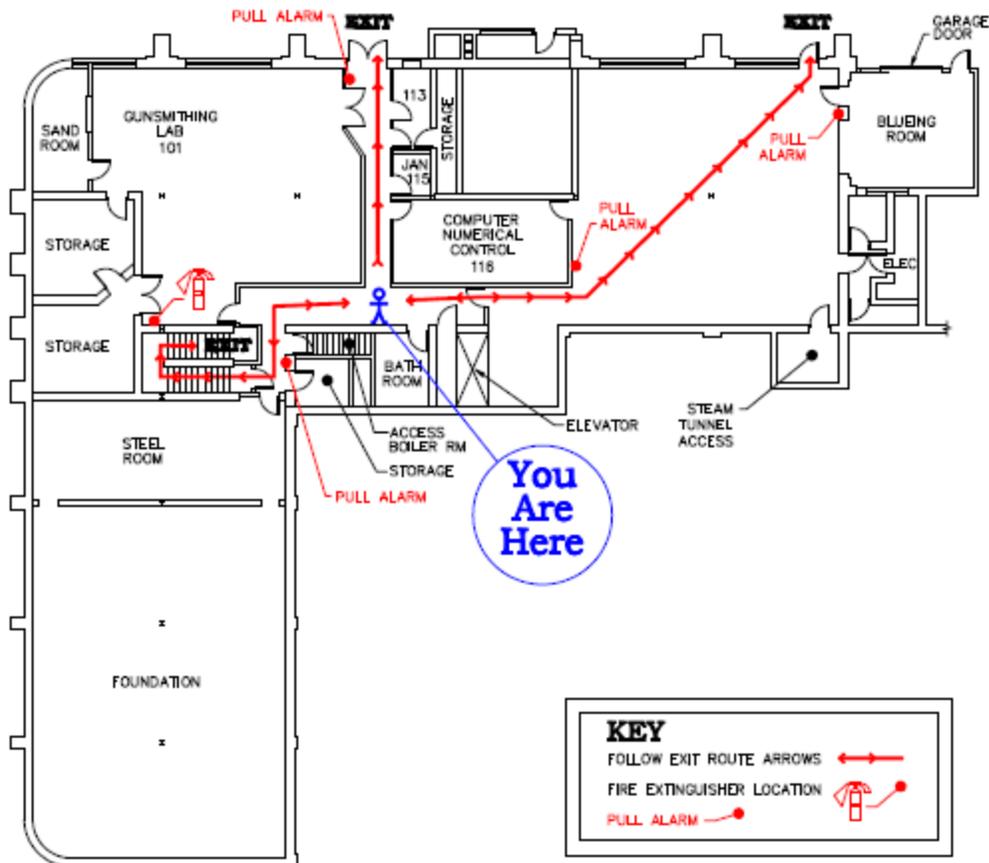
- FOLLOW EXIT ROUTE ARROWS
- FIRE EXTINGUISHER LOCATION
- PULL ALARM

MASSARI BUILDING SECOND FLOOR EVACUATION PLAN

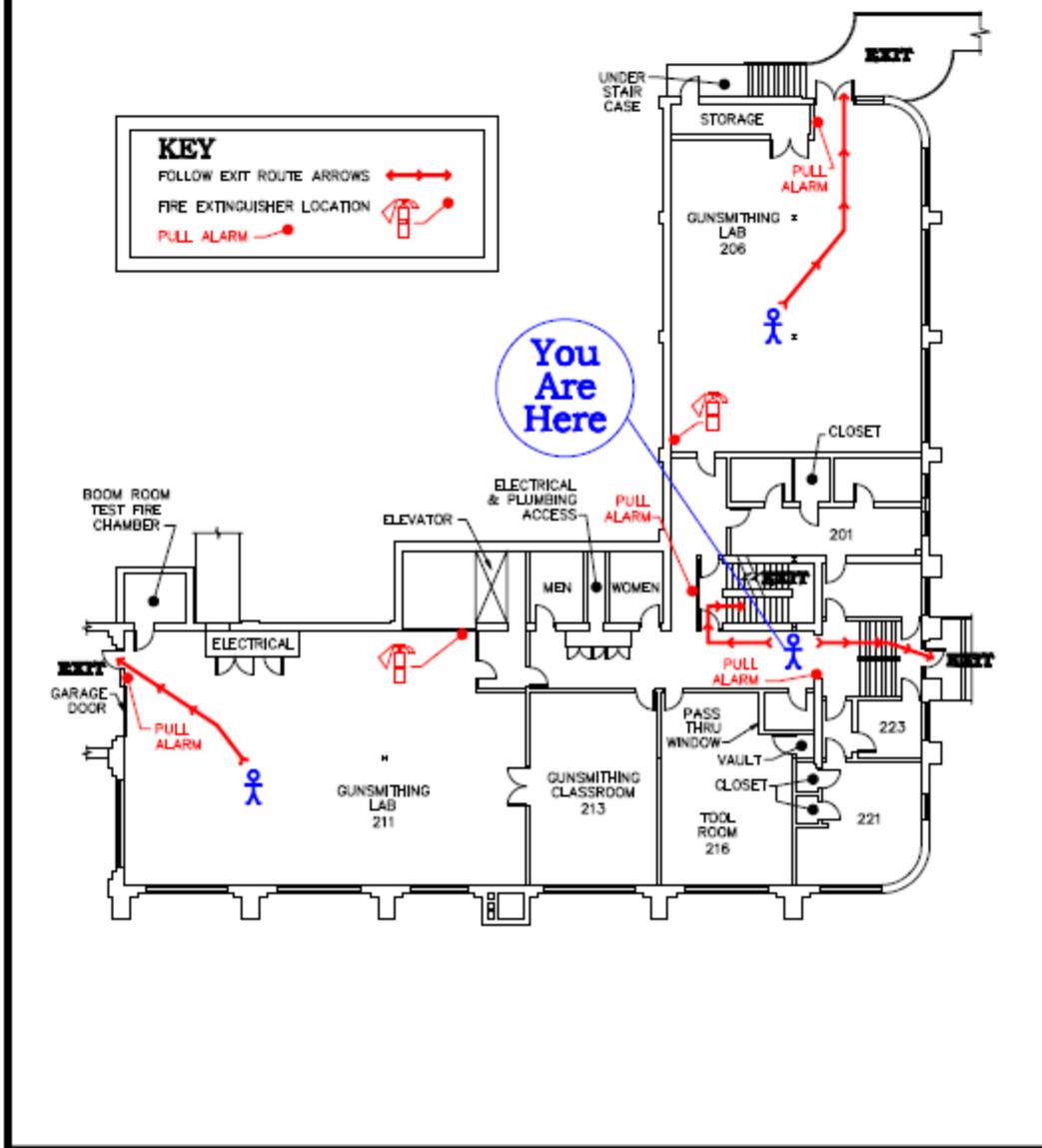


KEY	
FOLLOW EXIT ROUTE ARROWS	
FIRE EXTINGUISHER LOCATION	
PULL ALARM	

MULLEN BUILDING FIRST FLOOR EVACUATION PLAN

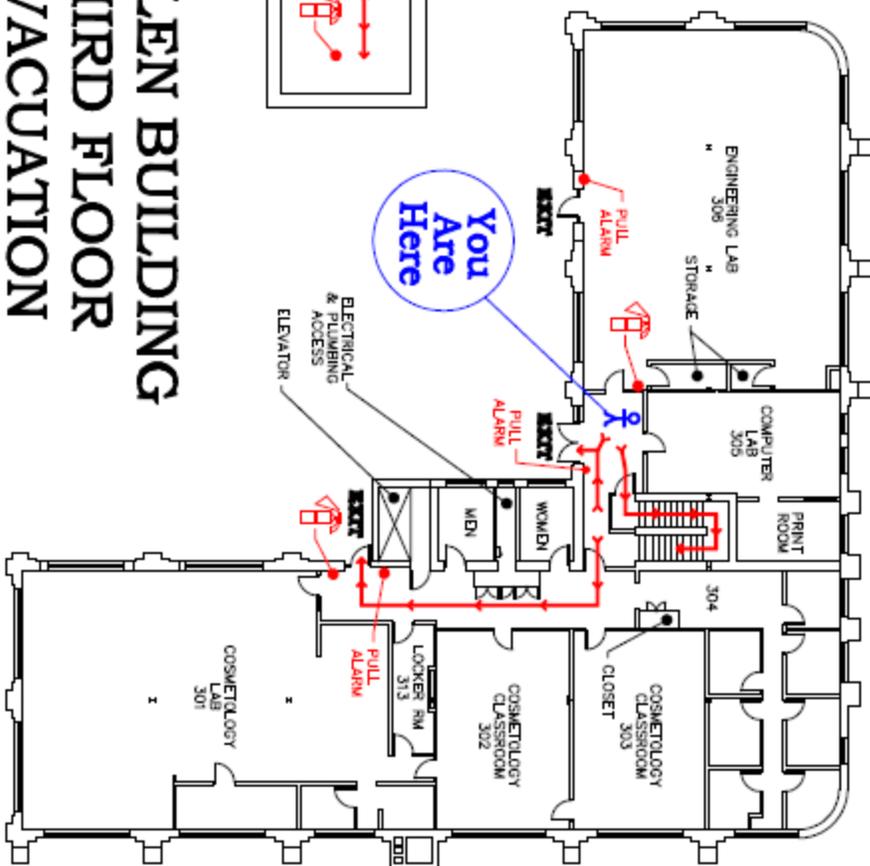


MULLEN BUILDING SECOND FLOOR EVACUATION PLAN

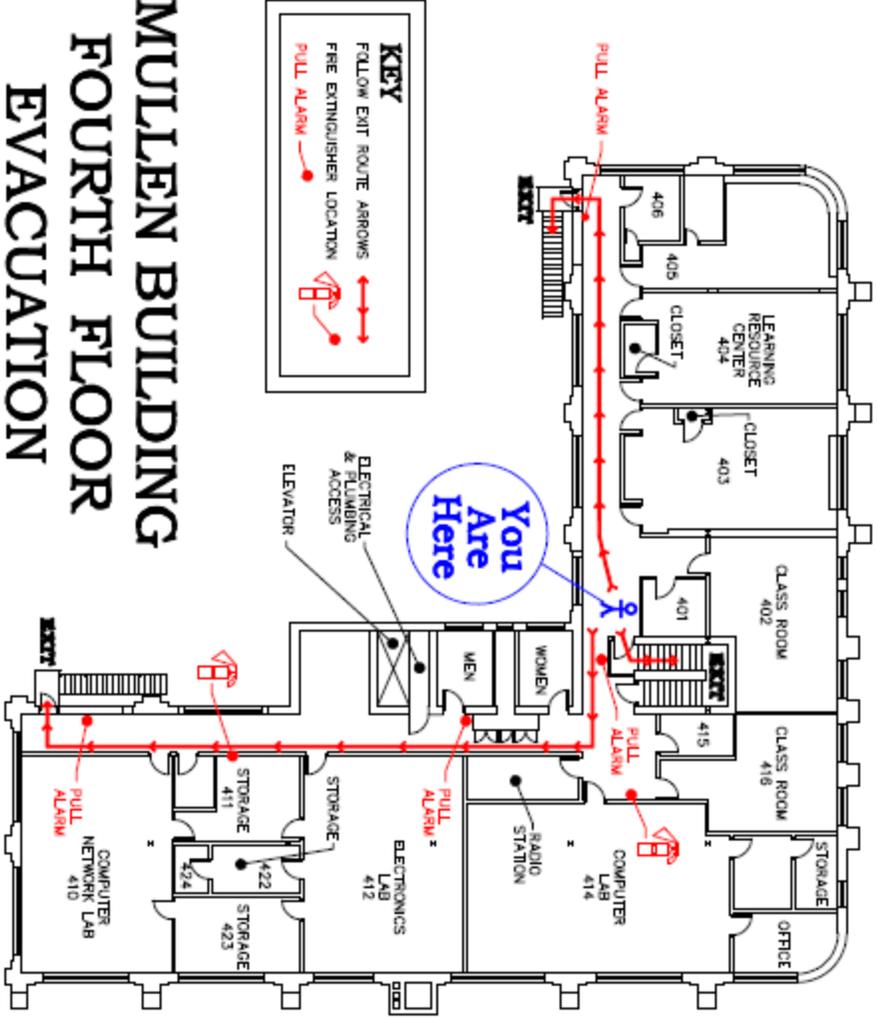


MULLEN BUILDING THIRD FLOOR EVACUATION PLAN

