



## 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.

## 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.

## COMMITMENT

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

## WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website, [iloveguys.org](http://iloveguys.org), for the detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but the Foundation cannot guarantee that the actual source is still available at that site.

## 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 (details in the MOU and NOI documents) or a Commercial Licensing Agreement.

## COMMERCIAL LICENSING

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

## ABOUT SRP 2025

The "I Love U Guys" Foundation is committed to reviewing Standard Response Protocol materials every two years.

For SRP 2023, there was expanded guidance, the introduction of the "SRP Lockdown Drill," and new communications guidance. SRP 2025 builds on 2023 and offers further guidance on each the use of each action.

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

## THE "I LOVE U GUYS" FOUNDATION MOU

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

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

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

This can be emailed to [srp@iloveguys.org](mailto:srp@iloveguys.org)

## NOTICE OF INTENT

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

Minimally, schools, districts, departments, and agencies that are assessing the SRP and plan to incorporate the program into their safety plans and practices should email [srp@iloveguys.org](mailto:srp@iloveguys.org) and let The Foundation know.

## FAIR USE POLICY AND DMCA DISCLAIMER

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

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## TERMS OF USE

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

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

## ONE DEMAND

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

Certainly, temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

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

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at [srp\\_rfc@iloveu-guys.org](mailto:srp_rfc@iloveu-guys.org). Please include contact information, district, department or agency, including daytime phone.



# STANDARD RESPONSE PROTOCOL

## INTRODUCTION

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

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art,” which are actions, and “Directives” defined by this protocol.

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

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators, and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found on-line at [iloveguys.org](http://iloveguys.org)

## A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

## TIME BARRIERS

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

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

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

## THE POWER OF A LOCKED DOOR

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report\* says this:

***“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”***

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom through the side panel window next to the door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

## BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a

counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

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

If it was not done during the development of the

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

*\*FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION  
Presented to Governor Dannel P. Malloy State of Connecticut  
March 6, 2015 - Document page 238 - Appendix A-I.1*



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

## THE STANDARD RESPONSE PROTOCOL OVERVIEW

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

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

### SRP IS ACTION BASED

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

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

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

## ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

## BENEFITS

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

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may direct students in parts of the school to "Evacuate to a different building," and later "Evacuate to the bus zone."

## TACTICAL RESPONSES

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

## SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.