Morgan Community College

EMERGENCY OPERATIONS PLAN

May 2015
Letter from the President

Morgan Community College is committed to protecting the welfare of its community members as well as its intellectual property and facilities. The Morgan Community College (MCC) Emergency Operations Plan (EOP) is the official plan designated to address specific hazards and circumstances that constitute an emergency for MCC staff, faculty, students, and property. The EOP is given authority by the President of CCCS under State Board for Community Colleges and Occupational Education Board policies.

This EOP is a guide for emergency management and coordination of all phases of emergency response in order to minimize the impacts of disasters and incidents, to protect people and property, and to restore any interruptions to College operations.

Morgan Community College can best prepare to meet the enormous challenges emergencies present by working together. Thus, Morgan Community College expects individuals and departments to effectively organize, coordinate, and direct available resources toward emergency response and recovery.

The EOP is designed to help students, staff, and faculty respond appropriately when emergency conditions exist. Although events are unpredictable, this EOP allows for immediate response procedures thereby minimizing danger to lives and property. Every member of Morgan Community College should review this plan, in order to understand her or his role should an emergency or disaster occur.

Dr. Kerry Hart, President
Morgan Community College
Approval and Implementation

The Morgan Community College emergency Operations Plan is written and maintained under the authority of the MCC Vice President for Administration and Finance.

This plan supersedes all previous emergency plans and shall be in full effect as of the date shown.

This Emergency Operations Plan has been reviewed and approved by the College’s Policy Group which is the Management Leadership Team (MLT):

Dr. Kerry Hart  
President  

Susan Clough  
Vice President for Administration and Finance  

Kent Bauer  
Vice President for Student Success  

Dr. Monica Ramirez  
Vice President for Instruction  

6/1/2015  
Date
Record of Changes and Reviews

The College EOP\(^1\), including annexes, will be reviewed and approved by VP for Administration and Finance in conjunction with the System Legal Department, on an annual basis. All updates and revisions to the plan, excluding minor typographical and grammatical errors, will be tracked and recorded in the following table.

This plan is a “living document” and will be continuously updated as conditions change. This plan may be updated as a result of exercise lessons learned, as new guidelines are distributed, and as needed.

<table>
<thead>
<tr>
<th>CHANGE # or REVIEW</th>
<th>DATE</th>
<th>ENTERED BY</th>
<th>SUMMARY OF CHANGES</th>
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<tbody>
<tr>
<td>1-Annex 2</td>
<td>10/2/15</td>
<td>Susan Clough</td>
<td>Updated EOP Roles to ICS format</td>
</tr>
<tr>
<td>2-App B, Various</td>
<td>10/30/15</td>
<td>Susan Clough</td>
<td>Updated Acronyms &amp; various minor edits</td>
</tr>
</tbody>
</table>

\(^{1}\)Terms are defined in Appendix B
Record of Distribution

The Morgan Community College Emergency Operations Plan (EOP) has been distributed to each member of the Policy Group and Emergency Response Team (ERT).

Copies of this plan are to be made available to the following external partners:

Local Law Enforcement Agencies to include:
- Local Police Department
- County Sheriff’s Office
- Local Fire Department

An electronic version of the EOP has been posted to the MCC Portal.

Acknowledgements
The Colorado Community College and Morgan Community College wish to acknowledge Pikes Peak Community College for its development of a model plan from which this EOP was built. Additional acknowledgements include:

- The emergency operations teams at each of the 13 CCCS colleges and the System Office for working collaboratively with ERCM consultants to share best practices and experiences for the development of this EOP.
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Section 1: Overview

1.1 INTRODUCTION

Morgan Community College is committed to the safety and well-being of its students, faculty, staff, and visitors. In accordance with applicable laws, regulations, and policies that govern emergency preparedness and response, the College has established an Emergency Operations Plan (EOP) to address major emergencies that may threaten the health and safety of the College community and/or its neighbors, affect College facilities and resources, or disrupt College operations.

The EOP is designed to provide guidance for response to, and management of, minor emergencies, major emergencies, and disasters. An emergency is any unplanned event that may cause death or significant injuries to members of the College community or the public, may disrupt College operations, may cause physical or environmental damage, or may threaten the College’s financial standing or public image.

Because this EOP is designed as a flexible management system, part or all of it may be activated as appropriate to a situation. Its general procedures for the management of information, activities, and operations can be applied as needed during any level of emergency. The overall priorities of the College during a disaster are the protection of lives, property, campus, local community, and the environment. The overall objective is to respond quickly to emergency conditions and manage the process of restoring College academics and services.

1.2 PURPOSE

The Morgan Community College Emergency Operations Plan is the College’s general plan to prepare for, respond to, and recover from emergencies and disasters. The College established this plan to address the immediate requirements for an emergency or disaster that interrupts normal operations.

The EOP provides:

- An organizational and conceptual framework for emergency management;
- Guidelines and procedures for responding to a broad range of natural and human-caused emergencies;
- Key responsibilities and assignments; and
- Guidelines and procedures for recovery and continuity of operations following an
1.3 SCOPE

The EOP provides guidance for the five phases of emergency management and applies to all hazards that could potentially occur on any property owned or operated by the College.

However, the EOP may also be activated during a community or regional crisis that may impact College personnel or business operations. A regional utility outage, a hazardous material spill on a major highway, or a wildfire in a local area may necessitate EOP activation to coordinate emergency information and support services for personnel. A major emergency in the community that affects our students, faculty, and staff is also a College emergency.

1.4 EMERGENCY MANAGEMENT PHASES

The EOP addresses activities that take place during all five phases of emergency management: prevention, mitigation, preparedness, response, and recovery.

**Prevention**

Prevention encompasses all measures taken to decrease the likelihood that an event or crisis will occur.

**Mitigation**

Mitigation encompasses the elimination of hazards, reduction in the probability of hazards causing an emergency situation, and/or the lessening of consequences from unavoidable hazards. Mitigation should be a pre-disaster activity, although mitigation may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation.

**Preparedness**

Preparedness occurs before an emergency or disaster strikes, and is intended to save lives as well as assist with response, rescue, and recovery efforts. Preparedness activities include, but are not limited to, developing and maintaining Emergency Operations Plans and Continuity of Operations Plans; conducting training for College personnel; conducting periodic drills and exercises to test emergency procedures and training.
Response

Response operations are intended to resolve a situation while minimizing casualties and property damage. Response activities include warnings, emergency medical services, firefighting, law enforcement operations, evacuation, shelter and mass care, search and rescue, and other associated functions.

Recovery

The recovery phase includes short-term and long-term actions to resume normal operations once an emergency incident is under control or over. Examples of recovery programs include restoration of College services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged facilities and infrastructure.

1.5 SITUATIONS

A disaster can strike anytime, anywhere, and can take many forms: blizzard, tornado, flood, epidemic, fire, hazardous material spill, act of nature, or an act of terrorism. It can build over a number of days or weeks, or can occur suddenly without warning.

The EOP is an all-hazards plan, meaning it applies to all types of hazards that can threaten the College, its occupants, and the surrounding community.

Hazards generally fall into three categories:

- **Natural Hazards**: Natural threats such as severe weather, fire, flood, earthquake, epidemic.
- **Technological Hazards**: Technological or industrial accidents such as cybersecurity issues, radiological or hazardous materials release, power failures.
- **Human-Caused Hazards**: Deliberate, intentional human actions to threaten or harm others including criminal or terrorist acts, school violence, or bombings.

1.6 PLANNING ASSUMPTIONS

Emergency planning requires a commonly accepted set of assumed operational conditions that provide a foundation for establishing protocols and procedures. These assumptions are called planning assumptions, and the standard practice is to base planning on the worst-case conditions.
The following planning assumptions were incorporated into this EOP:

- The safety of students and the continuity of their education are paramount.
- Critical lifeline utilities may be interrupted including water delivery, electrical power, natural gas, telephone communications, microwave and repeater based radio systems, cellular telephones and information systems.
- A critical incident, crisis, or disaster may occur at any time of the day or night, weekend or holiday, and with little or no warning.
- Some emergency incidents will necessarily involve a regional response.
- The College might receive delayed response from, or be without, certain city, county, or contract emergency response personnel and must be prepared to handle these situations until outside assistance arrives.
- Any employee of the College may be tasked by this EOP.
- Local law enforcement agencies and fire departments will respond based on jurisdiction and support agreements or mutual aid agreements.
- Major roads, overpasses, bridges and local streets may be damaged.
- Buildings and structures, including homes, may be damaged.
- Normal suppliers may not be able to deliver materials.
- Contact with family and homes may be interrupted.
- Conditions may be unsafe to travel off campus and people may become stranded at the College.
- The College will need to conduct its own rapid damage assessment, situation analysis, and deployment of on-site resources and management of emergency operations on campus while emergency conditions exist.
- Emergency conditions that affect the campuses will likely affect the surrounding communities.
- The decision to declare a Campus State of Emergency rests with the College President or designee.
- Once the emergency is over, the College will resume normal operations.