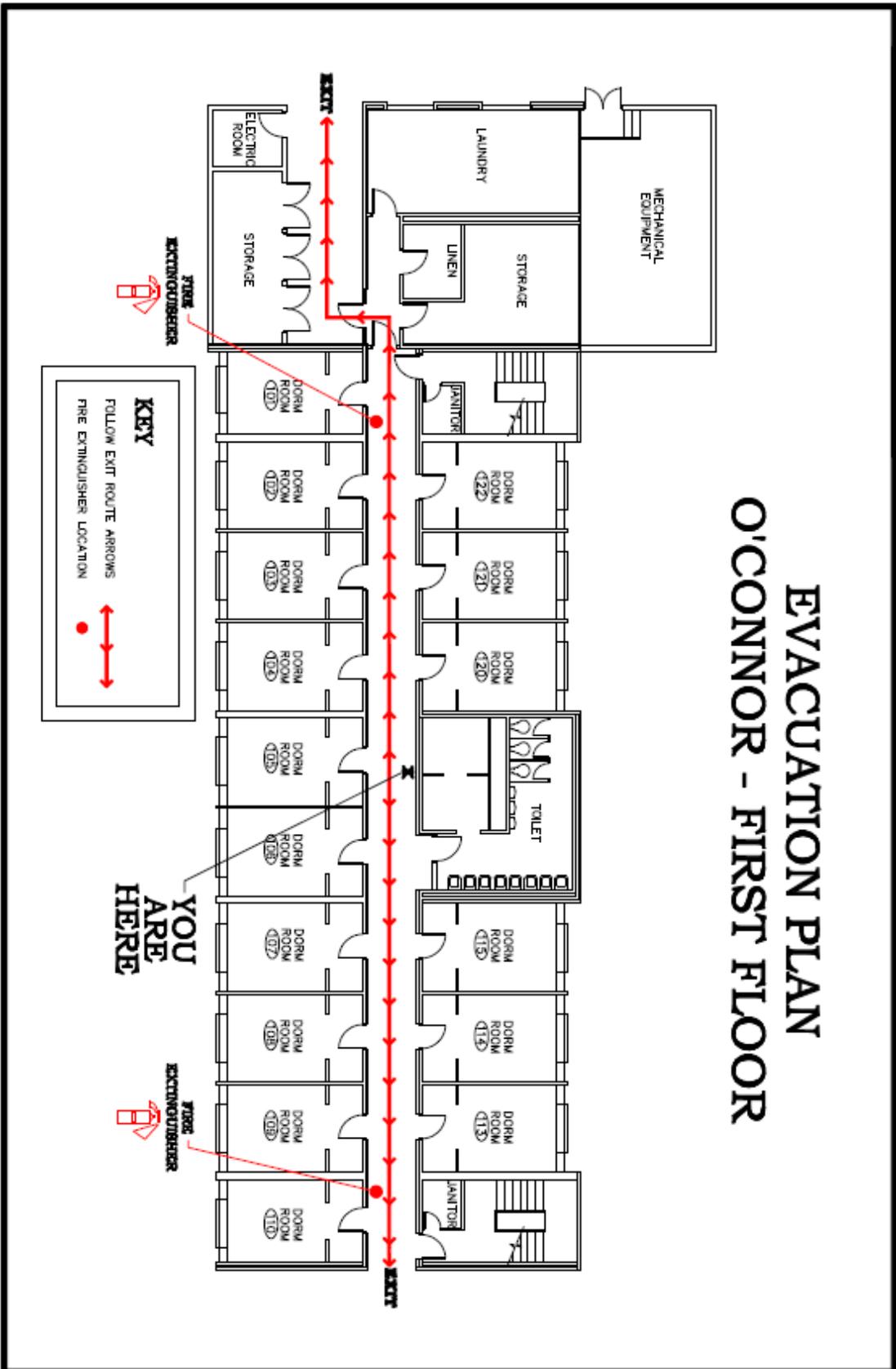
KEY
 FOLLOW EXIT ROUTE ARROWS
 FIRE EXTINGUISHER LOCATION
 PULL ALARM



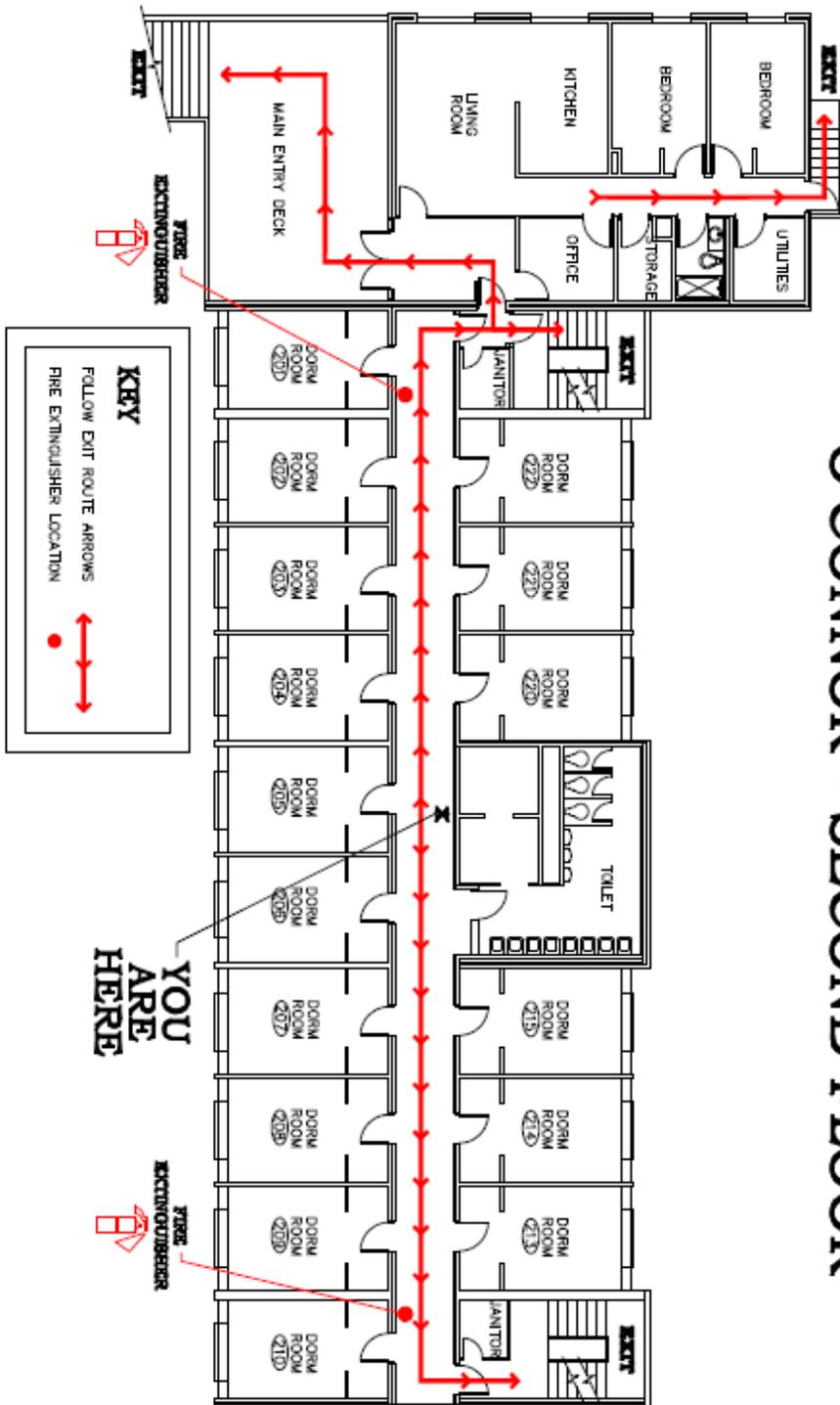
MULLEN BUILDING FOURTH FLOOR EVACUATION PLAN



EVACUATION PLAN O'CONNOR - FIRST FLOOR



EVACUATION PLAN O'CONNOR - SECOND FLOOR



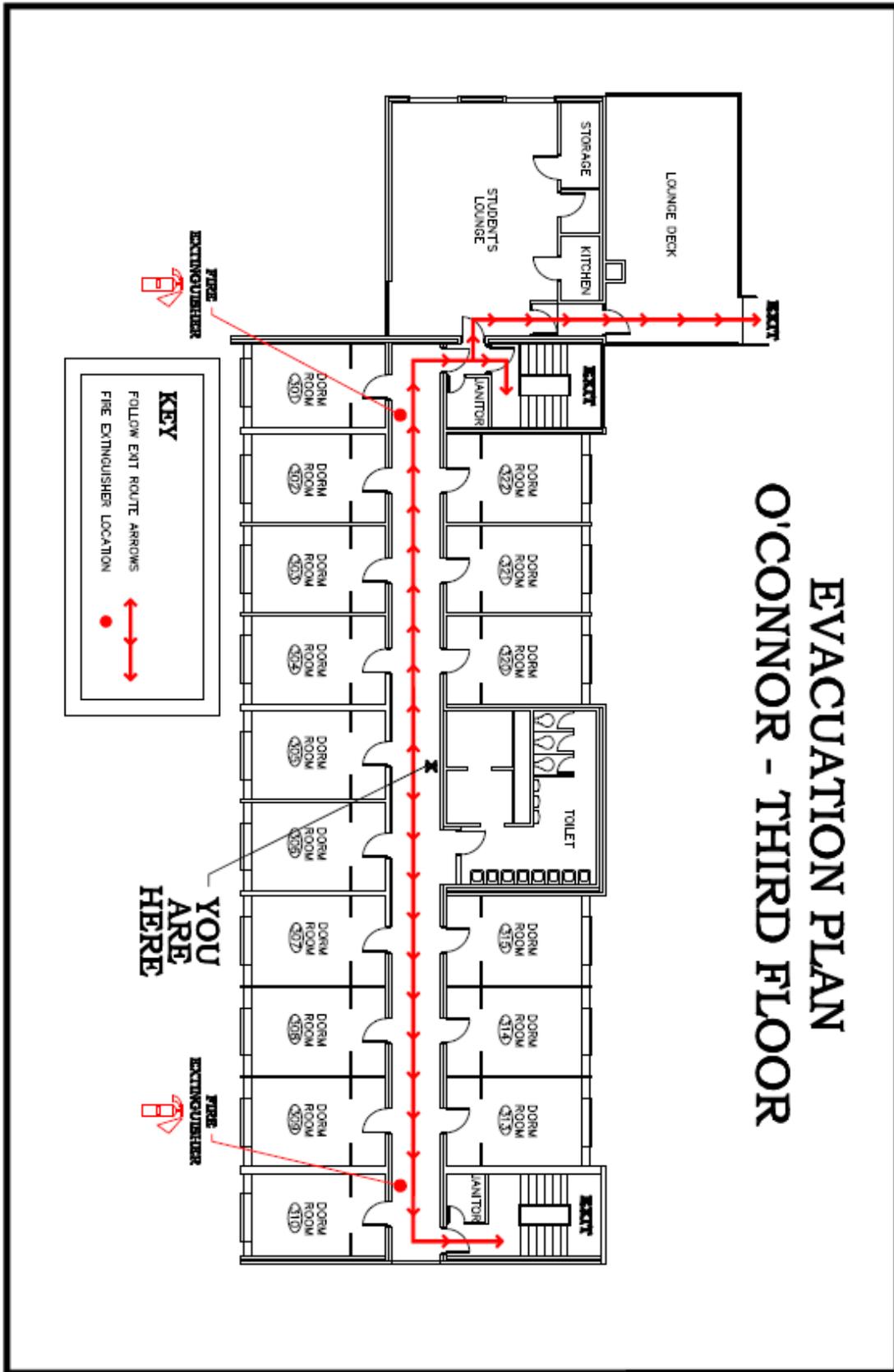
KEY

FOLLOW EXIT ROUTE ARROWS

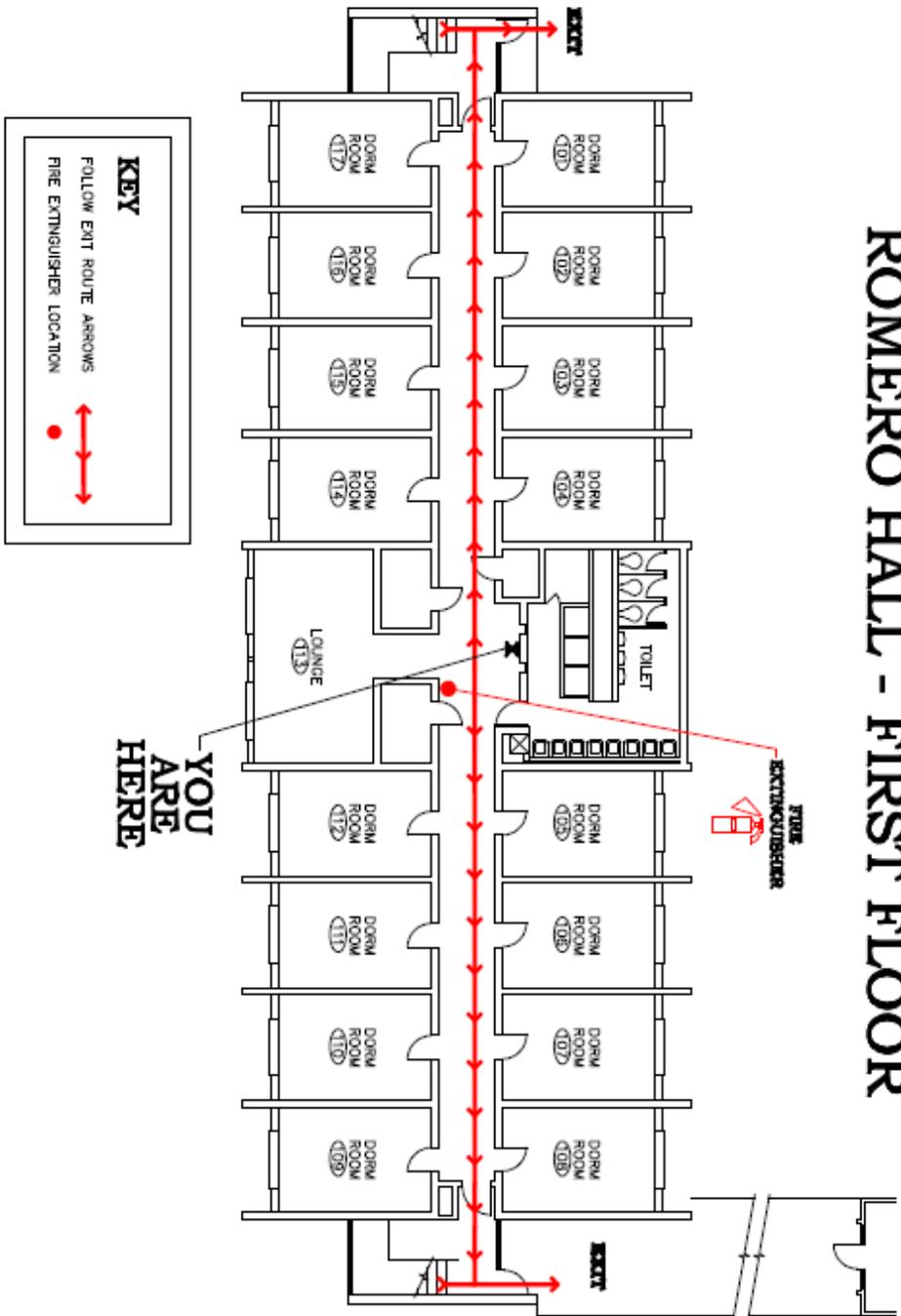
FIRE EXTINGUISHER LOCATION

YOU ARE HERE

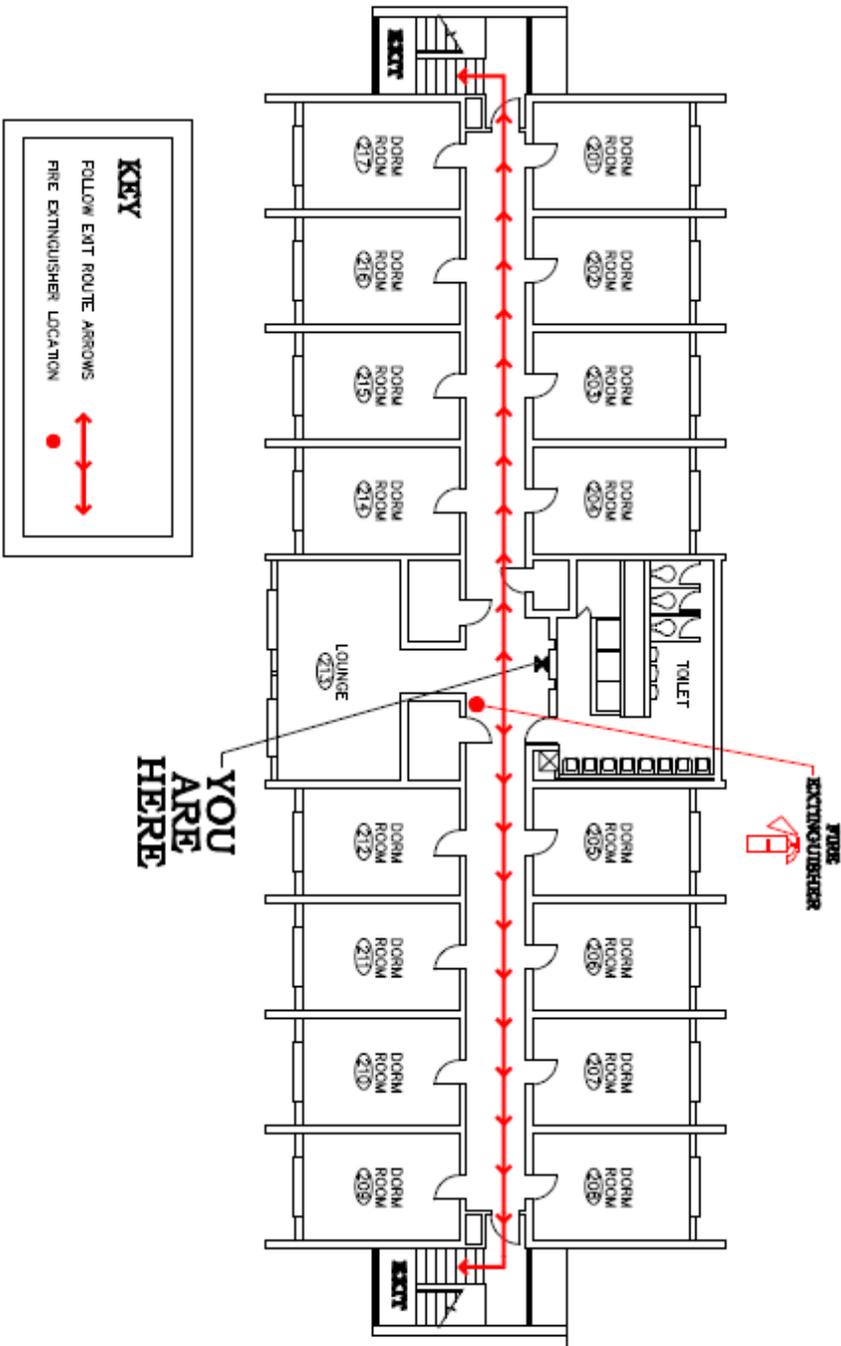
EVACUATION PLAN O'CONNOR - THIRD FLOOR



