

THE STANDARD RESPONSE PROTOCOL HED

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

HIGHER EDUCATION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS

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

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

PUBLIC ADDRESS

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

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

ACTIONS

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

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

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

RESPONSIBILITY

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

PREPARATION

Campus training.

DRILLS

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

CONTINGENCIES

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

EXAMPLES OF HOLD CONDITIONS

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

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



SECURE

Get Inside, Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

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

PUBLIC ADDRESS

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

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

MASS NOTIFICATION

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

ACTIONS

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

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

There may be occasions when people expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be discouraged.

During the training or orientation, it should be emphasized to students and staff that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

MONITORED ENTRY

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

RESPONSIBILITY

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

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

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

REPORTED BY

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

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

PREPARATION

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

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

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

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

DRILLS

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

CONTINGENCIES

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

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



LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

PUBLIC ADDRESS

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

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

MASS NOTIFICATION

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

ACTIONS

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

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

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

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

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

REPORTED BY

Lockdown is typically reported by students or staff to the safety personnel. Who then invokes, or instructs administration to invoke, the public address or mass notification. It may also be reported by local emergency dispatch.

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

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

PREPARATION

Identify room access points that can and should be locked. These may include doorways, windows, loading docks, and fire escape ladder access points.

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

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

DRILLS

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

CONTINGENCIES

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

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

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

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

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

RED CARD/GREEN CARD

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



EVACUATE

A Location may also be given

EVACUATE TO A LOCATION

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

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

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the lobby."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

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

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

PREPARATION

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

EVACUATION ASSEMBLY

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

DRILLS

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

CONTINGENCIES

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

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

RED CARD/GREEN CARD

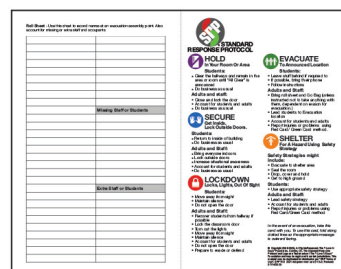
This is for use in an Evacuation Assembly to do a quick status assessment. It is not for classroom use during a Lockdown or Drill. Choose to use the one that's best for your environment.

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

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



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



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



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



SHELTER

State the Hazard and Safety Strategy

SHELTER

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

PUBLIC ADDRESS

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

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

HAZARDS MAY INCLUDE

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

SAFETY STRATEGIES MAY INCLUDE

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

ACTIONS

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

INCIDENT COMMAND SYSTEM

The Incident Command System should be initiated.

RESPONSIBILITY

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

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

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

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

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

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

PLAIN LANGUAGE

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

ABOUT SHELTER-IN-PLACE

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

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

CUSTOMIZATION

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