1.7 CONCEPT OF OPERATIONS

In any emergency situation, the top priorities are:

- Life safety
- Incident stabilization
- Protection and preservation of property and the environment

The college Emergency Response Team (ERT) personnel will immediately respond to an emergency incident occurring at the College, will request additional external and internal
resources as necessary to address the situation, and in conjunction with designated information technology personnel, will issue alerts and instructions as the situation warrants.

If a prolonged emergency operation occurs, the MCC ERT and MLT, along with CCCS Emergency Management Operations Group (EMOG) will coordinate support for MCC staff, faculty, and students during and after an incident, and to ensure continuity of College operations.

The nature and scope of a given emergency situation may necessitate partial or full evacuation of buildings and/or campuses, or lockdown of campus facilities. Access to specific campus areas may be temporarily restricted. Normal operations will resume at the discretion of the President or his/her designated representative.

1.8 CAMPUS STATE OF EMERGENCY

A Campus State of Emergency is a declaration which usually suspends normal functions of the campus or College, alerts staff, faculty and students to change their normal behaviors, or implements parts of the Emergency Operations plan. The College would normally declare a Campus State of Emergency during a time of natural or man-made disaster.

The authority to declare a Campus State of Emergency rests with the College President or designee. If a Campus State of Emergency is declared, it may become necessary to restrict access to specific areas on campus to authorized individuals. Only those authorized individuals who have been assigned emergency or resource duties will be allowed to enter the area or building affected by the incident.

1.9 DEPARTMENTAL RESPONSIBILITY: CONTINUITY OF OPERATIONS

Each department and/or division should prepare and maintain a Continuity of Operations Plan (COOP). The COOP basically contemplates destruction of the departments or division’s physical setting, and reasonable measures to mitigate both short-term and long-term effects of displacement.

Each responsible director or department head should maintain, and have available, an emergency list of employee names and telephone numbers. COOP documents should include an organizational chart that clearly delineates chains of responsibility.

1.10 EMPLOYEE RESPONSIBILITY
An emergency can strike anytime or any place, and a disaster will affect everyone. All CCCS employees have a personal responsibility to know what to do before, during, and after an emergency in order to ensure their own personal safety.

College employees should read and be familiar with safety and emergency information. They should also know the locations of emergency exits, fire extinguishers, Automated External Defibrillators (AEDs), and designated shelter areas, as well as emergency phone numbers to communicate with law enforcement. The measures outlined in this EOP, together with common sense, are intended to prevent injury and to minimize property damage. It is important to remember that while first responders will do their best to assist people, during an emergency situation individuals (including those with access and functional needs) are ultimately responsible for their own safety.

1.11 PLAN DEVELOPMENT AND MAINTENANCE

This Emergency Operations Plan will be reviewed for completeness at least once per calendar year under the direction of the CCCS Legal Department. Changes will be documented on the Record of Changes and Reviews page at the beginning of this document.

1.12 AUTHORITIES

Legal authority for emergency operations is granted by established federal, state, and laws, statutes, ordinances, executive orders, regulations, Board Policies, System President’s Procedures, and formal agreements relevant to emergencies.

A full list of authorities and references is supplied in Appendix A of this plan.
Section 2: Organization and Assignment of Responsibilities

2.1 ORGANIZATION FOR PLANNING

The Vice President for Administration and Finance reviews and coordinates College-level emergency preparedness plans with the Emergency Response Team (ERT).

2.2 COLLEGE EMERGENCY MANAGEMENT STRUCTURE

2.2.1 Emergency Activation Levels

- **Level 1 Emergency:**
  Campus emergencies which are managed using existing College resources with limited outside assistance, and are typically on College property.

  ERT may activate. If activated, ERT will determine if the Emergency Coordination Center (ECC) will be activated with partial or full staffing. College Incident Command may be initiated depending on circumstances.

- **Level 2 Emergency:**
  A major emergency that affects an area or building of the College community, may significantly affect life safety concerns, and/or impact mission critical functions.

  External emergency resources will likely be required and will assume command of the emergency response effort with input from College resources. The MLT and ERT will activate and determine whether the Emergency Coordination Center (ECC) should be staffed partially or fully. College Incident Command will be activated to handle internal functions and may participate in Unified Command with local responders.

- **Level 3 Emergency:**
  A disaster, which by nature and impact extends beyond the College, not only disrupting and/or halting operation and functions of the College, but also those of the surrounding community.
External emergency resources will assume command of the emergency response effort. The College will provide support as requested and able. MLT and ERT will activate, and may contact CCCS EMOG for assistance as needed. College Incident Command will be activated to handle internal command functions and will participate in Unified Command with local responders.

2.2.2 Incident Management

To manage emergency incidents, the College utilizes a tiered structure involving a Policy Group which is the Management Leadership Team (MLT) and Emergency Response Team. The Policy Group or MLT, serves as an advisory board for the President and provides strategic guidance during incidents.

The Emergency Response Team (ERT), includes a cross-functional group of staff members that support MCC students, staff, and faculty, and College operations during and after an emergency incident.

The College will activate the Emergency Coordination Center (ECC) as needed for an emergency or disaster. The College will notify the System Office of Level 2 or Level 3 emergencies.

2.3 POLICY GROUP (MANAGEMENT LEADERSHIP TEAM OR MLT)

Under the direction of the President or designee, the Policy Group provides direction in making strategic policy decisions for any incident that affects the College’s ability to perform its critical operational functions. This group has the authority to proclaim College emergencies and to issue directives regarding the status and resumption of College educational programs. The Policy Group is also responsible for notifying and informing key College constituents and stakeholders.

The Policy Group is comprised of College President, Vice President for Administration and Finance, Vice President of Instruction and Vice President for Student Success.

The President is the senior executive official for the College. In the absence of the President, a designee will assume these responsibilities. Typically this designee will be the Vice President for Administration and Finance.

2.3.1 Policy Group Responsibilities
- Serves as a strategic planning committee that focuses on policy issues separate and distinct from direct operational response to an emergency or disaster.
- Provides guidance and support to the Emergency Response Team.
- Approves action of the Emergency Response Team as needed.
- Works with the PIO to communicate information to key constituents and stakeholders through various means.

### 2.3.2 Policy Group Activation

- The Policy Group is activated by the President or designee. When activated, the Policy Group will convene at a location as dictated by the nature and location of the incident, or as determined by available members of the Policy Group. The Policy Group should establish protocols for convening electronically, as needed.

### 2.3.3 Overview of Policy Group Member Responsibilities

| President | • Acts as highest level of campus authority during emergency, crisis or disaster.  
• Leads Policy Group in making critical policy decisions regarding College response and recovery. |
|---|---|
| Chief of Operations Vice President of Administration and Finance | • Acts as primary alternate in President’s absence.  
• Responsible for decisions concerning the cancellation, rescheduling, or relocation of classes, tests, and other programs interrupted by an incident.  
• Provides policy guidance.  
• Acts as liaison with state Risk Management. |
| Student Services Vice President of Student Success | • Maintains logs of significant events related to student services.  
• Assesses and coordinates student crisis management and other needs.  
• Ensures compliance with Dept. of Education regulations.  
• Accountability.  
• Coordinates class rosters with registrar. |
| Academics Vice President of Instruction | • Serves as lead representative in matters related to academic interface with the ERT operations and academic issues.  
• Liaison for instructional services.  
• Works with Incident Command to assess disaster effects on academic areas. |
| Human Resource Director of Human Resources | • Maintains logs of significant events related to human resources.  
• Requests for legal advice from CCCS Legal Department on behalf of Policy Group or ERT. |
2.4 EMERGENCY RESPONSE TEAM (ERT)

The Emergency Response Team (ERT) is drawn from departments or divisions involved in managing emergencies or supporting emergency management.