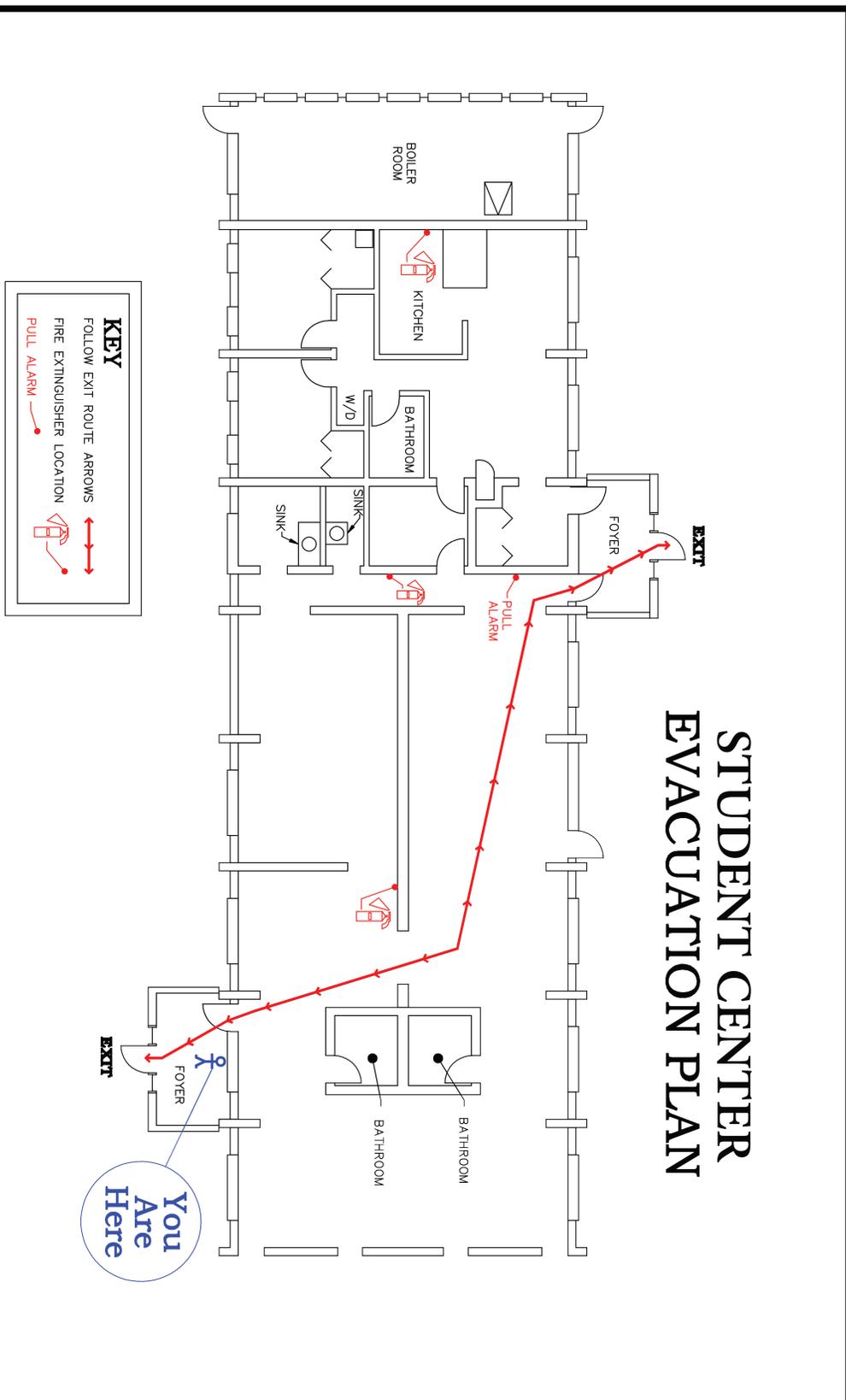
EVACUATION PLAN ROMERO HALL - FIRST FLOOR



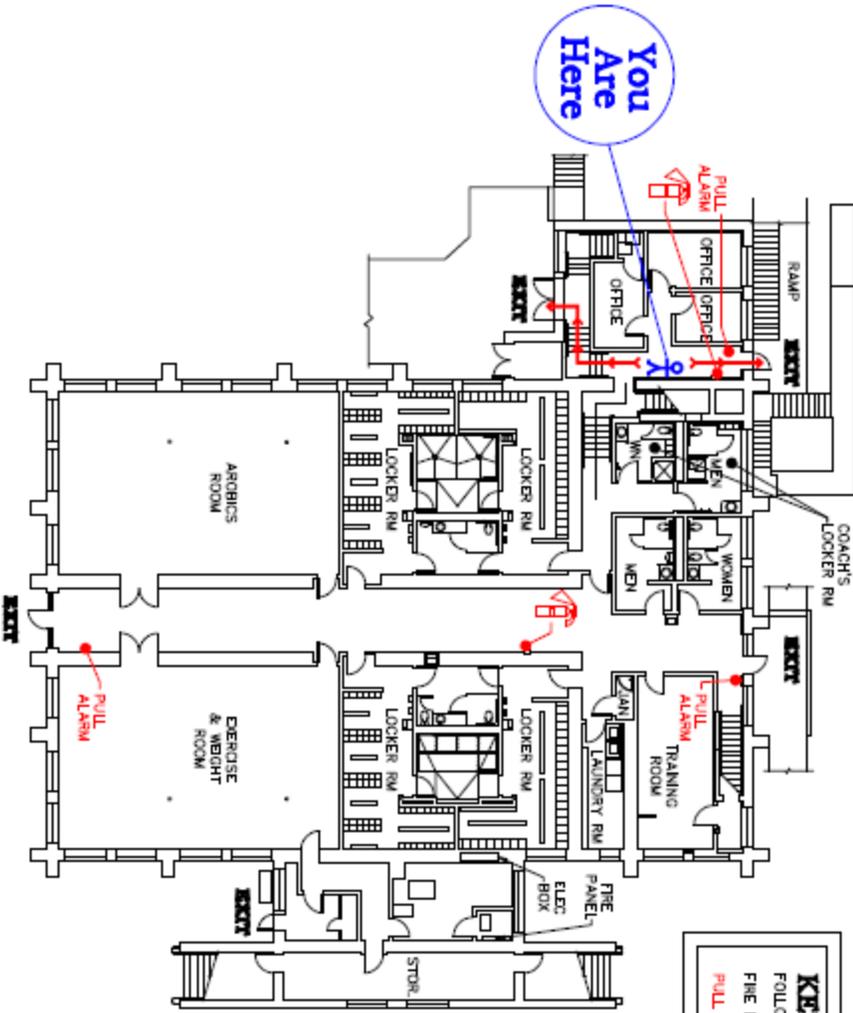
EVACUATION PLAN ROMERO HALL - SECOND FLOOR



STUDENT CENTER EVACUATION PLAN



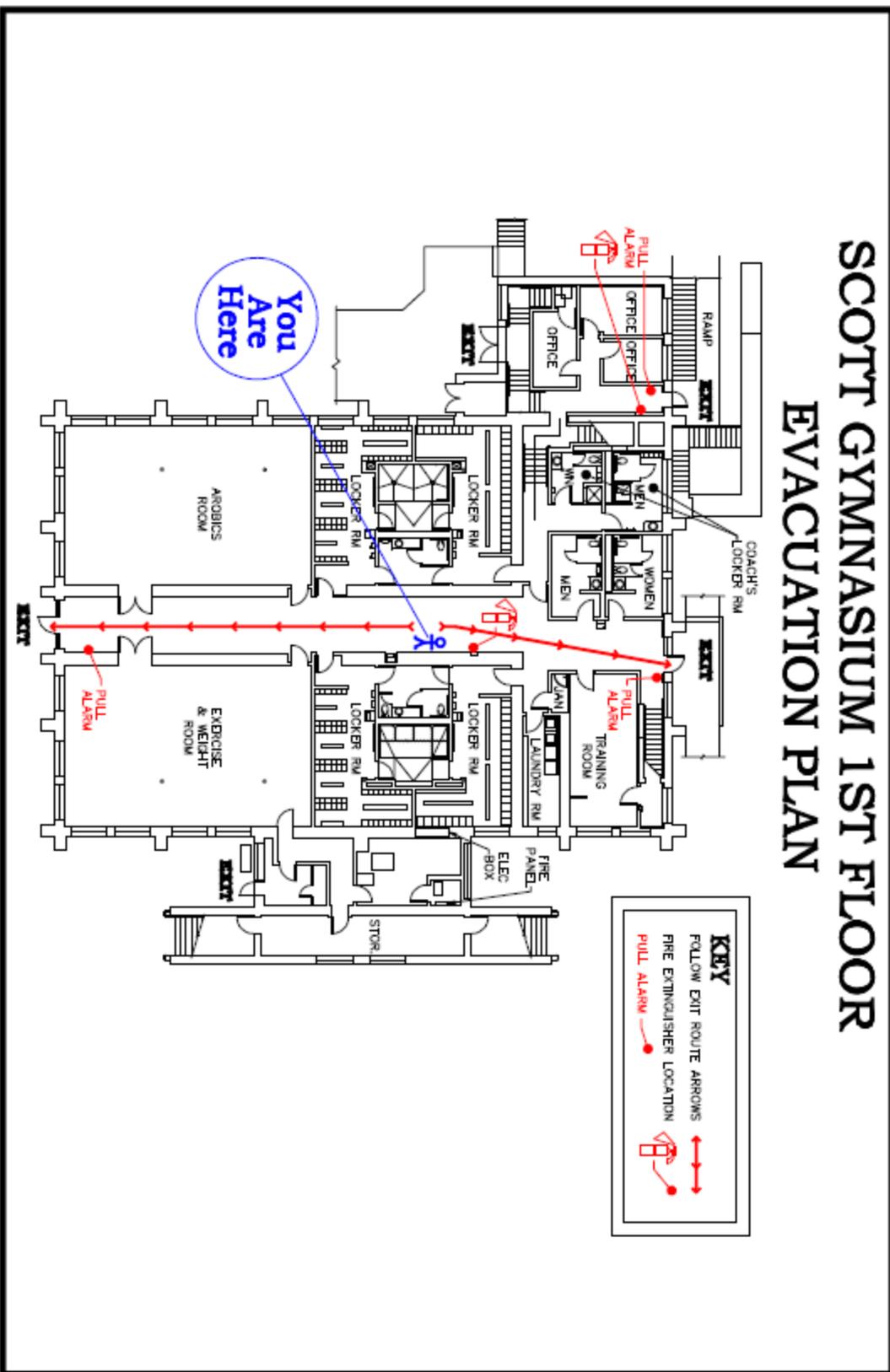
SCOTT GYMNASIUM 1ST FLOOR EVACUATION PLAN



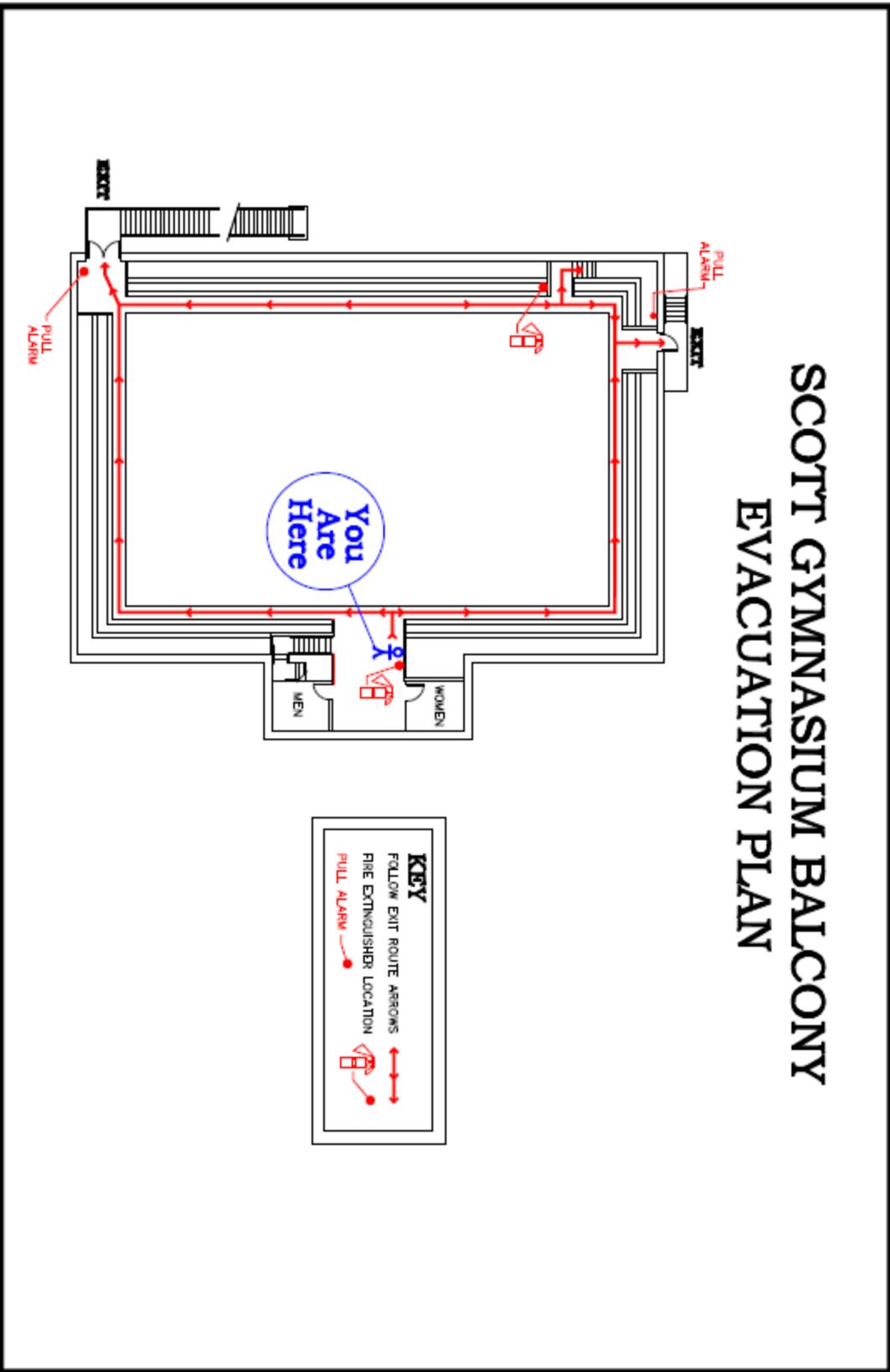
KEY

- FOLLOW EXIT ROUTE ARROWS
- FIRE EXTINGUISHER LOCATION
- PULL ALARM

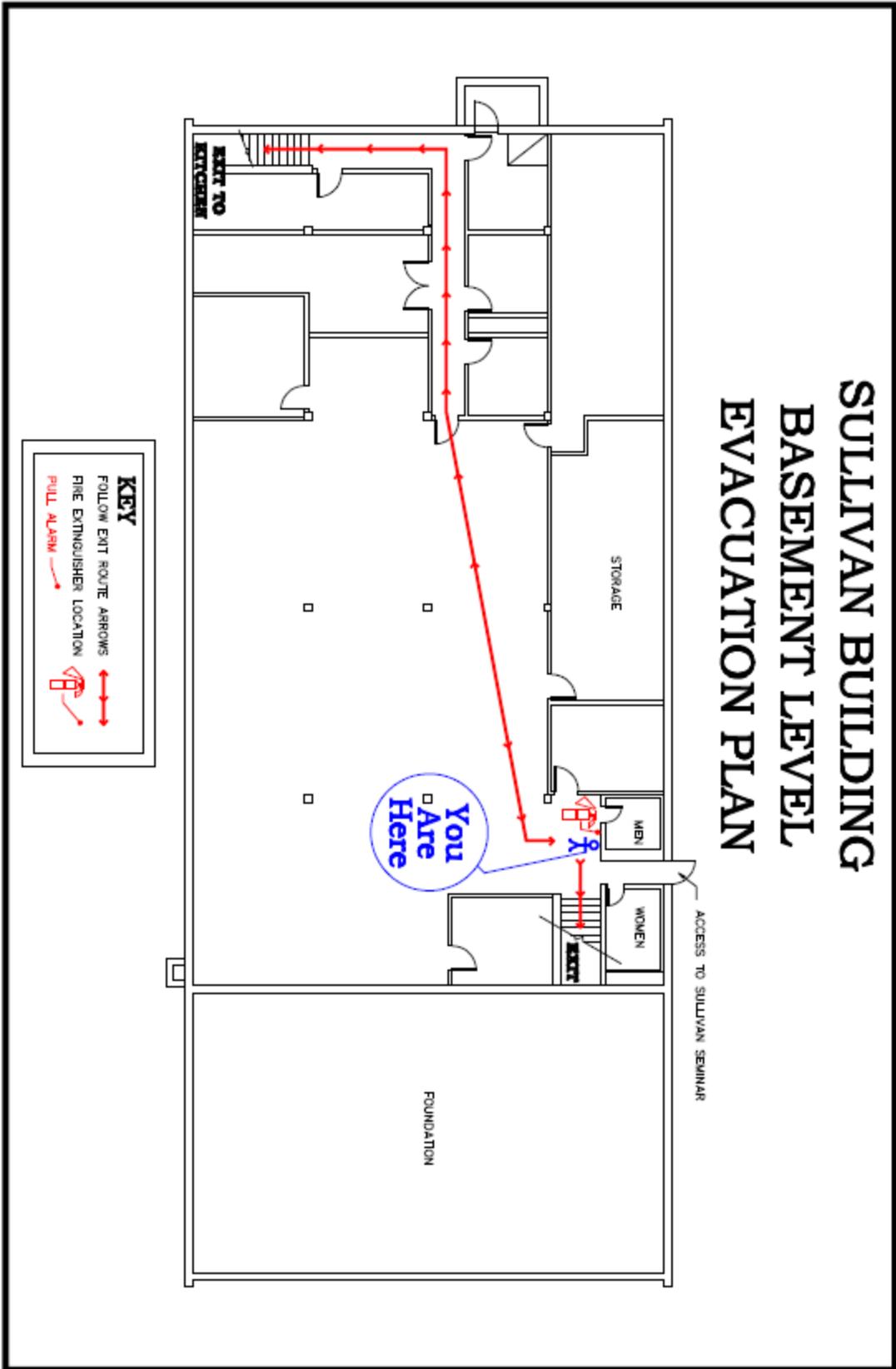
SCOTT GYMNASIUM 1ST FLOOR EVACUATION PLAN



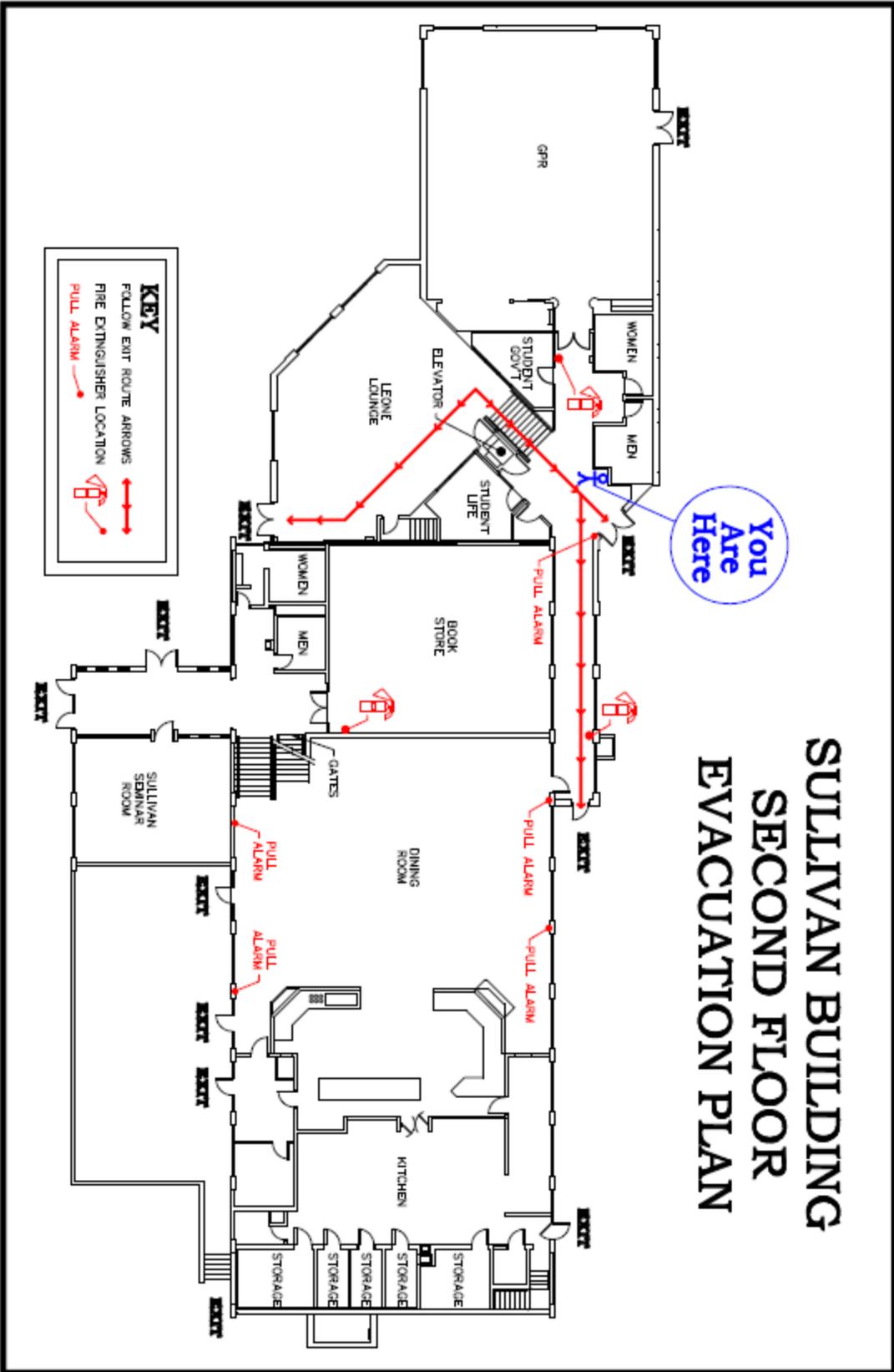
SCOTT GYMNASIUM BALCONY EVACUATION PLAN



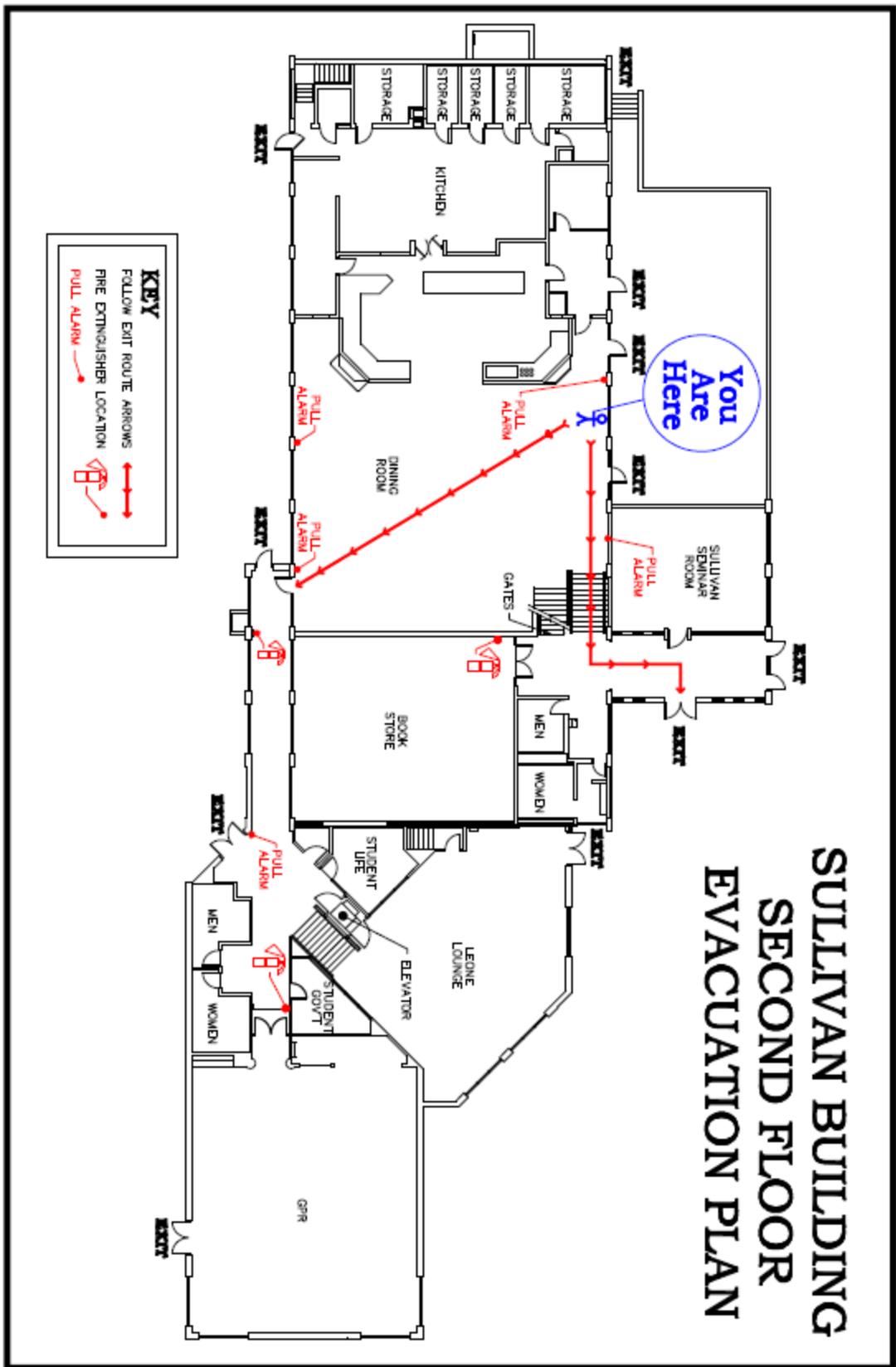
SULLIVAN BUILDING BASEMENT LEVEL EVACUATION PLAN



SULLIVAN BUILDING SECOND FLOOR EVACUATION PLAN



SULLIVAN BUILDING SECOND FLOOR EVACUATION PLAN



SULLIVAN BUILDING SECOND FLOOR EVACUATION PLAN

KEY

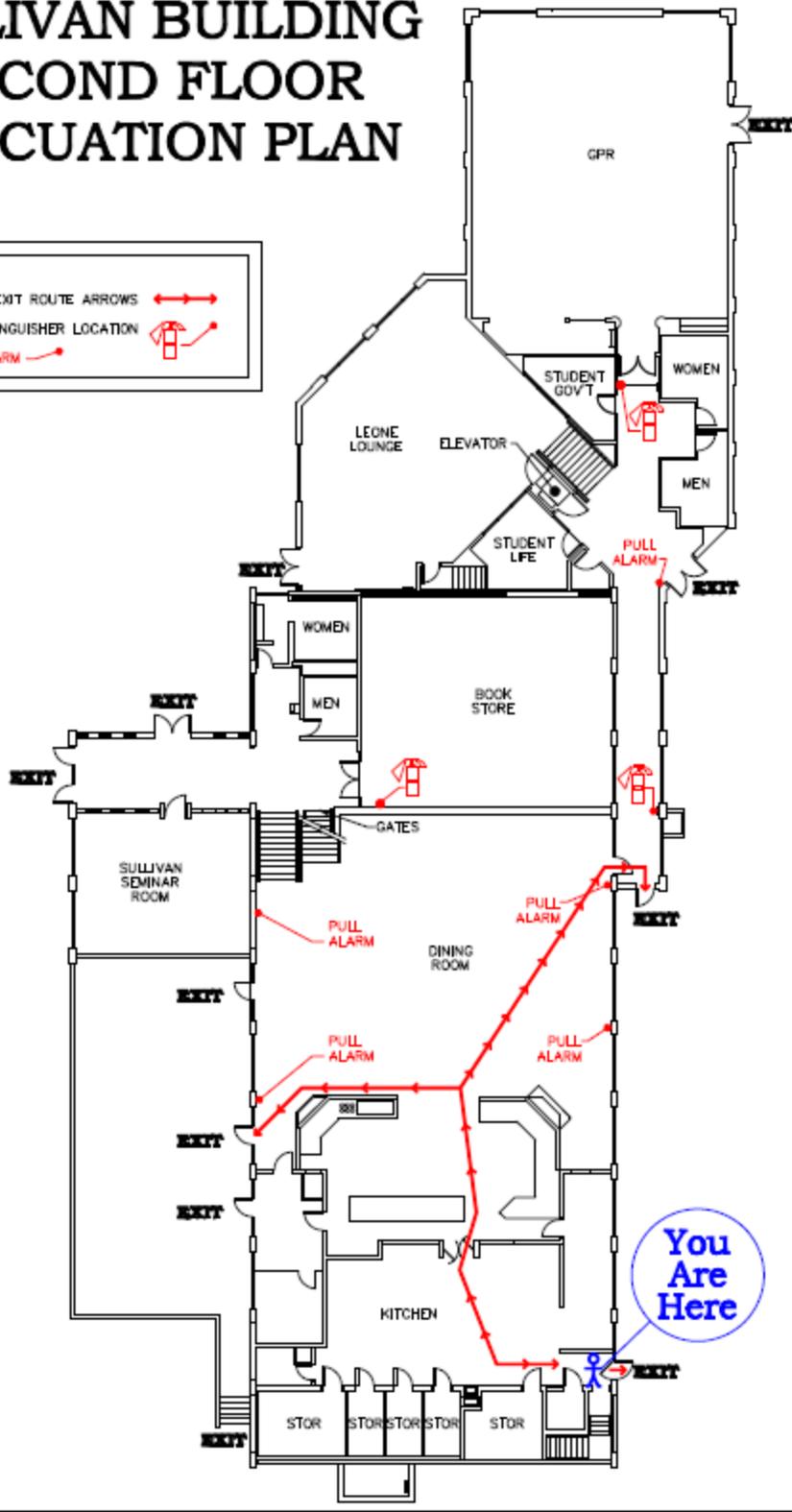
FOLLOW EXIT ROUTE ARROWS



FIRE EXTINGUISHER LOCATION

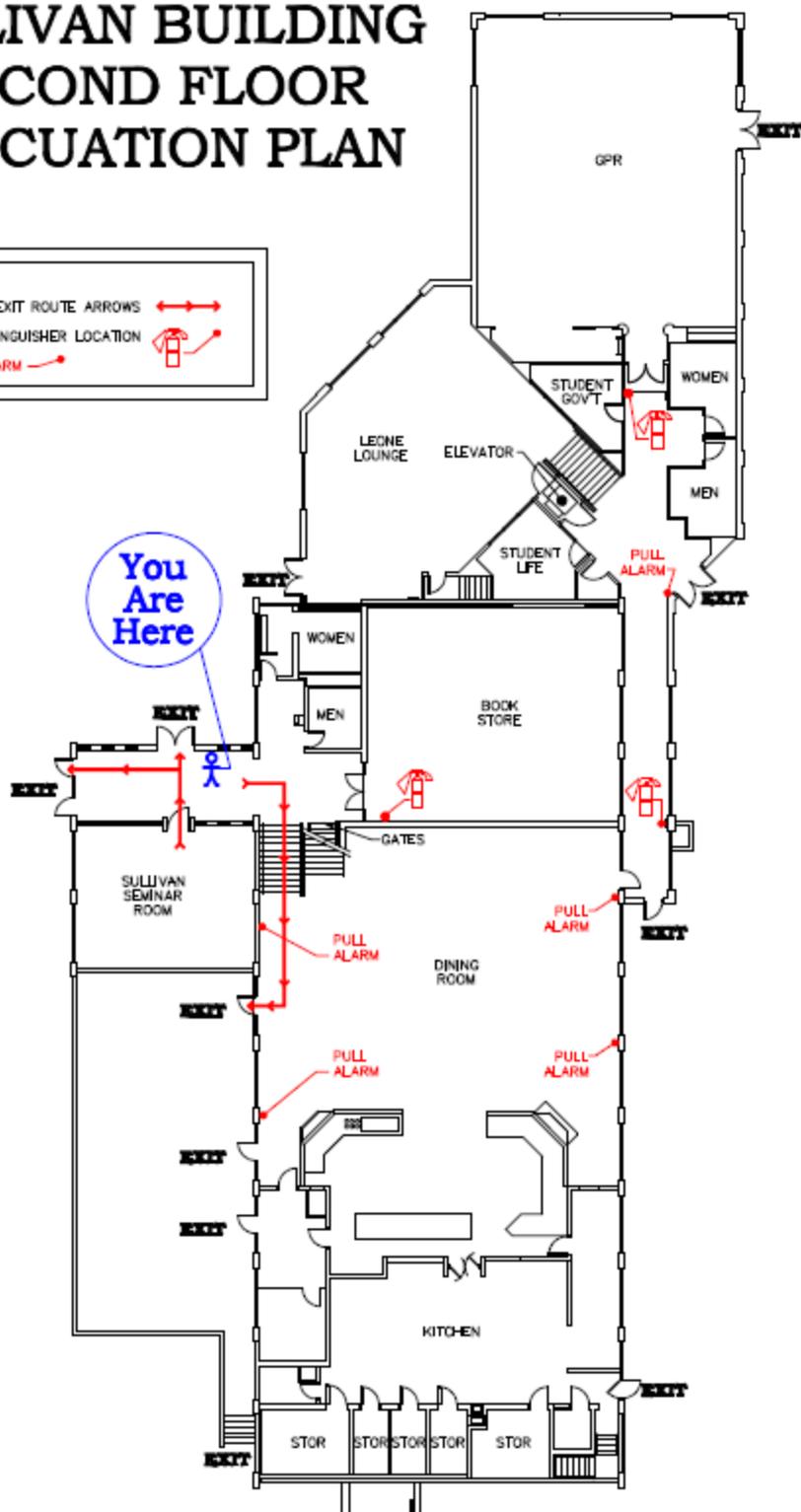


PULL ALARM



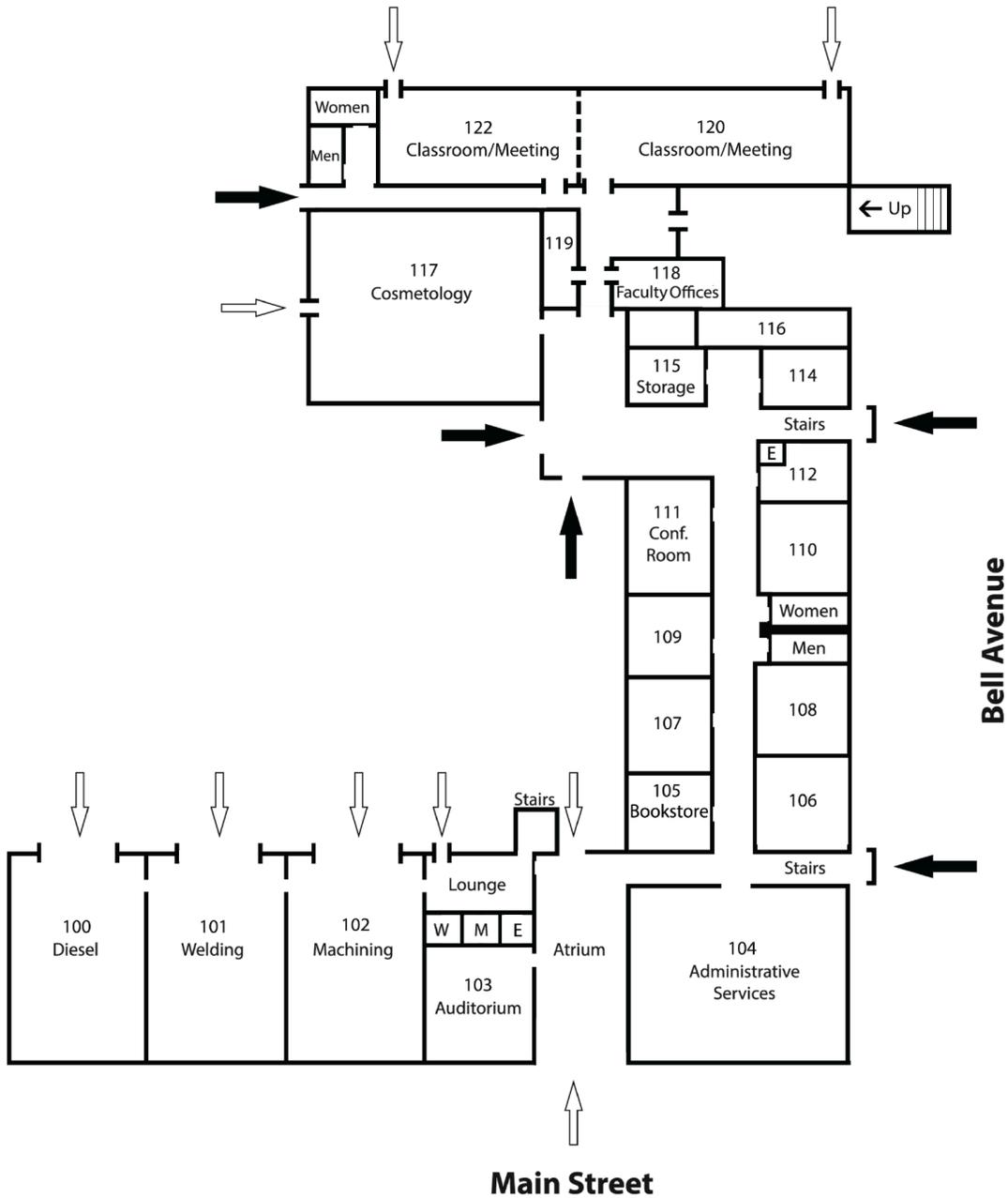
SULLIVAN BUILDING SECOND FLOOR EVACUATION PLAN

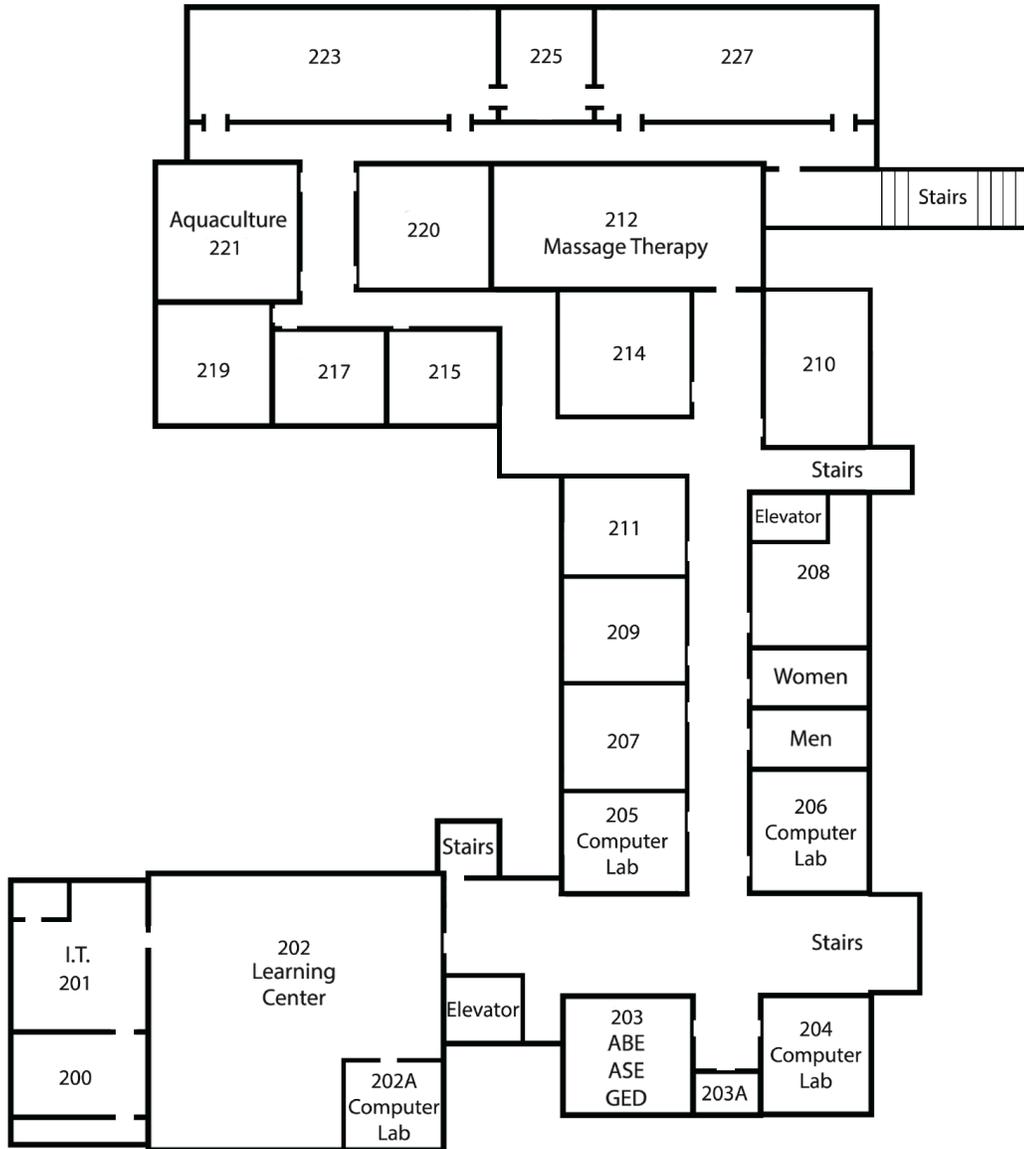
KEY
FOLLOW EXIT ROUTE ARROWS →
FIRE EXTINGUISHER LOCATION 
PULL ALARM 



Valley Campus

Main Building, 1st Floor





ANNEX 1
HEALTH AND
MEDICAL SERVICES

Infectious Disease and Foodborne Illness Emergency Plan
February 2015

PROMULGATION STATEMENT

This Annex is a guide to how the College conducts a response specific to an infectious disease or foodborne illness incident. The Annex is written in support of the College's Emergency Operations Plan (EOP) and shall be considered an interactive support document to the EOP.

APPROVAL AND IMPLEMENTATION

The College President in consultation with the System President and the System's Legal Counsel shall be responsible for Annex oversight and coordination with applicable stakeholders. The Annex is flexible in that part of the plan, or the entire plan, may be activated based on the specific emergency and decision by College and System senior leadership.

TABLE OF CONTENTS

SECTION I: PURPOSE, SCOPE, SITUATION, AND ASSUMPTIONS.....	3
A. PURPOSE	3
B. SCOPE.....	3
C. SITUATION OVERVIEW	4
D. THREAT AND VULNERABILITY	4
E. CAPABILITY AND MITIGATION OVERVIEW	5
F. PLANNING ASSUMPTIONS	6
SECTION II: CONCEPT OF OPERATIONS	8
A. GENERAL	8
B. KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT PERTAINING TO INFECTIOUS DISEASE	8
C. HEALTH AND MEDICAL SERVICES ANNEX ACTIVATION	9
D. NOTIFICATION AND WARNING	10
SECTION III: ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES	10
A. ORGANIZATION	10
B. POSITION ROLES AND EXPECTED ACTIONS	10
C. EMERGENCY COMMUNICATIONS	12
D. EMERGENCY PUBLIC INFORMATION	12
SECTION IV: DIRECTION, CONTROL, AND COORDINATION.....	12
SECTION V: ANNEX DEVELOPMENT AND MAINTAINENCE	13

SECTION I: PURPOSE, SCOPE, SITUATION, AND ASSUMPTIONS

A. PURPOSE

The purpose of this Annex is to provide guidelines for an effective response to infectious diseases that will help ensure the health, safety, and well-being of the College community. This annex is intended to provide a strategy for identifying the resources needed and how those resources should be deployed, while establishing effective communication and response of all relevant on-campus and off-campus entities to support a coordinated response.

This document supports the State Health Department's efforts to plan for and respond to communicable disease outbreaks. The Health Department will be an important partner in the investigation, surveillance, and response to an outbreak associated with an infectious disease, or foodborne illness.

Additionally, these guidelines will:

- Provide guidance for emergency response operations and the utilization of all available College and government resources for the protection of lives, property, and the continuance of College operations in the event of an outbreak.
- Outline the duties and responsibilities of College departments.
- Represent the flexible timeline associated with an infectious disease or foodborne illness outbreak, the response to an outbreak, through the resumption of normal operations.

B. SCOPE

All contents within this annex apply to College students, faculty, staff, and visitors, while understanding that major outbreaks occurring within the College campus will most likely influence surrounding communities. The Infectious Disease Response Team (IDRT) is the College's responsible authority to direct the response and actions associated with an on-campus disease outbreak and will serve as a liaison with the Colorado Department of Public Health and Environment. The IDRT will collaborate with the System President and the President of the College impacted by the disease or illness, and if indicated by the incident, the local public health department command center or local first responders.

The IDRT may consist of, but is not limited to, the following departments:

- Safety and Security
- Marketing and Communications
- Security Departments
- Student Health Services
- Environmental Health and Safety
- Facilities Services
- Human Resources
- Information Technology
- Cafeteria Services
- Student Affairs

C. SITUATION OVERVIEW

An infectious disease is any medical illness that is caused by microscopic organisms or their toxins. Invading microorganisms include viruses, fungi, bacteria, and parasites. Sources for these organisms include the environment, animals, insects, and other mammals, including humans. Transmission usually occurs by:

- Inhalation
- Ingestion
- Direct contact, or by bites by a contaminated vector.