The following functions should be included:

- Operations
- Facilities
- Students Services
- Human Resources
- Marketing and Communication
- Finance and Business Services
- Procurement
- Information Technology
- College personnel with Fire Training, Emergency Management, EMT, mental health or similar backgrounds

This group will provide input and advisement to Incident Command staff and/or the MCC Policy Group during an emergency incident.

The President will designate a chair of the ERT. Typically this has been the Vice President for Administration and Finance at MCC. The ERT will meet to discuss plans and readiness a minimum of twice per calendar year, and will convene as necessary for emergencies, incidents, or large-scale events.

2.4.1 ERT Activation
The ERT is activated by any member of the group as dictated by type of emergency incident or after consultation with appropriate Incident Command Staff. The notification will be sent out by loud speaker, electronic or voice communication.

A member of the Policy Group (MLT) or Coordinator of Physical Facilities may activate the ERT without further discussion by virtue of the likelihood that he/she may be serving as the Incident Commander at any given scene.

When activated, the ERT will convene at the following pre-designated locations:

1. Cottonwood Hall: Classroom 100
2. Aspen Hall: VP of Administration Office 226
3. Spruce Hall: Conference Room 307
4. Elm Hall: Maintenance Control Room
5. Cedar Hall: Director’s Office
6. Birch Hall: Faculty Office
7. 300 Main St: Main Floor Conference Room

Other locations as dictated by the nature and location of the incident, or as determined by consensus of available ERT members may also be utilized.
### 2.4.2 Overview of ERT Roles and Responsibilities

<table>
<thead>
<tr>
<th>Functional Group/Title</th>
<th>Role</th>
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<tbody>
<tr>
<td><strong>ERT Chair</strong>&lt;br&gt;Vice President for Administration and Finance</td>
<td>• Directs all activities of the ERT.&lt;br&gt;• Serves as liaison between Policy Group and ERT.&lt;br&gt;• Declares and ends the emergency.&lt;br&gt;• Directs activities of college incident response team.</td>
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<tr>
<td><strong>Emergency Coordinator</strong>&lt;br&gt;Coordinator of Physical Facilities</td>
<td>• Coordinates with external emergency response agencies.&lt;br&gt;• Reports to incident site as requested.&lt;br&gt;• Solicits qualified personnel to incident site for traffic and perimeter controls, utility, trades, environmental health, and damage control.&lt;br&gt;• Compiles information for and conducts after-action reviews.&lt;br&gt;• Technical resource for long-term shelter in place.</td>
</tr>
<tr>
<td><strong>Student Services</strong>&lt;br&gt;Vice President for Student Success</td>
<td>• Liaison with student support services.&lt;br&gt;• Provides relevant information regarding existing students of concern from disciplinary and behavioral intervention team records.&lt;br&gt;• Responsible for patient tracking and reunification.</td>
</tr>
<tr>
<td><strong>Human Resources</strong>&lt;br&gt;Director of Human Resources</td>
<td>• Responsible for personnel accountability and legal matters.</td>
</tr>
<tr>
<td><strong>Marketing and Communications</strong>&lt;br&gt;Director of Communication and Marketing</td>
<td>• Responsible for information dissemination to college community, public sector, and media outlets.&lt;br&gt;• Assists with emergency notification.</td>
</tr>
<tr>
<td><strong>Finance and Business Services</strong>&lt;br&gt;Controller</td>
<td>• Coordinates financial matters.&lt;br&gt;• Works with HR director for allocation of employee reimbursement during emergencies.</td>
</tr>
<tr>
<td><strong>Procurement</strong>&lt;br&gt;Director of Purchasing</td>
<td>• Determines whether a Request for Proposal (RFP), competitive sealed bid, or other methods shall be used for each procurement during an emergency.</td>
</tr>
<tr>
<td><strong>Information Technology</strong>&lt;br&gt;Director of Information Technology</td>
<td>• Assists with emergency notification and equipment.&lt;br&gt;• Provides support for communications and data management.</td>
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2.5 EMERGENCY COORDINATION CENTER (ECC)

Upon activation at Emergency Activation Level 2 (major campus emergency) or Level 3 (disaster that extends beyond campus), the MCC Emergency Coordination Center (ECC) serves as the centralized location to monitor and report the impact of emergencies while providing communication between the ECC and the campus, and between ERT and surrounding jurisdictions. The ECC is the focal point for coordination, direction, and control of emergency preparedness, response, and recovery activities for the campus, and is the location to which ERT will report for duty and assume their ERT roles. Their roles in the emergency response activities, and work assignments will be planned, coordinated and delegated from the ECC.

The primary ECC location is **Founders Room in Spruce Hall**, unless the emergency dictates that is not available. Other ECC location can be in Cottonwood, Aspen, Elm Hall, Birch Hall or Cedar Hall. The facility is a designated but not a dedicated ECC facility. Supplies are to be maintained in a state of readiness for conversion and activation when needed. Other possible facilities will be determined at the time of activation.

In the event the campus is secured and access is limited, ECC members may be told to report to an alternate location.

2.5.1 ECC Activation

The ECC may be activated when necessary to facilitate the College’s response and subsequent recovery from any emergency. The Emergency Activation Levels are used to classify the significance of the event. Any member of the Emergency Response Team or Policy Group (MLT) is authorized to activate the ECC.

In a Level 3 activation, emergency personnel responding to the ECC from off campus should display appropriate identification for access to campus. ECC members are to bring their own laptops, cell phones, power cords, and chargers (if available) to the ECC.

2.5.2 Notifications

In an emergency, the individual activating the ECC will notify ERT or contact the Public Information Officer or designee, who will give notice to ERT. A message can also be sent through MCC_Alert.
A brief message describing the event will be provided for inclusion in the ERT notification. The message will ask for availability and will require a response. When notified of an event requiring ECC activation, personnel should report directly to the ECC. If an individual is unsure about reporting for duty, he or she should contact the Vice President for Administration and Finance at 970.768.2940 (cell) or the Coordinator of Physical Facilities at 970.768.2209 (cell).

Whenever a College activates the ECC for Level 3 response, notification will also be made to the appropriate local jurisdiction’s Emergency Operations Center (EOC) if activated and the Colorado Community College System Office, Legal Services, at 720.858.2311

2.5.3 ECC Setup

Upon notification of ECC activation, the ERT will initiate setup. General setup responsibilities include:

- Ensure that the ECC is accessible.
- Post entry/exit log at ECC entrance and ensure staff sign in as they arrive.
- Post communications information including phone numbers of departments.
- Establish a “quiet space” where ECC staff can take a break and make private calls, such as a health lab or the Student Center.
- Continue to monitor ECC operations and logistical needs during the time the ECC is operational.

2.5.4 ECC Security and Access Control

Access to the ECC will be controlled by ERT staff when necessary. Prior to being allowed access, additional staff must be granted authorization from the Incident Commander. All ECC staff must sign in upon arrival, and sign out when departing.

2.5.5 Incident Documentation

It is important that the incident be properly documented from the beginning of the incident until the ECC is demobilized. ECC Activity Logs provided for each ECC position to record include:

- Initial Briefing Report
- Incident Action Plan
- Incident Phone Log
- Event/Decision Log
➤ Checklists for the position
➤ ECC Deactivation Checklist
➤ After Action/Corrective Action Plan

Additional documentation will be provided by message forms provided for messages received and sent by the ECC staff, maps generated to support the incident, damage assessment forms, and media releases developed by the ECC or received from other sources.

2.5.6 ECC Deactivation and Demobilization

The President or designee will determine when to deactivate the ECC and transition to normal campus operations. The process of demobilizing includes demobilizing all staff, documenting the incident in preparation for requests for city/state/federal disaster recovery funds, and documenting the incident in preparation for the After Action Report and updates to college plans and procedures. To accomplish this:

➤ The ECC Chief of Operations will notify sections when they are no longer required in the ECC.
➤ All staff must ensure that any open actions not yet completed will be handled after the deactivation.
➤ All staff must ensure that all required forms or reports are completed prior to deactivation and have copies made of all logs, reports, messages, and any documents used and received in the ECC. Leave originals in the position notebook.
➤ An official notification will be sent to all involved internal and external participants that the ECC is deactivated.
➤ Additional deactivation items are listed in the unit checklists and the ECC Deactivation Checklist.