Many infectious diseases can cause outbreaks and epidemics. For this reason, identification, evaluation, and mitigation of infectious diseases are essential to protect public health. Infectious diseases can occur naturally, through human error (e.g., airborne or foodborne illness), or through deliberate acts of bioterrorism.

D. THREAT AND VULNERABILITY

An infectious disease knows no boundaries; therefore, an outbreak associated with an infectious disease could present a serious risk on a college campus, where there is a large number of students, faculty, and staff. In addition to the large concentration of individuals, College faculty members may be engaged in research to study various biological agents, while other activities may present infectious disease threats such as food preparation and service, or athletics.

The College is at constant risk for exposure to infectious diseases. An infectious disease outbreak can range from involving a relatively small number of individuals in a limited area, mild disease with little morbidity and mortality, and simple epidemiological investigation to involving a large number of people over a wide geographical area, severe disease with high mortality, and complicated epidemiology. Infectious disease outbreaks may differ from other types of emergencies, because they can last for days to months—requiring ongoing local, state, and federal resources before resolution.

A unique feature of the wide variety of infectious agents that may affect a college environment is the different characteristics of the various diseases. For instance, there can be abrupt onset of illness (e.g., 6-24 hours for Norovirus) or delayed onset from exposure (e.g., 27 days for Hepatitis A). This variation in time from exposure to symptoms presents significant challenges in the management of the outbreak, surveillance for cases, and intervention. Finally, unlike most emergencies that a college campus may face, many disease outbreak situations may require a long-term response and the allocation of substantial College and System resources that can stretch from one day to months.

E. CAPABILITY AND MITIGATION OVERVIEW

In general, campus community environments provide challenges for the control of infectious diseases such as:

- A young adult population that may or may not have received immunizations for vaccine preventable diseases. In addition, waning immunity to previous vaccinations is an increasing problem for such diseases as mumps and pertussis.
- The close living quarters of dormitories may facilitate the spread of such diseases as seasonal influenza, pandemic influenza, and bacterial meningitis.
- Large food service operations, such as cafeterias, have the opportunity for outbreaks of foodborne illnesses.
- Diverse student and faculty populations from foreign countries, where diseases not commonly found in the United States are endemic, such as tuberculosis.
- The College may conduct research or experiment on diseases that are not commonly found, and may result with exposure to students, faculty and staff.

All of these factors call for increased vigilance of infectious diseases in the College setting for prevention, rapid detection, and a coordinated control by College and System administrators and public health officials.

The College collaborates and participates in various infectious disease prevention, protection, mitigation, preparedness, and response and recovery efforts with local and state health officials, hospitals, community, and regional support systems, by means of the following methods:

- Committees, meetings and work groups
- Training and exercise opportunities
- Strategic planning sessions
- Awareness and intervention marketing and media campaigns
- Health risk continuing education

F. PLANNING ASSUMPTIONS

The College response to an infectious disease is rapid and can be accelerated, dependent upon whether the disease is communicable or life threatening. The College must contend with infectious disease outbreaks that threaten its students, faculty, staff, and/or visitors. Advanced planning for critical operations and coordinated response is essential to assuring an immediate and effective response to, and recovery from, an infectious disease outbreak. During such incidents, general guidelines, situations, and assumptions may apply, such as:

- Emergency response efforts such as activating emergency support functions, etc., may not be appropriate or effective in dealing with an outbreak. A more appropriate response may be to bring together a small multi-disciplinary group of College, System, State, and Local officials with health and medical stakeholders to work together over time to resolve the outbreak.
- Most infectious disease emergencies follow some recognizable build-up period, during which actions may be taken to achieve an appropriate state of readiness.
- Infectious disease outbreaks may be “*asymmetrical*” in that time of the outbreak may be days-to-weeks, even months with no clear-cut geographical boundaries.
- Response situations may be “*symmetrical*” in that they are limited by time and space. Time is defined in hours or days and space is usually confined to a specific geographic area.
- A communicable biological threat (man-made or natural) can occur in any season or location, with or without advance notice.

- Biological threats may be introduced into the population and spread via food, water, air, infected animals, infected insects, surfaces, or through person-to-person contact.
- A communicable disease from abroad or in the United States can be introduced to the Colorado region through use of mass transit of people and commodities, and through mass food production.
- Non-pharmaceutical preventive measures may be required to limit the spread of a contagious biological agent, including social distancing (*avoiding close contact and public gatherings*), isolation, and universal precautions (*hand washing, gloves, respiratory protection around infected individuals*).
- In cases of an infectious disease that is required by health agencies or other authorities to be reported, it is critical to have surveillance systems in place to detect the disease, report the illness to proper public health authorities, and institute control and prevention strategies.
- The IDRT may be activated as deemed necessary by the severity and duration of the outbreak.
- The College, in collaboration with the System office and local, state, and federal public health officials, will be responsible for the dissemination of accurate and timely information to the students, staff, and faculty. Effective communication will be critical in mitigating a major disease outbreak.
- It is possible that local and state jurisdictions, in addition to hospitals and urgent care facilities, will become overwhelmed during a large, prolonged outbreak; therefore, support to ensure provision of all requested essential commodities and services to the College might be difficult.
- Depending upon the infectious agent, any age group within the population may be at risk, with some population groups being considered high risk.
- Quarantine may be an extreme measure available to the College for management of some outbreaks.
- Medication may not be available or effective to limit the impact of the disease. If medication is available, the supply may be limited, due to country/global-wide impacts.
- When local pharmaceuticals and other medical supplies are limited, the Strategic National Stockpile (SNS) may be requested by the state.

SECTION II: CONCEPT OF OPERATIONS

A. GENERAL

Information located in this section is designed to give an overall picture of incident management relating to health, foodborne and intentional exposures. It is the responsibility of the College to protect life and property from the effects of disasters, within its own jurisdiction. The College has the primary responsibility for initial emergency management activities onsite, as enumerated in the College's Emergency Operations Plan (EOP). This section primarily clarifies the purpose and explains the College's overall approach to a health and medical services incident (i.e., what should happen, when, and at whose direction) to include the division of local, state, federal, and any intermediate interjurisdictional entities.

Top priorities for incident management relating to health, foodborne, and intentional exposures are to:

- Save lives and protect health and safety of students, faculty, staff, visitors, responders, and recovery workers
- Collaborate and coordinate with local, state, and federal stakeholders regarding a potential health or medical threat
- Protect and restore critical infrastructure and key resources
- Protect property and mitigate damages and impacts to individuals, the community, and the environment
- Facilitate recovery of individuals
- Recover operations

B. KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT PERTAINING TO INFECTIOUS DISEASE

This Annex also employs key areas of emergency planning and incident management that include mitigation, preparedness, response and recovery, with more detailed references and instruction found in the College's EOP. Key examples of medical actions pertaining to infectious disease, foodborne illness, or intentional exposures are noted as follows:

- **Mitigation:** Examples of activities that support mitigation include:

- Infectious Disease Clinics offer vaccine
- Preparedness Materials: Distribution of printed materials, such as “Wash Your Hands” and “Cover Your Cough” posters
- Website references and suggested videos
- Distribution of hand sanitizers
- Literature distributed by CCCS on communicable diseases
- Collaboration and coordination between law enforcement, public health, and environmental officials
- Investigation and surveillance
- Information sharing and early notification to (and collaboration with) appropriate agencies
- **Preparedness:** Examples of activities that support preparedness include:
 - Ongoing review of the College’s EOP
 - Trainings for College faculty, staff, and students
 - Multi-jurisdictional exercises designed, executed, and analyzed on an ongoing basis
- **Response:** Examples of activities that support response include:
 - Activation of the IDRT
 - Early notification to, and collaboration with, appropriate local, regional, private sector, volunteer, and state agencies
 - Campus communications to include mass email, ConnectEd, listservs, etc., to students, faculty, staff and parents
 - Activate portions of the College’s EOP, if applicable
- **Recovery:** Some examples of activities that support recovery are:
 - Medical reporting and continuing epidemiological surveillance and investigation
 - Analyze data collected during the response
 - Hold debriefing session with response staff in preparation for the development of an After-Action Report (AAR) and Improvement Plan (IP)
 - Activate additional portions of the College’s EOP, if applicable, to support staff, faculty, student, and family needs during and after an outbreak

C. HEALTH AND MEDICAL SERVICES ANNEX ACTIVATION

The College, in collaboration with the System office, local, and state health officials will determine the need to activate this Annex and/or the College's EOP and contents within to support a public health incident.

D. NOTIFICATION AND WARNING

The notification protocol for infectious diseases will, by necessity, vary from the emergency response notification process as described in the College's EOP. The IDRT will be a key point of contact, working with other senior College administrators and the System office, to determine internal and external communication and coordination for the College. In conjunction with the College and System Presidents, early notification to local, state, and federal stakeholders during a potential health threat is desirable to expedite the recovery process.

SECTION III: ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. ORGANIZATION

Upon implementation of this Annex, various College departments will provide designated personnel and response teams that may be activated. Team members may be relieved of all other duties, with the assigned emergency response duty becoming their primary responsibility during the incident. The IDRT has the primary role for coordinating the College's response for all infectious disease incidents occurring on campus property. The response may require the assistance of outside agencies or other emergency response organizations.

B. POSITION ROLES AND EXPECTED ACTIONS

Upon learning of an incident involving College facilities, students, faculty, staff, or events, senior administrators will utilize the following position roles and expected actions as guidelines to implement:

- **Infectious Disease Response Team (IDRT)**
 - In the event of a suspected infectious disease incident or a national/international level threat, the IDRT should be activated. Examine

current College and System policies, plans, procedures, and guidelines as they relate to the incident in question.

- Provide guidance, as needed, to assist the College and System Presidents in tailoring a coordinated response.
- Support the collaborative efforts and communication flow between the College, the System office, and the Colorado Department of Public Health and Environment or the Centers for Disease Control, as the situation warrants.
- Ensure that information regarding a potential infectious disease case will flow through pre-existing lines of communication.
- A collective communication and coordinated effort will most likely occur to address the need to inform, not only the College population, but also the public of important information or protective actions. Therefore, it is likely that a Joint Information System (JIS) or Joint Information Center (JIC) would be established to include input from the Colorado Department of Public Health and Environment and other appropriate agencies or System departments.
- **Safety and Security**
 - Support the activities of the IDRT.
 - Support the efforts of any multi-agency health and medical planning group that may be formed.
 - If the College's EOP is activated, other emergency responders may report to the primary location, and assume their roles as established in the EOP.
 - Investigate any incident that could involve criminal acts.
 - Support the efforts of the Centers for Disease Control, the Colorado Department of Public Health and Environment, county health departments or IDRT as appropriate.
- **Marketing and Communications**
 - Activate the communication plan and collaborate with members of the IDRT, the College, System Presidents, and System office.
 - Support the efforts of the Centers for Disease Control, the Colorado Department of Public Health and Environment, county health departments or IDRT, as appropriate.
- **Student Health Services [if applicable]**
 - Promptly contact the College's senior administrators and leadership, and coordinate activities accordingly.
 - Support the efforts of, and adhere to, any reporting requirements of illnesses as

may be required by the Centers for Disease Control, the Colorado Department of Public Health and Environment or local health departments.

- Coordinate vaccination efforts for staff, faculty, and the student population.
- Provide accurate public education, in coordination with Marketing & Communications.
- **Facilities Services**
 - Facilitate decontamination efforts, as directed in accordance with any health or CDC guidance.
 - Support the efforts of the health departments or IDRT, as appropriate.
- **Human Resources/Employee Services**
 - Provide guidance for absenteeism and leave policies.
 - Data collection of absenteeism information.
 - Support the efforts of the health departments or IDRT, as appropriate.
- **Information Technology**
 - Support telecommunicating
 - Support the efforts of the health departments or IDRT, as appropriate.
- **Dining Services**
 - Support efforts for feeding of isolated / quarantined on-campus students.
 - Support the efforts of the health departments or IDRT, as appropriate.
- **Student Affairs**
 - Advise on planning to include student activities and events.
 - Support the efforts of the health departments or IDRT, as appropriate.

C. EMERGENCY COMMUNICATIONS

All departments will maintain their existing equipment and procedures for communicating with their field units and will communicate in accordance with the Colleges EOP if needed.

D. EMERGENCY PUBLIC INFORMATION

Timely warnings of outbreak or exposure conditions are essential to preserve the health, safety, and security of the College community, and critical for an effective response and recovery. Additional information about emergency public information is contained in the College's EOP.

SECTION IV: DIRECTION, CONTROL, AND COORDINATION

Local, regional, federal or state public health agencies most often have the professionals and expertise to conduct an appropriate investigation. The College will support the health and medical community's operational priorities that include:

- Maintain the health and well-being of the campus community, while communicating with health authorities.
- Protect the campus from outbreaks of disease that occur in the community
- Allocate appropriate College resources to support the surveillance, investigation, and intervention necessary to control an outbreak.
- Maintain business continuity of college operations.

General actions are detailed in the appropriate sections of these guidelines; however, it is acknowledged that infectious disease or foodborne incidents are unique occurrences, which require specific actions dependent upon the type, nature, and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

SECTION V: ANNEX DEVELOPMENT AND MAINTAINENCE

This Annex utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post incident consequences.

Senior College administrators and leadership shall oversee or coordinate the review and maintenance of this Annex.

ANNEX 2
Reunification Plan

Reunification Protocols

Purpose

The purpose of a Reunification Plan is to establish a procedure and set of options for large scale emergencies that can be used to reunite students and faculty with friends and family.

Community Colleges with day care or high school dual enrolled learners also have an obligation to provide reunification for minors to custodial parents.

Reunification can occur on or off campus and planning for both options must be part of any emergency plan.

Definitions

Reunification: Procedure implemented for the reunification of students and faculty with friends and family if a campus is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, campus violence, bomb threat, terrorist attack or other local hazard. This process may occur on-site or off-site dependent on the threat or direction from first responder

Reunification Site Commander: Person responsible for implementing managing the process at the designated site location.

Reunification location: The reunification location may be on campus property or at a designated off-site location. Each campus must identify a primary on an off-site location that can accommodate students and faculty. Appropriate off-site locations include but are not limited to local recreation centers, high schools, churches or other facilities that are out of the elements. It is critical that conversations with

Procedures

In an emergency, Community Colleges must establish a safe area reunification site. This area must be away from both the damage and/or crime scene. In a typical release the following steps will be followed:

- a. Campuses will implement their notification protocols to notify students/faculty of the emergency.
- b. Students and faculty must be notified of the location they are to evacuate too.
- c. Procedures to notify parents of minor children on campus must be established

- d. Picture I.D. is required for parents to insure the person requesting the minor child matches the student
- e. Parents will be asked to sign a form indicating they pick up the child/children. The date and time will also be indicated on the pick-up form.
- f. If the child is in the first aid area, the parent will be directed to that area for reunification with their child/children.
- g. Because of the traumatic nature of emergencies, Reunification sites are often the location that emotional issues are first manifested. Through the College's Incident Command System, victim advocates and/or crisis mental health counselors should be requested to deploy to the Reunification site to support students and faculty.

Additionally,

1. Student and Faculty emergency contact information should be updated each semester.
2. Faculty responsibilities will be to:
 - Remain calm
 - Keep students together
 - Take attendance and account for students. Identify students that are missing as well as students that may not be assigned to your class.

Supplemental Considerations

- Shortly after the incident the media will have a presence near your campus. The PIO, part of the command staff operating under the Incident Command System, will deal with the media in conjunction with law enforcement or fire departments. Media should not be allowed on campus or at the Reunification Site.
- Translators may need to be available at various checkpoints.
- Ensure special needs students and faculty are assisted. Request help if needed.
- Some parents of minor children may refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the Campus release procedures before the disaster or emergency occurs.
- Students, Faculty and parents may be emotional when arriving at the Reunification Site. Have counseling available to deal with issues that exceed your area of expertise.
- Other resources to utilize if necessary; red cross, victim advocates, community reach, administrative staff, local/county emergency management personnel.

Attachment A Off-Campus Evacuation

Considerations

If an off-campus evacuation has been ordered, everyone should assemble in their designated areas for immediate transfer to the off-site location. The following action steps should be taken into planning consideration to ensure a smooth transition:

- The Incident Commander or designee will determine if an evacuation should be ordered based on information from local law enforcement, fire official, and/or a school administrator.
- The Incident Commander or designee will notify all students, staff and visitors. This may be done via:
 - Intercom
Messenger/Connect Ed, etc.
 - Telephone / Cell phone
 - Two-Way Radio
 - Evacuation Announcement – “Students, faculty and visitors please evacuate the area and go to (location away from the campus). We will be implementing controlled release at that location.”
- Identify faculty and student transportation needs.
 - School buses from local K-12 or RTD
 - Consider special needs evacuees, with equipment such as wheelchairs, walkers, etc.
- Follow established procedures to request needed transportation.
- Follow preplan primary or secondary routes to off-site location.

Reunification

- Establish Command Post and Reunification Site Commander.
- Set up a report area for parents/guardians to sign-in and to check identification.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for first responders to provide notification in private away from others.
- Establish a secure area for minors

Faculty and staff

- Take your class roster, phone lists and emergency Go Kits.

- After evacuating, Faculty will take roll and account for all students and deliver that list to the reunification site commander upon arrival. Report immediately any injured or missing students to school administration.

ANNEX 3

Standard Response Protocol

THE STANDARD RESPONSE PROTOCOL V2

An Overview of What's New in the Standard Response Protocol
The "I Love U Guys" Foundation
SRP V2 Version 1.0



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

PEACE

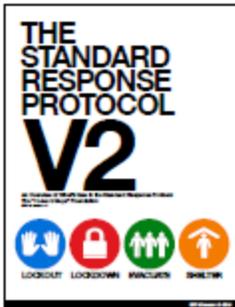
It does not mean to be in a place where there is no noise, trouble, or hard work.

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



CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	01/08/2015	Not really confusing, this is the first version of this document. The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol



The Standard Response Protocol - V2
An Overview of What's New in the Standard Response Protocol
 Version 1
 ISBN-13: 978-1507788745
 ISBN-10: 1507788746



© Copyright 2009 - 2015, All rights reserved. The "I Love U Guys" Foundation, Bailey, CO 80421. SRP, The Standard Response Protocol and I Love U Guys are trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions.

THE "I LOVE U GUYS" FOUNDATION

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

MISSION

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

TERMS OF USE

Businesses and Institutions may use these materials, at no cost, under the following conditions:

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

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.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use.

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.

AUTHOR/CONTRIBUTOR INFORMATION

John-Michael Keyes - Primary Author
The "I Love U Guys" Foundation
Executive Director
johnmichael@iloveuguy.org

SPECIAL THANKS

Joleen Reefer - City and County of Broomfield (Joleen coined the phrase, "Locks, Lights, Out of Sight.")

Pat Hamilton - Executive Director of Operations, Adams 12 Five Star Schools

Kent Davies - Emergency Manager, City and County of Broomfield

John McDonald - Executive Director, Safety, Security and Emergency planning, Jefferson County Public Schools

Sergeant Heidi Waits - Broomfield Police

CONTACT INFORMATION

The "I Love U Guys" Foundation can be reached online at <http://iloveuguy.org>.

Email: srp@iloveuguy.org.

The "I Love U Guys" Foundation
PO Box 1230
Bailey, CO 80421
303.428.3100

TABLE OF CONTENTS

Request for Comment.....	7
SRP Review Committee.....	7
History.....	8
Introduction.....	8
In the Beginning - 04.22.2009.....	8
Shelter-in-What?.....	9
Practical Origami - 05.18.2009.....	9
Operational Guidance - 08.09.2009.....	9
Posters and Handouts.....	9
Why Change?.....	10
What's New?.....	10
No Cost. To Anyone.....	10
Didn't Stop.....	10
Terms Of Use.....	10
Instructions.....	10
FEMA.....	11
Time Barriers.....	11
Introduced.....	11
Font Selection.....	11
Icons.....	12
Then and Now.....	12
Posters.....	13
Then and Now.....	13
Parent Handout.....	14
Then and Now.....	14
Red Card/Green Card.....	15
Then and Now.....	15
Audience Appropriate Versioning.....	16
Audience Appropriate Training.....	16
Prepare to Evade or Defend.....	16
Pre-K to Second Grade.....	17
K-12 School/District.....	18
Community Colleges.....	19
Business & Institution.....	20
On the Near Horizon.....	21
Advanced and Basic Certification.....	21
FAQ's.....	22
Appendix A.....	24
K-12 Poster.....	25
Higher Ed Poster.....	26
Business & Institution Poster.....	27
Appendix B.....	28
K-12 Handout.....	29
Higher Ed Handout.....	30
Business & Institution Handout.....	31



REQUEST FOR COMMENT

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

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

SRP REVIEW COMMITTEE

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

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

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

Dr. David Benke

The "I Love U Guys" Foundation
Bailey, Colorado

Sgt. AJ DeAndrea

Jefferson County Regional SWAT Team
Arvada, Colorado

Pat Hamilton

Director of Safe and Secure Environments
Adams 12 Five Star Schools
Thornton, Colorado

Steven J. Healy

Margolis, Healy & Associates, LLC
"Solutions for Safe Campuses"
Richmond, Vermont

John-Michael Keyes

Executive Director, The "I Love U Guys" Foundation
Bailey, Colorado

John McDonald

Executive Director
Safety, Security and Emergency Planning
Jeffco Public Schools
Lakewood, Colorado

Louis J. Rapoli

Emergency Preparedness Consultant
Peregrine Training Services
Former NYPD
Newburgh, New York

Lee Shaughnessy

Vice President The "I Love U Guys" Foundation
Denver, Colorado

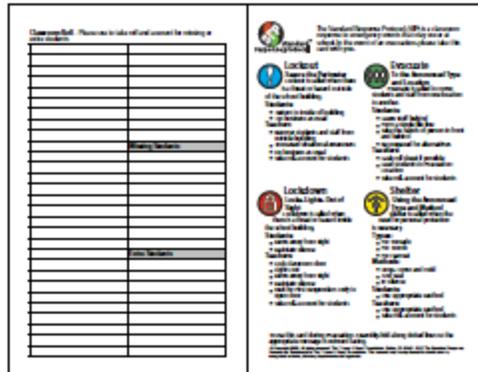
SHELTER-IN-WHAT?