This action signifies the transition from the response phase to the recovery phase. Prior to deactivation, the Policy Group will assign staff to a Disaster Recovery Group to establish the short-term recovery goals that facilitate long-term recovery. The recovery plan could address one or all of the following:

➤ The recovery effort’s goals
The recovery organization’s structure, including the roles of government, the public, and business in the process

- Short-term recovery operations such as debris removal and restoring essential utilities such as water and power
- Inspecting facilities for safety, health, and structural integrity
- Volunteer and donations management
- Economic recovery
- Environmental recovery
- Financial and community resources
- Social and psychological aspects of recovery

2.5.7 Establishing an Alternate ECC

Depending on the dynamics of an incident, it may be necessary to relocate to another location to perform the ECC functions. The incident may either disrupt the functionality of the primary EOC or it may jeopardize the safety of staff working at the ECC.

The backup ECC location is the **Bloedorn Center at 300 Main Street**. If this location is damaged or unsafe, a determination will be made by the Incident Commander as to an appropriate location either on campus or off-campus. Notifications will be made to staff and to the external agencies of the new ECC location.

ERT should arrange for the transfer of needed supplies and equipment from the original ECC to the alternate location. This might include:

- Computers
- Communication equipment
- Maps and displays
- EOC forms box
- Binders with disaster plan
2.5.8 Communications Between the EOC and Response Organizations

The ECC must maintain communications with the first responders, external agencies, (e.g., Red Cross), the CCCS Office and other constituents. ERT members will have access to landlines, cellular phones, and the internet as available on campus.

2.6 TRAINING

Training is an integral part of emergency preparedness and response. Leadership and key personnel need to be trained in specific emergency management subject matter to ensure the College’s overall preparedness, and to ensure that college personnel can efficiently and effectively integrate into incident command structures utilized by emergency response agencies.

Relevant training shall be determined by the Policy Group. All members of the ERT shall receive IS-100.HE Introduction to the Incident Command System for Higher Education Certification and IS-700 National Incident Management System (NIMS) Certification.

Other available trainings that members may receive include:

- IS-100.b Introduction to Incident Command System (ICS)
- IS-200.b ICS for Single Resources and Initial Action Incidents
- ICS-300 Intermediate Incident Command System
- ICS-400 Advanced Incident Command System
- IS-800.b National Response Framework, an Introduction
- G-367 Emergency Planning for Campus Executives
- G-290 Basic Public Information Officer

2.7 EMERGENCY AUTHORITY

The College President serves as the head of the Policy Group which activates for emergency situations or whenever executive policy issues must be addressed. In the event of any threatened or actual disaster or civil disorder on campus – at a time when the President is absent from campus – the authority to take all necessary and appropriate actions on behalf of the President is hereby delegated to the following College administrators (in the order listed below). Such authority is delegated to the College officials with whom the person reporting the emergency is able to make contact:

1. Vice President for Administration and Finance
2. Vice President for Student Success
3. Vice President for Instruction
4. Coordinator of Physical Facilities

For a civil disturbance or time-critical situation only, the following personnel

1. Coordinator of Physical Facilities
2. Director of Information Technology
3. Director of Communication and Marketing
4. MCC Controller

Is hereby delegated the authority to take necessary and appropriate actions on behalf of the President when:

- Neither the President nor any of the College officers listed above can be contacted within a reasonable time, given the immediacy and other circumstances of the threatened or actual event.
- An actual civil disorder or other violent event is in progress and immediate action is necessary to protect persons or property from further injury or damage.
Section 3: Direction, Control, and Coordination

3.1 NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) is a structured framework used nationwide for both governmental and nongovernmental agencies to respond to natural disasters and/or terrorist attacks at the local, state, and federal levels of government. The 2003 presidential directive HSPD-5 required all federal agencies to adopt NIMS and to use it in their individual domestic incident management and emergency prevention, mitigation, preparedness, response, and recovery programs and activities. The directive also required federal departments to make adoption of NIMS by state, tribal, and local organizations a condition for federal preparedness assistance and in applying for federal grant assistance.

The College has adopted NIMS as its system of preparing for and responding to disaster incidents. This EOP is part of the overall campus and community emergency preparedness efforts. The procedures and guidance contained herein are subject to and compliant with NIMS and Incident Command System.

3.2 INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS) is a standardized, on-scene, all-hazard incident management concept that is used by emergency response agencies nationwide to manage incidents of all types, sizes, and complexities. ICS is one component of the National Incident Management System (NIMS), which is a flexible framework of doctrine, concepts, principles, terminology, and organizational processes that apply to all hazards and jurisdictions.

NIMS requires that schools receiving emergency preparedness funding adopt and train personnel in ICS as a condition for receiving that funding.

The Incident Command System:

- Uses standardized position titles for all responding agencies.
- Allows ICS positions to be filled by the most qualified personnel.
- Establishes a modular structure that can be expanded to accommodate large-scale incidents, or reduced as an incident winds down.
- Uses plain English and common terminology to allow responding agencies to better communicate with one another.
- Establishes unity of command, wherein incident personnel report to only one supervisor.
- Utilizes a management by objective approach.

3.3 ICS AND THE COLLEGE

Emergencies and or large-scale events are normally managed with the use of the Incident Command System. ICS has been adopted, recognized and utilized by all emergency response agencies in the surrounding area, the State of Colorado, and all Federal organizations.

If an emergency and/or large-scale event occurs at the College, College resources may be quickly depleted or inadequate for the type of incident (i.e. fire, hazardous materials spill). Local emergency agencies responding to assist will most likely implement ICS to control and manage ongoing operations.

College personnel will support the Incident Command structure and may become part of the system as requested by the Incident Commander or his/her Command Staff.

3.4 COORDINATION WITH LOCAL AGENCIES

The College maintains Memorandums of Understanding (MOUs) with local emergency response agencies. MOUs define the assistance and resources agencies are willing to provide during emergency incidents.

The College maintains MOUs with the following emergency response agencies:
- Fort Morgan Fire Department
Section 4: Communications

4.1 CAMPUS EMERGENCY NOTIFICATION

The College uses various communication formats to relay information about emergency situations on or affecting its campuses.

4.1.1 MCC_Alert

MCC_Alert is the notification system the College uses to send emergency messages to its entire community. Emergency notifications are sent via e-mail, text (SMS), voice mail to mobile and/or home phones, and social media.

All students, staff, and faculty are automatically enrolled to receive emergency notifications via their school email, home phone, and work phone as available through the Banner system.

To receive mobile phone and text messages (SMS), users must opt-in to this service. The College does not charge for signing up to MCC_Alert; however, standard text messaging fees may apply to text messages received via this system. The user is responsible for payment of these costs.

MCC_Alert messages are broadcast at the direction of any member of the Policy Group or Coordinator of Physical Facilities, or any of their respective representatives.

Typically messages are broadcast only to the Fort Morgan campus or respective affected center. ERT or Policy Group members will also contact off-campus centers in case of a Level 2 or Level 3 emergency.

4.1.2 Door-to-Door Notification

If safe to do so, designated college personnel (such as facilities staff) will go to specific rooms and/or wings of the affected campus to alert occupants to an emergency.

4.1.3 Additional Notification Methods
In addition to MCC_Alert, college departments maintain department Calling Trees which may be used to provide notification as necessary. The college also utilizes public address system, messages through the telephone VoIP system, and social media (Facebook and Twitter) to provide emergency information to staff, students and the public.

4.1.4 Emergency Messages (Repeat Twice)

**LOCKOUT**

Attention, Attention
There is an emergency situation occurring that requires you to get inside the building and stay inside the building until further information becomes available.

**LOCKDOWN**

Attention, Attention! There is an emergency, Lockdown! Locks, Lights, Out of Site!

**EVACUATE**

Attention, Attention
There is an emergency situation occurring that requires you to vacate the building and stay outside of the building until information becomes available indicating that you can return. Please leave the building in an orderly fashion. Select a designated meeting place outside, and once there account for your students or coworkers.

**SHELTER**

Attention, Attention
There is an emergency situation occurring that requires you to immediately Shelter for (state the hazard) ___________________________

4.2 MCC_ALERT NOTIFICATION PROCESS

- All emergency messages will be initially drafted by the Emergency Response Team.
- ERT or the Policy Group identifies who should receive the message and how it will be disseminated.
MCC_Alert messages currently available:
  o Text
  o Home phone
  o Cell phone
  o E-mail personal and college
  o Social Media (Facebook, Twitter)

4.3 PUBLIC INFORMATION OFFICER

Campus and CCCS Public Information Officers (PIO) will work with the Policy Group and ERT to disseminate incident-related information to the College community and the general public.