As the Foundation explored the relevance of this approach, it dove deep into best practices. One of the consistent themes was FEMA's guidance regarding the use of plain language. As the actions were developed it became apparent that "Shelter-in-place" was really a code. A code to do whatever was appropriate, without any clear guidance on what to shelter for. Or how to shelter for it.

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

PRACTICAL ORIGAMI - 05.18.2009

The introduction of the SRP action icons appears in the first publishing of the Red Card/Green Card in May of 2009. The icons have become a symbol of the SRP but were initially an afterthought. In fact, the Red Card/Green Card folding presentation was a very exciting demonstration at a Foundation board meeting. "Oh, and by the way, there are some icons too," didn't even make the minutes.



Original Red Card / Green Card / Roll Card
Circa - Spring 2009

OPERATIONAL GUIDANCE - 08.09.2009

During this time, a level of effort was initiated in creating an Operational Guidance document for districts, departments and agencies.

The Change History of the document indicates that the preliminary version was released in early August of 2009. The document and practices iterated until October of 2009, when it was version locked and released. The Foundation offered it at no-cost online.

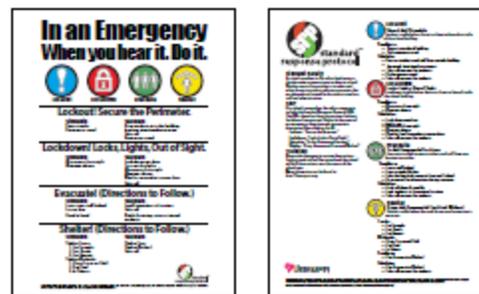
We ran into a middle school principal who told us that their district had "draconian" printing practices. Then he said, "We're a school, we can buy books. Do you have it in paperback?" That's when we discovered CreateSpace. They do on-demand publishing so we could have books available without the high up-front costs of printing thousands of books. Even better, they're an Amazon company and so the SRP was on Amazon. There was a catch though. They didn't offer an 8.5 x 11 trim size. So the book version of the SRP was 5.5 x 8.5. Two versions to maintain.



Operational Guidance the online PDF (left) and the printed book (right).

POSTERS AND HANDOUTS

Showing students and telling parents was also important. The poster and handout were created late 2009.



Classroom poster and student parent handout
Circa - Winter 2009

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

WHY CHANGE?

THOUSANDS OF SCHOOLS ARE USING IT!

The bottom line is simple. School, and community, safety is not a static model. Safety professionals should constantly scrutinize current practices. If the scrutiny reveals that change should occur, then change it. It's also important to deliver the changes with a reasonable migration path.

This is the outcome. As the five-year mark ended for the SRP, it became time to evaluate and improve on the historical standards. This is the result.

WHAT'S NEW?

NO COST. TO ANYONE.

In refreshing materials and guidance, we looked at every aspect of the SRP. The "I Love U Guys" Foundation made a profound decision. While Foundation programs were offered free of charge to Public schools, districts, departments and agencies, other organizations were asked for a modest donation to the Foundation. Across the US and Canada, Law Enforcement began expanding the recommendation of the SRP to other organizations.

While we welcome every donation, the suggested donation was occasionally a roadblock for implementation in the private sector. In 2015, the Foundation board approved providing the materials, at no cost, to any organization.

Saying it again, any School, District, Department, Agency or Organization can use the materials free of charge. All we ask is that the Foundation is notified.

DIDN'T STOP

That doesn't mean the Foundation has stopped taking donations. Like most non-profits we fill a gap between the public and private sectors. We think it's an important gap. Please take a moment to look at what we do and if it fits in your organization's philanthropic giving philosophy, please let us know how we can support your giving.

TERMS OF USE

2009 TERMS OF USE

The terms of use have been expanded. The original terms of use looked like this.

“Governmental districts, departments and agencies may freely use these materials under the following conditions:

Materials are not re-sold.

Materials are not modified.

Notification of use is provided to The "I Love U Guys" Foundation through either "Notice of Intent" or "Memorandum of Understanding."

Churches, higher education, private and parochial schools, institutions and businesses that use The Standard Response Protocol are encouraged to license use of the materials through a subscription. While the subscription is modest, grants or subsidies are available to offset the subscription costs.”

2015 TERMS OF USE

The terms of use introduced in 2015 expanded the audience and allows the ability to customize materials for local conditions.

“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. Lockout - "Secure the Perimeter"
 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *To the Announced Location*"
 - 2.4. Shelter - *Stating hazard and strategy*"
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Email notice to srp@iloveuguy.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events”

INSTRUCTIONS

UPDATED AND SIMPLIFIED

Actions remained unchanged. Directives were slightly modified to be more direct.



LOCKOUT! Secure the Perimeter.

The instruction "Lock perimeter doors" was added.



LOCKDOWN! Locks, Lights out of Sight.

The instruction "Wait for responder to open door" was changed to "Do not open the door."



EVACUATE! followed by a location

The instruction "Hand in hand" was removed.

This instruction "Bring your phone" was added.

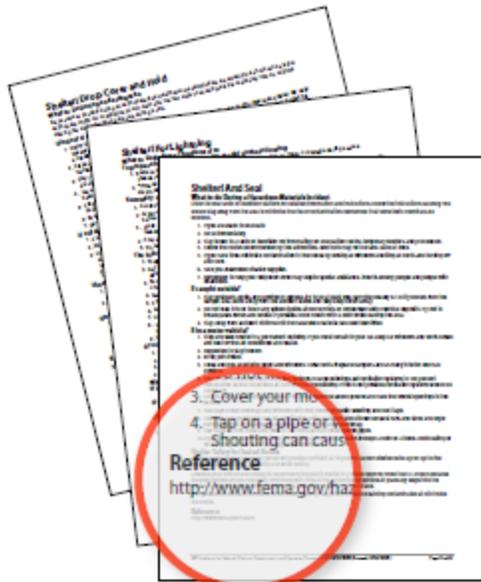


SHELTER! followed by the hazard and safety strategy. Removed all but two of the most common hazards and strategies. The goal is

schools that chose to, could customize shelter directions to local hazards or conditions.

FEMA FEMA SHELTER GUIDANCE REMOVED

In 2009 original operational guidance included material sourced directly from FEMA.



The materials very clearly stated that the guidance was sourced from FEMA not only in the introduction to the material, but additionally on every page.

As FEMA Guidance changed, this gave critics an opportunity to point a harsh, wagging finger at the entire program. (Yes, while they are few, there are critics of the SRP. Ironically, more often than not, they seem to be deeply invested in some code system or another.)

SRP V2 simply references that the current shelter methods are available on the FEMA website. Additionally, it recommends working with emergency management resources for localized threat mitigation and preparation.

TIME BARRIERS INTRODUCED

After Newtown, the Foundation investigated hundreds of active shooter events. What we found was that a locked classroom door is an incredible time barrier. In fact, so far we have found only two instances (out of hundreds) where a locked classroom was entered by a gunman. In both those cases, no one was harmed. In one, as the gunman was breaking in (through a side window, by the door), the occupants of that room escaped. In the other, the school resource officer tackled the shooter before a shot was fired.

There are dozens of accounts where a shooter tried either a locked or a successfully barricaded door, and moved on. SRP V2 introduces the concept of creating time barriers. And a locked door is a proven time barrier.

GRAPHIC DESIGN CHANGES

Graphic design is important. In developing the SRP, the Foundation recognized that it is competing for the attention of people who are targeted by the largest publishers on the planet. Publishers with top notch designers. Publishers with the resources to engage focus groups and end-user studies. Publishers that have established an expectation for classroom materials. It isn't simply enough to have a good program. Without a professional presentation, chances of adoption will diminish.

FONT SELECTION

We also changed fonts. The original materials were set using the Myriad family. Both digital and print design

trends in 2015 have moved to a cleaner, lighter sans-serif font and we've adjusted accordingly. New materials are set using the Helvetica Neue family.

FORM FACTORS

With CreateSpace supporting 8.5 x 11 trim sized books, the Foundation conformed all materials to that size. Whether an organization prints it in-house or chooses to purchase paperback versions, we don't need to maintain separate versions.

WHAT? DO WE NEED REPRINT EVERYTHING?

Please don't stress. The Foundation targeted an early 2015 release so that adequate time and priority planning could occur. Classroom posters and hand outs should be first on the list for 2015-2016 school year. Same with no-cost download-ables. Other internal documents that have been branded can be updated at the end of use for the materials.

ICONS THEN AND NOW

The SRP icons are often remarked on and have been a tremendous influence in program adoption. Again in assessing current design trends, the decision was made to "flatten" the look. Additional changes were made to the Lockout icon and the Lockdown icon. The Lockout icon changed from an exclamation point to two hands. More suggestive of the action. The Lockdown icon grew a little curvier and lost the key-hole, creating greater visual simplicity.



Lockout



Lockdown



Evacuate



Shelter

Standard Response Protocol Icons 2009



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol Icons 2015

POSTERS THEN AND NOW

The classroom poster was originally designed for tabloid (11 x 17) sized printing. Almost universally, posters were printed at 8.5 x 11. The poster design was conformed to 8.5 x 11. It can still be printed larger, white space will be just a bit different.

Lockdown has been moved to the top of the poster for better comprehension under stress. Instructions were updated.

See full size versions for all audiences in Appendix A.

In an Emergency When you hear it. Do it.


Lockout


Lockdown


Evacuate


Shelter

Lockout! Secure the Perimeter.

<p>STUDENTS Return inside Business as usual</p>	<p>TEACHERS Bring students into the building Increase situational awareness Take roll Business as usual</p>
--	--

Lockdown! Locks, Lights, Out of Sight.

<p>STUDENTS Move away from sight Maintain silence</p>	<p>TEACHERS Lock classroom door Turn out the lights Move away from sight Maintain silence Wait for responder to open door Take roll</p>
--	--

Evacuate! (Directions to Follow.)

<p>STUDENTS Leave your room/area Ways 2 flow Hazard in hand</p>	<p>TEACHERS Lead evacuation to location Take roll Notify if missing, extra or injured students.</p>
--	--

Shelter! (Directions to Follow.)

<p>STUDENTS Shelter near: 1. For tornado 2. For bomb 3. For suspect Shelter methods: 1. Drop, cover and hold 2. AND hold 3. In place</p>	<p>TEACHERS Shelter near Shelter method Take roll</p>
---	--



Standard Response Protocol Poster 2009

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

<p>STUDENTS Move away from sight Maintain silence Do not open the door</p>	<p>TEACHER Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance</p>	
---	--	---

LOCKOUT! SECURE THE PERIMETER.

<p>STUDENTS Return inside Business as usual</p>	<p>TEACHER Bring everyone indoors Lock perimeter doors Increase situational awareness Business as usual Take attendance</p>	
--	--	---

EVACUATE! TO ANNOUNCED LOCATION.

<p>STUDENTS Bring your phone Leave your stuff behind Follow instructions</p>	<p>TEACHER Lead evacuation to location Take attendance Notify if missing, extra or injured students</p>	
---	--	---

SHELTER! HAZARD AND SAFETY STRATEGY.

<p>STUDENTS</p>	<p>Safety Strategy</p>	<p>TEACHER</p>
<p>Hazard</p>	<p>Evacuate to shelter area</p>	<p>Lead safety strategy</p>
<p>Tornado</p>	<p>Get to high ground</p>	<p>Take attendance</p>
<p>Hazard</p>	<p>Get to high ground</p>	<p>Take attendance</p>
<p>Earthquake</p>	<p>Drop, cover and hold</p>	<p>Take attendance</p>
<p>Tsunami</p>	<p>Get to high ground</p>	<p>Take attendance</p>



Standard Response Protocol Poster 2016

PARENT HANDOUT THEN AND NOW

The parent handout has proven to be a valuable communication medium with parents and guardians. Changes include the verbiage modification reflected in the poster.

See full size versions for all audiences in Appendix B.

SRP standard response protocol

Student Safety
A critical component of a school's response to an emergency is to ensure that all students are accounted for and safe. Student safety is the top priority for all school personnel. All school personnel are responsible for ensuring student safety at all times.

SRP
The SRP is based on three basic actions: Lockout, Evacuate, and Shelter. In the event of an emergency, the appropriate action will be called out by the SRP.

Lockout: "Secure the Perimeter"
Lockout is called when there is a threat or hazard outside the school building.

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

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

Types:

- Fire
- Bomb
- Suspicious
- Suspicious Package
- Suspicious Vehicle
- Suspicious Mail

Methods:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Training:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

SRP
The SRP is based on three basic actions: Lockout, Evacuate, and Shelter. In the event of an emergency, the appropriate action will be called out by the SRP.

Lockout: "Secure the Perimeter"
Lockout is called when there is a threat or hazard outside the school building.

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

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

Types:

- Fire
- Bomb
- Suspicious
- Suspicious Package
- Suspicious Vehicle
- Suspicious Mail

Methods:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Training:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Standard Response Protocol Poster 2009

SRP STANDARD RESPONSE PROTOCOL

STUDENT SAFETY
A critical component of a school's response to an emergency is to ensure that all students are accounted for and safe. Student safety is the top priority for all school personnel. All school personnel are responsible for ensuring student safety at all times.

SRP
The SRP is based on three basic actions: Lockout, Evacuate, and Shelter. In the event of an emergency, the appropriate action will be called out by the SRP.

Lockout: "Secure the Perimeter"
Lockout is called when there is a threat or hazard outside the school building.

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

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

Types:

- Fire
- Bomb
- Suspicious
- Suspicious Package
- Suspicious Vehicle
- Suspicious Mail

Methods:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Training:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

SRP
The SRP is based on three basic actions: Lockout, Evacuate, and Shelter. In the event of an emergency, the appropriate action will be called out by the SRP.

Lockout: "Secure the Perimeter"
Lockout is called when there is a threat or hazard outside the school building.

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

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

Types:

- Fire
- Bomb
- Suspicious
- Suspicious Package
- Suspicious Vehicle
- Suspicious Mail

Methods:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Training:

- The Appropriate Method
- The Appropriate Method
- The Appropriate Method

Standard Response Protocol Poster 2015

AUDIENCE APPROPRIATE VERSIONING

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

Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated into safety plans in business, institutions and organizations across the US and Canada.

As a result, the Foundation has worked with safety professionals to create materials for all audiences. These are our first four audience specific versions of Operational Guidance and associated material.

AUDIENCE APPROPRIATE TRAINING

In addition to Operational Guidance, training materials, including a presentation and discussion guide are available for Kindergarten through Adult audiences. Training materials reflect a -T after audience identifiers.

PREPARE TO EVADE OR DEFEND

SRP V2 introduces materials and resources customized to specific audiences. While the actions and directives remain the same, one new instruction and appropriate audience types have been included.

For adult audiences, the instruction "Prepare to Evade or Defend" has been added to Lockdown guidance.