The PIO will work as part of the Unified Command public information officers about any large-scale incident that affects the College and its neighboring jurisdictions and requires a multi-agency response.

The PIO will be the primary point-of-contact for media inquiries regarding campus emergencies and incidents. No employee of the College is authorized to speak to the media on behalf of the college without explicit approval from the President or his/her designee.
Section 5: Administration

5.1 AFTER ACTION REPORT AND IMPROVEMENT PLAN

The completion of an After Action Report and Improvement Plan (AAR/IP) is a part of the College reporting process. It is used to document the College’s involvement in an incident or event to help identify lessons learned and corrective actions. It will typically be utilized after a Level 2 or Level 3 emergency incident.

5.1.1 Protection of AAR/IP Information

The information gathered in the AAR/IP is considered “For Official Use Only” (FOUO) and should be handled as sensitive information not to be disclosed. These documents should be safeguarded, handled, transmitted, and stored in accordance with appropriate College security procedures. Reproduction of these documents, in whole or in part, without prior approval from a member of the Policy Group is prohibited.

5.1.2 Dissemination

The AAR/IP will be disseminated only on a need-to-know basis. When unattended, it will be stored in a locked container or area offering sufficient protection against theft, compromise, inadvertent access, and unauthorized disclosure.

5.2 PURPOSE OF AFTER ACTION REPORTS

AAR/IP documents serve the following important functions:

- Provide a source for documentation of response activities.
- Identify problems/successes during emergency operations.
- Analyze the effectiveness of the College’s response components.
- Describe and define a plan of action for implementing improvements.
- Emphasize the improvement of emergency management at all levels.
- Provide a vehicle for documenting system improvements and a work plan for implementing these improvements.
- Assist with coordination of the after-action report process when multiple agencies/agencies/jurisdictions are involved in the emergency.
5.3 COLLEGE AFTER ACTION REPORT/IMPROVEMENT PLAN PROCESS

5.3.1 Responsibility for After Action Report

➢ The Policy Group (MLT) is responsible for initiating the After Action Report process.
➢ At the completion of the emergency period, and after the field ICS and ERT have been deactivated, the Vice President for Administration and Finance, will assume the responsibility for continuing the After Action Report process, will assign the After Action Report to a team as early as possible in the incident to allow establishment of timelines, and expedite the preparation of the After Action Report.
➢ AAR team members should be familiar with the planning function, emergency organization functions, and CCCS’s policies and procedures.

5.3.2 AAR Documentation

➢ Documentation actions need to be initiated in the early stages of an emergency
➢ Adequate documentation:
  o Is essential to operational decision-making;
  o May have future legal ramifications;
  o May have implications for reimbursement eligibility.
➢ Documentation should include materials from the planning function and the entire emergency organization. Key components should be identified prior to an incident or event.
➢ Recommended documentation includes:
  o Action plans developed to support operational period activities
  o Forms used in the College field level Incident Command System
  o Unit activity logs and journals
  o Written messages
  o Function and position checklists
  o Public information and media reports
  o Emergency Response Guide

5.3.3 AAR Preparation

➢ Develop a detailed work plan that includes:
  o Scope of work
  o Work schedules with milestones
  o Resource needs
➢ Compile the results of surveys, critiques, and workshops.
➢ Identify and contact key agencies involved in the incident (including primary response agencies and secondary or support agencies) to solicit input for the AAR. Options may include:
  o Prepare an incident-oriented survey to distribute to key agencies.
  o Conduct interviews with agency personnel when the initial data gathering process has been completed.
  o Conduct a facilitated workshop with key representatives of involved emergency response agencies. The workshop should focus on fact-finding and gathering of pertinent information related to emergency response and recovery activities.
➢ Review, analyze, and sort documentation according to the areas covered in the sample after action report in Figure 1, or another format as appropriate to the organization.
➢ Prepare AAR drafts for review and approval, and distribute to participating agencies, advisory boards, political bodies, and other appropriate interested parties.
➢ Prepare final after action report and forward it to ERT and the Policy Group.
Figure 5-1: Sample After Action Report Outline

Sample After Action Report Outline

The after action report should follow this structure, but can be adapted to the situation:

**Introduction and Background**
- Administrative handling instructions
- Table of Contents

**Part I: Executive Summary**
- Mission/objectives
- General description
- Dates, locations, and major participants
- Significant issues
- Limitations

**Part II: Lessons Learned**
- Observations
- Discussions
- Lessons learned
- Recommended actions
- Comments

**Part III: Events**
- Chronology of events
- Operations plan
- Standing operating procedures
- Analysis of capabilities

**Part IV: Conclusion**

Appendix [ ]: Improvement Plan
Appendix [ ]: Acronyms

[If an AAR contains graphics, figures, or tables, they should be numbered and listed in the Contents section (e.g. Figure 1, Table 1, etc.)]
Section 6: Finance

6.1 FINANCE

The College’s goal is to effectively provide priority protection for lives, preservation of College property, and the restoration of academic and other programs of the college through the effective use of college, community, and state resources in emergency situations.

In coordination with the State of Colorado Office of Emergency Management (COEM) and the State of Colorado Office of Risk Management, MCC’s financial operations will follow direction and procedures as dictated by state fiscal rules, including the expenditures of funds that may require expeditious action based on sound financial management and accountability given the known parameters at the time of the decision. The Office of Emergency Management administers a comprehensive emergency management program for the State of Colorado and may at its discretion, in the event of a disaster or emergency, activate the State Emergency Operations/Coordination Center (SEOC) to support the College. The State may modify normal operations and redirect resources to assist and support the College in protecting property and reestablishing essential services. Financial support for emergency operations shall be from funds appropriated by state resources as directed by the Office of Emergency Management and Office of Risk Management. Once state resources are exhausted or determined high cost, the Office of Emergency Management may seek Federal help and recovery.

Within the established state guidelines, the College will be responsible to respond to an incident using its available resources concerning financial mitigation and recovery of operations. Coordination and flexibility between the state agencies and the College, will allow the state to accommodate the individual nature and magnitude of severity that each emergency may present. The College will be responsible to pay applicable deductibles and any additional cost recovery actions it deems appropriate to procure for non-property loss.

At minimum, the College, under the direction and instruction of the Office of Emergency Management and Office of Risk Management, shall ensure the responsible oversight and documentation for all costs and financial considerations of the emergency incident, including future payments, payment of personnel costs, and cost recovery. Responsibilities may include, but are not limited to:

- Secure materials, equipment and contractors needed during the emergency
- Oversee necessary contract negotiations
- Track personnel and equipment time
- Plan and document the necessary evidence (both written and photographic) for financial cost recovery following the incident
- Financial and cost analysis
- Ensure the continuation of all payroll and purchasing functions
Plan for the resumption of normal campus operations and recovery focus

The College is protected from liability by the Governmental Immunity Act, (24-10-101 et seq. C.R.S.) and the Risk Management Act (24-30-1501 et seq. C.R.S.) of the State of Colorado. The Governmental Immunity Acts states that the public entities (includes all public entities, cities, counties, school districts and other special governmental districts such as water and utility districts) in this state are immune from liability, except in waived areas as noted in the state statute. In those waived areas, the Act limits the assessment of judgments against public entities to $150,000 each and $600,000 each occurrence.
Section 7: Logistics

Most often, Facilities will act in the role of Logistics and help coordinate recovery efforts to include coordinating resource ordering.

7.1 PROCUREMENT
Emergency events will be handled by mitigating the emergency, and then contacting the Office of the State Architect to receive emergency funding. In addition, the College will work with the Procurement and the System Office and the State Controller’s Office to procure additional resources.

7.2 UTILITIES
Facilities staff will coordinate with Campus utility providers to assist in mitigation and recovery efforts.

7.3 MISSION ESSENTIAL PERSONNEL
Most Facilities staff is considered mission essential personnel and is required to assist during emergencies.

Section 8: Reporting Emergencies, Crimes, and Suspicious Activity
8.1 EMERGENCY CONTACTS

Students, staff, faculty, and visitors should call 911 to report an emergency such as a fire, medical emergency, act of violence, etc. 911 may be directly dialed from any campus phone without having to dial 9 for an outside line. The ERT will be notified of any campus emergency, as well as all 911 calls made from campus phones.

8.2 REPORTING AN EMERGENCY

Report all emergencies immediately to 911.

Be prepared to provide the following information:

- Type of emergency (e.g. medical, fire, traffic accident, active shooter, hazardous materials spill, tornado).
- Location of the emergency, including the physical address, campus, building, and room number.
- Brief description of the situation, such as what happened, how large the fire is, number of victims (if known), etc.
- In the event of a shooting or other act of violence, the last known location and description of the perpetrator(s).
- Your name, phone number, and location.

8.3 ANONYMOUS REPORTING VIA SAFE2TELL

Safe2Tell is a way for members of the CCCS community to anonymously report anything that scares or endangers them, their friends, or their family, including:

- Assaults
- Harassment
- Weapons on Campus
- Suicide Prevention
- Abuse
- Sexual Harassment
- Dating Violence
- Vandalism
- Gangs
- Threats
- Domestic Violence
- Theft
Safe2Tell will notify someone who can intervene while protecting the reporting person’s anonymity.

To contact Safe2Tell:

- Call 1-877-542-SAFE (1-877-542-7233)
Section 9: General Emergency Procedures

9.1 EMERGENCY RESPONSE GUIDE

Each classroom, office, or work area shall be equipped with an Emergency Response Guide which lists the most common types of responses to an emergency.

9.2 PREPARING FOR EMERGENCIES

Emergencies can happen at any time. All staff, faculty, and students should take personal responsibility for themselves and prepare for emergency situations before they happen.

- Review emergency procedures, guides, and this EOP.
- Identify primary and secondary evacuation routes from the building.
- Know the locations of designated shelter areas on campus.
- Know the location of fire extinguishers and Automated External Defibrillators (AEDs), if applicable.
- Sign up for MCC emergency notifications and alerts.

9.3 BUILDING EVACUATION

9.3.1 General Building Evacuation Procedures

When the building fire alarm sounds, or when directed by a College official to evacuate, all occupants will leave the building through the nearest exit. Designated ERT or facilities personnel may remain behind for the purpose of assisting other occupants or emergency responders.

- Treat fire alarms as actual emergencies and not drills.
- Quickly gather personal belongings such as coats and car keys.
- Leave the building immediately in a calm, orderly manner through the nearest available exit.
- If there is no one behind you, close doors as you leave.
- Listen for and follow instructions.
- Provide assistance to individuals with functional impairments who may need help evacuating.
- Stay together in a group with your class or work section if possible. Instructors must account for all students. Supervisors must account for all employees in their work sections.
Move (and remain) at least 150 feet away from the building, and if possible to the upwind side.
WAIT to be contacted. Do not return to the building or move to another side of the building unless told to do so by emergency personnel.

9.3.2 Faculty and Staff Responsibilities

- If possible, keep students together in a group during the evacuation and stay with them.
- Account for all students present upon reaching the evacuation point.
- Immediately report any students you believe to be missing to emergency responders, local law enforcement or fire department.

9.3.3 Directed Building Evacuation (Non-Fire Emergency)

Directed Evacuation is used to get occupants out of the building by a route designed to avoid contact with a potential threat, such as a suspicious package or a hazardous material spill, or if usual evacuation routes are blocked.

Directed evacuation procedures are the same as general evacuation procedures.

Instructions for a directed evacuation will be provided via the public address system or other appropriate communication.

9.3.4 Building Evacuation for People with Disabilities

People with disabilities or mobility impairments should plan for emergencies by developing an evacuation strategy and sharing it with staff, faculty, and fellow students who can assist them with evacuation. People with service animals should practice evacuating so that their service animal becomes familiar with both primary and alternate evacuation routes.

Some individuals with mobility impairments utilize special equipment such as wheelchairs, braces or crutches to move around the campus. Others whose impairments are less visible may have decreased coordination or stamina and may need to move at a slower pace or rest frequently.

During an emergency situation, those persons requiring assistance should be consulted regarding their needs prior to assisting them. The suggestions listed
below may vary depending on the emergency situation and the needs of the person requiring assistance.

To evacuate people with mobility impairments:
- Assist and accompany to evacuation site if possible.
- Use a sturdy chair (or one with wheels) to move the person.
- Help carry individual to safety if possible.
- If unable to assist a person with mobility impairment, notify emergency responders.

To evacuate people using wheelchairs:
- Consult the individual before moving him/her.
- Individuals at ground floor locations may be able to exit without help.

To assist people with visual impairment:
- Announce the type of emergency.
- Take directions from the individual about how best to guide him/her.
- Tell the person where you are going and what obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert people with hearing impairment:
- Turn lights on/off to gain person’s attention.
- Indicate directions with gestures.
- If time permits, write a note with evacuation directions.
- Escort the person out of the building if requested to do so.

To assist people with service animals:
- A service animal may become hesitant or confused during an emergency. Discuss how to best assist the person with a disability if this should occur.

9.3.5 Building Evacuation Signage

Emergency Exits are to be physically marked by illuminated EXIT signs or similar indicators over each doorway.

Emergency Exits are to be indicated on floor plan maps located in hallways at each campus.

Appendix C of the EOP provides maps of all campuses that show emergency exit locations.
9.4 SHELTER

Building occupants may be directed to shelter for situations such as severe weather or an outside hazardous material spill. The nature and location of the incident will determine the extent of shelter-in-place actions.

In all instances, be prepared to evacuate the building or relocate to another area within the building. Listen for instructions via the public address systems, and follow the direction of College or first responder personnel.

9.4.1 General Shelter Procedures

For severe weather:
- If safe to do so, close blinds and curtains on exterior windows.
- Move away from exterior windows.
- If possible, seek shelter in a lower-level interior room with no windows, restroom, or a Designated Shelter Area.

For incidents involving hazardous materials outside the building:
- Close doors and windows.
- Seal doors and windows with tape if available.

9.5 LOCKDOWN

A lockdown may be ordered for a human threat such as an active shooter. In a lockdown situation, all exterior doors to a building are secured and occupants are expected to remain inside.

- Stay calm.
- Remain in classrooms or offices. If in a common area, stay away from windows and doors.
- Lock doors and barricade them if possible.
- Do not allow anyone access once the doors are locked, as this may compromise the safety of those inside.
- Do not allow anyone to talk their way inside, as he/she may be the suspect or may be coerced by the suspect outside of your view.
- Wait for further instructions and do not allow anyone to leave until given the “all clear” signal or message.
- If you are unable to find a secure room, consider self-evacuation from the building.
Individuals who may be on the outside of buildings during a lockdown should move away from the affected area (indicated by the presence of emergency personnel and equipment).

9.6 LOCKOUT

A Lockout moves people into a building from the outside or keeps people in the building away from a threat outside of a Campus. A Lockout may be ordered in the event of a threat such as police chase in the area or wild animal that poses potential danger.

9.7 CAMPUS EVACUATION

A campus evacuation is used to get students, faculty and staff off of campus due to a serious emergency in the area.

When leaving campus, drive with caution, be courteous, and follow directions from emergency personnel. Do not block access/egress for emergency vehicles.
Section 10: Specific Emergency Procedures

ABDUCTION

Call 911 from any campus phone or available cell phone.

Provide as much information as possible, including:

- **Victim description:**
  - Name
  - Sex
  - Age
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)

- **Suspect description:**
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)

- **Suspect vehicle:**
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle

- **Time and location of abduction.**
- **Do NOT** attempt to detain the person.
- Ask any witnesses to remain until law enforcement arrives.

ACTIVE SHOOTER
Call 911 from any campus phone or available cell phone.

Active shooter incidents are unpredictable and evolve quickly. A shooter will not stop firing until his/her objectives have been met or he/she is engaged by law enforcement. Each situation is different and will change rapidly. Staff, faculty, and students must be responsible for their own safety until additional law enforcement and first responders are available to provide assistance.

Law enforcement officers responding to the incident will first focus on containing/eliminating the threat.

There are three options during an active shooter incident: Run (get out), hide (lockdown), or prepare to defend (take out).

**Run (Get Out)**

- Leave the area if it is safe to do so, moving away from the shooter’s location.
- Have an escape route and plan in mind.
- Leave your belongings behind.
- Help others escape, if possible.
- Keep your hands visible.
- Prevent people from entering an area where an active shooter may be.
- Call 911 as soon as it is safe to do so.