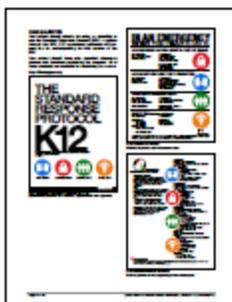
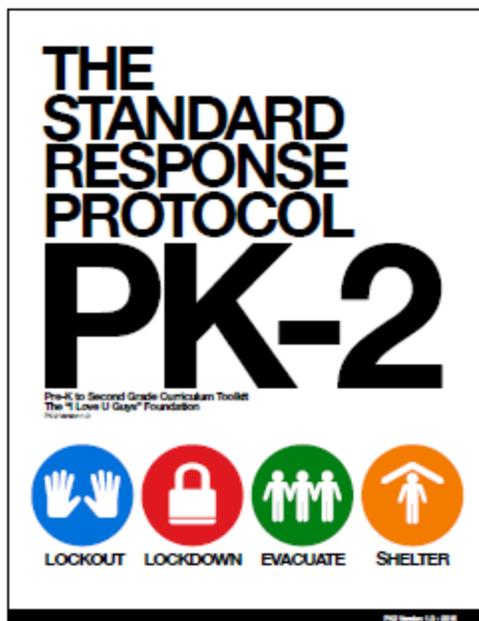


PRE-K TO SECOND GRADE CURRICULUM WORKBOOK

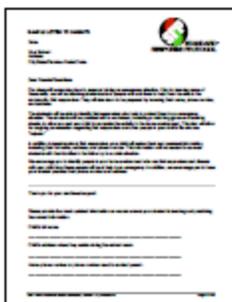
Berks County Intermediate Unit, Reading, PA, developed these materials for Pre-K to second grade students.

BCIU has also developed material in discussing the Run-Hide-Fight practice with a Pre-K to 2nd grade audience. Included in that material was instructional guidance about keeping students out of sight.

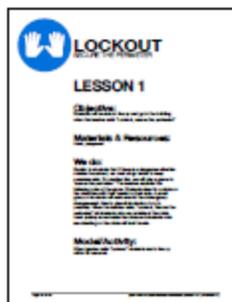
With deep gratitude the Foundation has been offered permission to include this program within the SRP. Shown below are sample pages representative of the product.



Prerequisites



Letter to Parents



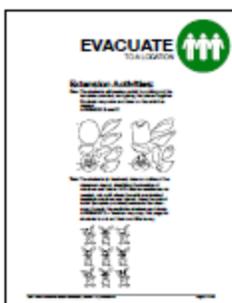
Lockout Lesson



Lockout Extension Activities



Lockdown - Out of Sight



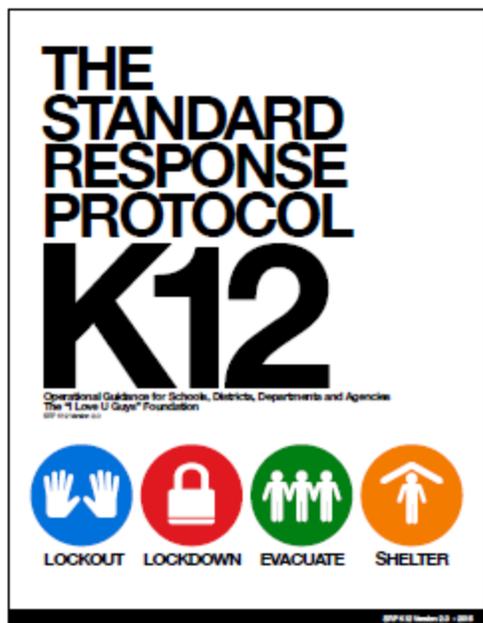
Evacuate Extension Activities



Shelter - Rabbit Yoga Pose



First Responders



K-12 SCHOOL/DISTRICT OPERATIONAL GUIDANCE

The next version of Operational Guidance for Schools, Districts, Departments and Agencies. Updated materials and guidance including Lockout Entry Poster, Lockdown Drill Poster, Lockdown Drill Planning and logging and a Frequently Asked Questions section.



Lockout has new resources



Lockout Entry Poster



Lockdown has new resources



Lockdown Drill Poster



Lockdown Drill Guidance



Teacher Classroom Guide



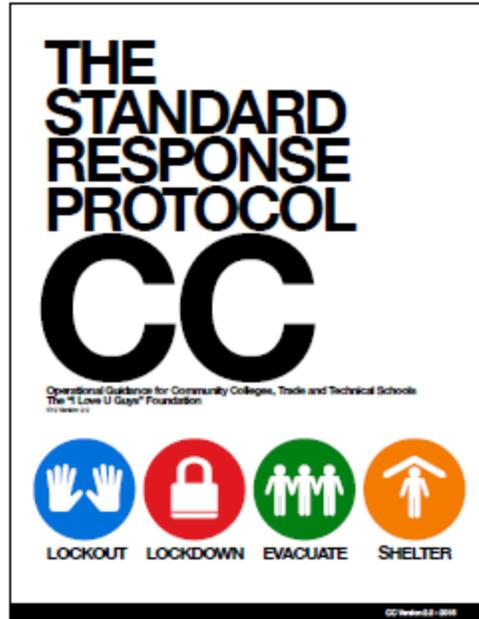
SRP in a Nutshell



Frequently Asked Questions

COMMUNITY COLLEGES OPERATIONAL GUIDANCE

For community colleges, the target audience has been relabeled from Students and Teachers to Students and Staff. Additionally, "Prepare to evade or defend" has been added as a Lockdown instruction.



Targeted Introduction



Notification Challenges



Shelter



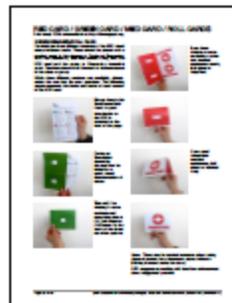
Additional Resources



Frequently Asked Questions



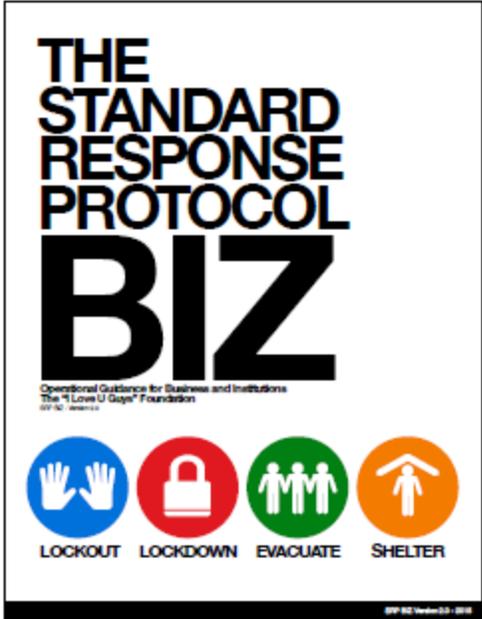
Audience Appropriate



Red Card/Green Card



Med Card



BUSINESS & INSTITUTION OPERATIONAL GUIDANCE

Omaha Police Department, Sarpy County and Omaha businesses provided an insightful assessment of the SRP and suggested modifications for institutional use.

The result was an extraordinary fine tuning of the SRP for an adult, business audience. In addition to the instructional additions, for businesses and institutions, the target audience has been relabeled from Students and Teachers to Occupants and Staff. Also, "Prepare to evade or defend" has been added as a Lockdown instruction.



The Peace Quote



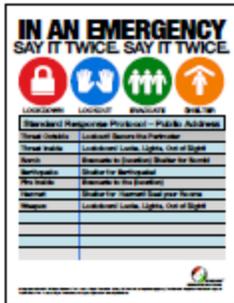
Lockout Guidance



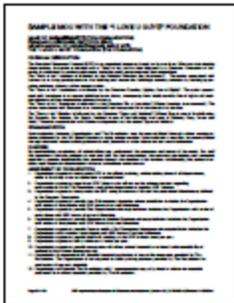
Lockdown Guidance



Staff Handout



Public Address Protocol



Foundation MOU



SRP in a Nutshell



Frequently Asked Questions

ON THE NEAR HORIZON ADVANCED AND BASIC CERTIFICATION

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

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

WHAT'S IT COST?

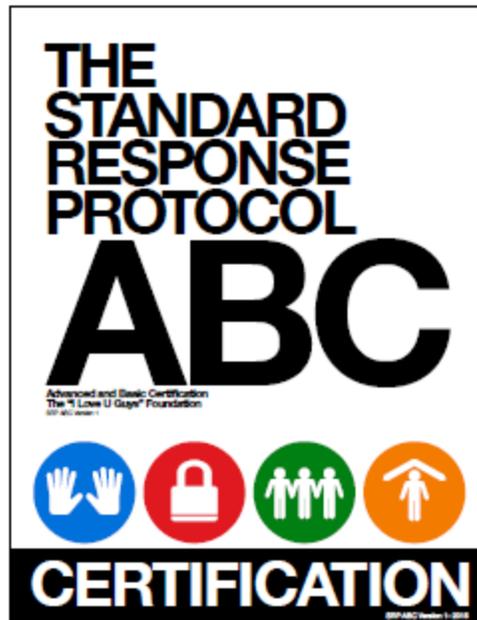
The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$3,000 in addition to training costs it demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

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

WHY CERTIFY?

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



WHAT ARE THE REQUIREMENTS FOR BASIC CERTIFICATION?

For full details see the Standard Response Protocol - ABC guide available online at iloveuguy.org, but in general Basic Certification includes the presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organizations' community.

Within those general guidelines are specific program objectives and procedures.

WHAT ARE THE REQUIREMENTS FOR ADVANCED CERTIFICATION?

Advanced Certification includes all outcomes from Basic Certification but also requires on-site training and evaluation. In some cases, a train the trainer model would demand off site training at another certified location. The Foundation offers a two day certified training, at a reduced rate, twice a year in Colorado.

ARE THERE ANY GRANTS AVAILABLE?

While we feel both certification programs are fairly priced, there is a grant process that can reduce or eliminate the certification costs.



FAQ'S FREQUENTLY ASKED QUESTIONS

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

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Simply download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/ INSTITUTION USE?

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

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

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

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

WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

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

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

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

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

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

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

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

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

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

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

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

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

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

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

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

I THOUGHT I SAW SHELTER GUIDANCE?

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

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

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

CAN I MODIFY MATERIALS?

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

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

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

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. We generated all of the artwork using Pages for Mac (Version 4.8). To receive access to available source documents, please send an email with your name, title and organization to source_documents@iloveguys.org.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

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

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

Schools, districts, departments and agencies are free to use the materials under the "Terms of Use" outlined on Page 5 of this document.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

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

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

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

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

DO I HAVE TO SEND A NOTICE OF INTENT?

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

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

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

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

CAN I PUT OUR LOGO ON YOUR MATERIALS?

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

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

In some states we have co-branding agreements with "umbrella" organizations. (Often school district self insurance pools.) In those states we ask that you also include the umbrella organizations branding.

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

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

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

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

DOES THE SRP WORK WITH "RUN, HIDE, FIGHT?"

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

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

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

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

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

DOES THE SRP WORK WITH "AVOID, DENY, DEFEND?"

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

<http://www.avoiddenydefend.org>

APPENDIX A
ALL VERSIONS OF THE SRP POSTER

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

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



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

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



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

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

TEACHER

Lead safety strategy
Take attendance



IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Prepare to Evade or Defend

STAFF

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



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

STAFF

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



EVACUATE! (To the announced location.)

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

STAFF

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



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

STUDENTS

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

STAFF

Lead safety strategy
Take attendance



IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

OCCUPANTS

Move away from sight
Maintain silence
Prepare to evade or defend

STAFF

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



LOCKOUT! SECURE THE PERIMETER.

OCCUPANTS

Return inside
Business as usual

STAFF

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Account for occupants



EVACUATE! (To a location.)

OCCUPANTS

Bring your phone
Leave your stuff behind
Follow instructions

STAFF

Lead evacuation to location
Account for occupants
Notify if missing, extra or injured
occupants or staff



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

OCCUPANTS

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

STAFF

Lead safety strategy
Take attendance



APPENDIX B
ALL VERSIONS OF THE SRP HANDOUT



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 - "For a Hazard Using a Safety Strategy"

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://iloveuguyz.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
- 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 A LOCATION

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

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

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



SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



© Copyright 2009-2014, All rights reserved. The "I Love U Guys" Foundation, Bailey, CO 80421. SRP: The Standard Response Protocol and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may registered in certain jurisdictions. This material may be duplicated for distribution by recognized schools, districts, departments and agencies.
SRP Handout for K-12 | Version 2.0 | 01/06/2013 | Revised: 01/06/2013 | <http://iloveuguyz.org>





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

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

NOTIFICATION PROGRAM

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

TRAINING

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

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

LOCKOUT SECURE THE PERIMETER

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

STUDENTS:

- Return to inside of building
- Do business as usual

STAFF

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



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

STUDENTS:

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

STAFF:

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



EVACUATE TO A LOCATION

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

STUDENTS:

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

STAFF:

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



SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Use Appropriate Safety Strategy

STAFF:

- Use Appropriate Safety Strategy
- Account for staff and occupants



© Copyright 2009-2014. All rights reserved. The "I Love U Guys" Foundation, Bailey, CO 80421. SRP The Standard Response Protocol and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution by recognized schools, districts, departments and agencies.
SRP Handout for K12 | Version 2.0 | 01/06/2013 | Revised: 01/09/2013 | <http://iloveugays.org>





STANDARD™ RESPONSE PROTOCOL

PERSONAL SAFETY

A critical ingredient in personal safety is the standard response to any incident. Weather events, fire, accidents, intruders and other threats to personal safety are scenarios that organizations plan and train for.

SRP

Our organization is expanding the safety program to include the Standard Response Protocol (SRP). In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

NOTIFICATION PROGRAM

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

TRAINING

Please take a moment to review these actions. Training and drilling will occur with the staff.

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 building.

OCCUPANTS:

- Return to inside of building
- Do business as usual

STAFF

- Recover occupants and staff from outside
- Increased situational awareness
- Do business as usual
- Account for staff and occupants



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

OCCUPANTS:

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

STAFF:

- Lock interior doors
- Lights out
- Move away from sight
- Maintain silence
- Prepare to evade or defend
- Do not open the door
- Account for staff and occupants



EVACUATE TO A LOCATION

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

OCCUPANTS:

- Bring your phone
- Leave your stuff behind
- Keep your hands visible
- Be prepared for alternative instructions.

STAFF:

- Lead occupants to Evacuation Location
- Account for staff and occupants



SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

OCCUPANTS:

- Use Appropriate Safety Strategy

STAFF:

- Use Appropriate Safety Strategy
- Account for staff and occupants

ANNEX 4

Emergency Management Operations Group

Functional Group/Title	Role
EMOG Chair Dr. Rhonda Epper	<ul style="list-style-type: none"> • Directs all activities of the EMOG. • Serves as liaison between Policy Group and EMOG.
Public Safety/Emergency Management/Security Dr. Rhonda Epper	<ul style="list-style-type: none"> • Declares and ends the emergency. • Directs activities of college incident response team. • Coordinates with external emergency response agencies. • Reports to the incident site as requested. • Solicits qualified personnel to incident site (traffic and perimeter controls). • Conducts after-action reviews.
Student Services Alfredo Burciaga	<ul style="list-style-type: none"> • Liaison with student support services. • Provides relevant information regarding existing students of concern from disciplinary and behavioral intervention team records. • Responsible for patient tracking and reunification.
Risk Management Alex Roybal	<ul style="list-style-type: none"> • Acts as campus safety officer and compiles information needed for the after-action report.
Human Resources Yvette Atencio	<ul style="list-style-type: none"> • Responsible for personnel accountability and legal matters.
VP of Operations and Workforce Development James Kynor Senior Marketing Director	<ul style="list-style-type: none"> • Responsible for information dissemination to the college community, public sector, and media outlets. • Assists with emergency notification.
Finance – Emergency Response Shannon Shivley	<ul style="list-style-type: none"> • Coordinates financial matters. • Works with HR director for allocation of employee reimbursement during emergencies.
Business Services – COOP Shannon Shiveley	<ul style="list-style-type: none"> • Coordinates financial matters as needed for continuity of operations.
Procurement Amada Vigil	<ul style="list-style-type: none"> • Determines whether a Request for Proposal (RFP), competitive sealed bid, or other methods shall be used for each procurement during an emergency.
Facilities Theresa Martinez	<ul style="list-style-type: none"> • Solicits qualified staff members to incident site for utility control, trades, environmental health & compliance, and damage control. • Technical resources for long-term shelter in place.
Executive/Administrative Support Group Linda Perry Lynette Bates	<ul style="list-style-type: none"> • Acts as liaison to Policy Group. • Serves as a resource person. • Documents activities and meetings.
Information Technology Ira Williamson	<ul style="list-style-type: none"> • Assists with emergency notification and equipment. • Provides support for communications and data management.
Campus Emergency Resource Group Safety Committee	<ul style="list-style-type: none"> • Solicits qualified personnel to incident site. • Assists EMOG and Leadership in interpreting, understanding, and predicting activities of external public safety organizations. • Functions as Liaison with external public safety agencies.