**Hide (Lockdown)**

- Hide in an area out of the shooter’s view, and behind large items that provide concealment and protection from gunfire.
- Block entry to your hiding place and lock the doors.
- Do not trap or restrict your options for movement, if necessary.
- Turn off lights, computer monitors, and radios. Close blinds.
- Silence all cell phones and pagers.
- Stay calm, quiet, and out of sight.
- Unless you are in imminent danger from fire, ignore any fire alarms sounding but stay aware of your surroundings. Active shooters may pull fire alarms in an attempt to shoot people as they exit the building.
- If you are in a safe location and not in harm’s way, do not leave your hiding place until directed to do so by law enforcement officials.
- Keep your hands in plain view at all times for police officers. Follow directions exactly and carry nothing that could be mistaken for a weapon.
Prepare to Defend (Take Out)

- As an absolute last resort, and only when in imminent danger, attempt to disrupt and/or incapacitate the shooter.
- Throw items and improvise weapons from available objects.
- Hit, kick, or tackle the shooter if close enough.
- Act with physical aggression.
- Commit to your actions.

What to expect from emergency responders:

- The first responding law enforcement officer(s) will not stop to aid the wounded or injured. Their primary mission is to contain the threat.
- Medical and rescue teams will begin treatment of the injured only after the area is declared safe by law enforcement personnel.
- Law enforcement may relocate building occupants to a safe area, or may instruct occupants to remain where they are.

After the incident:

- After evacuation, you may be taken to a holding area for medical treatment, interviewing, and/or counseling.
- Law enforcement personnel may detain you as a witness to the incident.
- You may be asked to provide statements to law enforcement right away, or at a later time.
- The entire area will be treated as a crime scene.
- Once you have been evacuated, you will not be allowed to re-enter the building.
- Information will be released to the MCC community as soon as possible.
AED (AUTOMATED EXTERNAL DEFIBRILLATOR) – CARDIAC ARREST

Call 911 from any campus phone or available cell phone.

An automated external defibrillator or AED is an electronic device that delivers an electric shock to the heart of a person in cardiac arrest. The AED is a “smart” device and will only deliver a shock when it is needed. Anyone can use an AED since the device gives verbal instructions for each step of the process.

An AED should be used when a person collapses or becomes unconscious, is unresponsive to shaking or shouting, has no pulse and isn’t breathing.

- If a person is unconscious and unresponsive to shaking or shouting, send someone to call 911 and to retrieve the AEDs.
  **Note:** An alarm will sound when the AED is removed from its cabinet.

- Check the patient for respirations and pulse. If the patient is not breathing and has no pulse, begin cardiopulmonary resuscitation (CPR).

- Open the lid of the AED to activate the verbal instructions. Stay calm and follow the instructions until emergency medical personnel arrive.
AIRCRAFT ACCIDENT/CRASH

Call 911 from any campus phone or available cell phone.

Depending on the type and location of an aircraft crash on or near a campus, students, staff, and faculty may be directed to:

- Evacuate the building;
- Relocate to another location within the building, or to another building;
- Remain inside the building until the situation is stabilized; or
- Evacuate the campus.

During the incident:

- Avoid the crash site.
- Keep roads and driveways clear for emergency responders.
- Be aware of the potential for secondary fires and explosions.
- Disturb aircraft debris only to assist victims, and only if it is safe to do so.
ASSAULT/RAPE

Call 911 from any campus phone or available cell phone.

- If the suspected assailant is still in the area, get a physical description and provide it to police:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)

- If possible, also provide any vehicle description that may assist police with locating the suspect:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle

- Do NOT attempt to detain the suspected assailant.
- Take the victim to a quiet area and ask him/her to remain until the arrival of Campus Police.
- Assign a staff member to stay with the victim.
- Calmly explain to the victim that showering or cleaning up before a police officer makes contact will compromise or destroy evidence.

Referral Contacts:
- Sexual Assault Response Advocates, Inc (SARA) 970.867.2121
- SHARE 970.867.4444
- High Plains Sexual Assault Center 970.822.8329, 800.522.6484
- Centennial Mental Health Center 970.867.4924
SIGNIFICANT BEHAVIORAL PROBLEMS

Call 911 from any campus phone or available cell phone.

- Tell the dispatcher the location or last known location of the person.
- Provide a physical description of the person:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)
- If possible, also provide any vehicle description that may assist police with locating the person:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle
- Do NOT attempt to detain the person.
- Ask any witnesses to remain until law enforcement arrives.
BOMB THREAT

Call 911 from any campus phone or available cell phone to report any bomb threat received at, or targeted at, a campus or facility.

Each bomb threat that is directed at any campus facility will be evaluated and responded to as a legitimate and real threat to the College. The safety and well-being of students, staff, and faculty will be paramount. The College’s goal will be to resolve the situation and return to normal operations at the earliest possible time with minimal disruption.

Response procedures will vary with each bomb threat. Deviations to standardized procedures are expected based on variations in the nature of the threat, the specificity of the threat, and the threatened location.

Bomb Threat Received via Telephone

- Enter all aspects of the call on the Bomb Threat Reporting Checklist (see page 57).
- Immediately call 911. Then notify appropriate college administrators and continue with Bomb Threat Standard Operating Procedures if a threat is determined credible.
- Students, staff, and faculty may be ordered to evacuate the building in the event of a credible threat.

Bomb Threat Received via Text Message or Social Media

- Immediately report the threat by calling 911.
- Read bomb threat message to the dispatcher exactly as written.
- Report the identity of the sender, the date and time the text message or e-mail was received, who the message is intended for, who received carbon copies, and the subject line from the e-mail message.
- Do not respond to the sender.
- Do not delete the bomb threat message.
- Print a copy of the bomb threat message, if possible.
- Meet with responding officers to provide any additional information or answer any questions they may have regarding the email.
- Employees and students should follow the directions of emergency response personnel regarding necessary announcements or evacuations.

Evacuation
Any evacuation ordered due to a bomb threat is mandatory. All occupants of the area being evacuated shall immediately move towards a safe exit and remain outside the area until emergency responders determine it is safe to re-enter.

- Students will take all personal property with them.
- Staff and faculty will inspect for, but not disturb, unusual objects as they depart classrooms and work areas.
- Notify emergency personnel of any suspicious or unusual object.
- Do NOT touch, move, or tamper with any suspicious item.
- Students, staff, and faculty will assemble at least 500 feet from the building, or at a designated location.
- Do NOT use cell phones or portable 2-way radios within 300 feet of a building suspected of containing an explosive device.
- Don’t re-enter the building until notified by emergency personnel.
- If it is determined that a sweep for evidence/devices is necessary, employees may be asked to conduct a sweep (with authorized police personnel) in areas where they are most qualified to identify items that do not belong.
BOMB THREAT REPORTING CHECKLIST


YOUR NAME: _____________________ Time: _______________ Date: _______________

CALLER’S IDENTITY:
Male____ Female____ Adult____ Juvenile____ Approx. Age: ___Years

ORIGIN OF CALLER:
Local _____ Long Distance _____ Telephone Booth _____ Within Building _____

EXACT WORDS OF CALLER (Use extra sheets if necessary):
______________________________________________________________________________
______________________________________________________________________________

BOMB FACTS

Pretend Difficulty Hearing – Keep Caller Talking
If Caller Seems Agreeable To Further Conversation, Ask Questions Like:

When will it go off? Certain Hour ___________ Time Remaining ___________
Where is it located? Building ___________ Area ___________
What kind of bomb? ___________________ What kind of package? _______________
How do you know so much about the bomb? _______________________________________
What is your name and address? _________________________________________________

CALLER CHARACTERISTICS

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<td>__ Calm</td>
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<td>__ Local</td>
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<td>__ Stutter</td>
<td>__ Angry</td>
<td>__ Foul</td>
<td>__ Not local</td>
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<td>__ High Pitch</td>
<td>__ Slurred</td>
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<td>__ Good</td>
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<td>__ Traffic</td>
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<td>__ Distorted</td>
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<td>__ Poor</td>
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<td>__ Raspy</td>
<td>__ Slow</td>
<td>__ Rational</td>
<td>__ Excellent</td>
<td>__ Regional</td>
<td>__ Airplanes</td>
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<td>__ Pleasant</td>
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<td>__ Irrational</td>
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<td>__ Factory</td>
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<td>__ Nasal</td>
<td>__ Lisp</td>
<td>__ Deliberate</td>
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<td>__ Party</td>
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<td>__ Intoxicated</td>
<td>__ Emotional</td>
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<td>__ Voices</td>
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<td>Other:</td>
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</table>

Morgan Community College Emergency Operations Plan 51
CIVIL DISTURBANCE/RIOT

Call 911 from any campus phone or available cell phone.

In the event of a civil disturbance, contact law enforcement to isolate the area where the incident is occurring and coordinate activities with emergency personnel and agencies assisting with the incident.

Depending on the nature and extent of the incident, students, staff, and faculty may be directed to:

- Evacuate the building;
- Relocate to another location within the building, or to another building;
- Remain inside the building until the situation is stabilized; or
- Evacuate the campus.
CRIMINAL ACTIVITY

Call 911 from any campus phone or available cell phone.

Criminal activity may include, but is not limited to:

- Assault
- Burglary
- Robbery
- Theft
- Use or possession of illegal drugs or alcohol on campus
- Illegal possession of a weapon on campus
- Vandalism

Provide as much information as possible to dispatcher, including:

- Suspect description:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)

- Suspect vehicle:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle

- Time and location of activity.
- Do NOT attempt to detain the suspect.
- Ask any witnesses to remain until law enforcement arrives.
CYBERSECURITY

Identifying Cybersecurity Incidents:

- The College employs both a Malware Prevention System (MPS) and Intrusion Detection System (IDS) via the Colorado Community College System Information Technology department (CCCS-IT). The MPS and IDS are combined to address both internal and external threats of cyber-attack.

- If a cybersecurity issue is identified, the MCC Director of IT notifies CCCS-IT. In the event of an issue that constitutes a security breach, MCC IT notifies CCCS-IT and CCCS legal.

- When CCCS-IT identifies cyber security issues, a representative creates a helpdesk ticket and assigns it to the designated a technical point of contact for resolution. CCCS-IT also works with the Security Operations Center (REN-SOC) staff of the system’s upstream Internet provider and resolves any issues that are identified at the provider level. In the event of an issue that constitutes a security breach, CCCS-IT notifies management, starts an investigation, and submits a formal report to ISOC.

Reporting Cybersecurity Incidents:

- Any student, staff, or faculty who become aware of a cybersecurity issue should notify College IT at once.

- College IT provides incident reports on cyber security incidents to CCCS-IT on an as needed basis.

- CCCS-IT provides incident reports on security incidents to the State of Colorado Information Security Operations Center (ISOC) on an as needed basis. These reports are created by the CCCS Senior Network Security Administrator, approved and then forwarded to ISOC per the legal reporting requirements in HB1157. A summary of these incidents is provided in a summary IT report that must be submitted to management on a yearly basis (submitted in July).
Earthquakes are not a common event in Colorado, but they can happen.

In the event of an earthquake:

- If outside, stay in the open, away from buildings and utility wires.
- If indoors, take cover under sturdy furniture such as work tables and desks.
- Stay near the center of the building.
- Stay away from glass and windows.
- Do not run through or near buildings where there is danger of falling debris.
- After the quake, evacuate the facility. Stay out of damaged buildings as aftershocks may cause them to collapse.
- Provide first aid to injured people. For medical assistance, call 911 from any campus phone or available cell phone.
- Stay with your class or workgroup. Wait at the safe area (at least 150 feet away from any building) until you receive further instructions from emergency personnel.
HANDICAP LIFT EMERGENCIES

In the event that a handicap lift becomes stuck, or service is interrupted by a malfunction or power outage:

- Stay calm.
- Do not attempt to force open the door.
- Pull the emergency alarm in the lift.
- If you have a cell phone, dial 911 or 542-3100 for assistance.
FIRE

If You Discover a Fire or Smell Smoke:

- Sound the alarm by activating a fire alarm pull station and evacuate the building.
  - If there is no alarm in the building, notify other occupants by knocking on doors and shouting "FIRE" as you leave the building.
- As soon as you can, and when it is safe to do so, call 911.
- If the fire is small and you are comfortable doing so, use a fire extinguisher to put it out. (See “Fire Extinguisher Operation” on page 59 of this manual)
- If you encounter smoke:
  - Find another exit if possible.
  - Stay low under the smoke, and keep your nose and mouth covered.
- Do not open doors that are hot to the touch.
- When evacuating, stay with the group from your area.
- Once outside, stay clear of emergency vehicles and personnel.
- Do not go back into the building for any reason until the fire department or Campus Police declare it safe to do so.

If You Cannot Evacuate or Are Trapped:

- Close doors between you and the fire and/or smoke.
- Seal door cracks and cover vents to keep out smoke.
- Call 911. Tell the dispatcher the location where you are trapped.
- Signal firefighters from a window if possible.

If Your Clothes Catch Fire:

- Stop where you are.
- Drop to the ground and cover your face with your hands.
- Roll over and over to smother the flames.
FIRE ALARM SOUNDEDING

Fire alarms will be treated as actual emergencies until officially determined otherwise.

When the fire alarm sounds:

- Stay calm.
- Evacuate the building at once by moving quickly, but in an orderly manner, to the nearest exit.
- Move at least 150 feet away from the building.
- Do NOT use handicap lifts.
- Do not move away from the building(s) as quickly as possible.
- Assist people with disabilities who may need help evacuating.
- If you encounter smoke:
  - Find another exit if possible.
  - Stay low under the smoke, and keep your mouth covered.
- Do not open doors that are hot to the touch.
- Stay with the group from your area during evacuation.
- Once outside, stay clear of emergency vehicles and personnel.
- Do not go back into the building for any reason until authorized to do so by the fire department or campus authorities.
FIRE EXTINGUISHER OPERATION

Use a fire extinguisher to put out a fire ONLY if:

- The fire is no larger than a trash can;
- There is an extinguisher nearby; AND
- You feel confident about using a fire extinguisher to put out the fire.

How to Use an Extinguisher (Small Fires Only):

- Check the fire extinguisher to make sure it is appropriate for the type of fire. Class A-B-C extinguishers, located throughout the MCC campus, are suitable for most fires.
- Check the pressure gauge. The needle should be in the GREEN section of the gauge.
- Remove extinguisher from its cabinet or bracket.
- Use the acronym PASS to operate:

  P  **Pull** the safety pin, breaking the plastic tab, and discard it.

  A  **Aim** the nozzle at the **base** of the fire.

  S  **Squeeze** the handle to discharge the dry chemical powder.

  S  **Sweep** the nozzle back and forth across the base of the fire.

- Use the entire contents of the fire extinguisher. If the fire does not go out after emptying the extinguisher, evacuate immediately.
- When the fire appears to be out, back away, as it may flare up again. Do NOT turn your back to a fire.
FLOOD

Terminology:

**Flash Flood or Flood Watch**: Flash flooding or flooding is possible within the designated watch area. Be alert.

**Flash Flood or Flood Warning**: Flash flooding or flooding has been reported or is imminent. Take necessary safety precautions at once.

**Urban or Small Stream Advisory**: Flooding of small streams, streets, and low-lying areas, such as railroad underpasses and urban storm drains, is occurring.

Leaving Campus During Flood Conditions:

- Avoid areas subject to flooding – dips in the road, low spots, washes, etc.
- Do not attempt to cross flowing streams or flooded roadways. The roadbed may not be intact under floodwaters. Turn around and go another way. **NEVER** drive through flooded roadways.
- If the vehicle stalls, leave it immediately and seek higher ground. Rapidly rising water may engulf the vehicle and its occupants and sweep them away.
- If the water on the roadway is ankle-deep or greater, turn around and find another route, or find a safe location to wait out the storm and/or flooding.

Flooded Building on Campus:

- Call 911 or “0” or 542-3100 from an in-house phone.
- Relocate to an upper floor and await instruction from emergency personnel.
- Assist those with functional impairments who may need assistance.
- If time allows, move records and equipment up off the floor onto shelves and tables to prevent damage from minor flooding.
- If the building is evacuated, do not return to the building until notified to do so by a college official.
After a Flood:

- Verify that electrical equipment has been checked and dried before returning to service.
- Facilities personnel will use flashlights, not candles, matches, or other open flame, when examining buildings for damage.
- Facilities personnel will report damaged utilities to appropriate authorities.
- Use bottled drinking water until the water supply system has been inspected and is operating normally.
- Restock any emergency supplies used.
HAZARDOUS MATERIAL INCIDENTS

Call 911 from any campus phone or available cell phone.

A hazardous material incident may occur at any time. The incident may be on campus or nearby, such as a transportation accident involving railroad, highway, or airway, or an industrial accident at a nearby business.

Report any incident involving hazardous materials on or near the MCC campus immediately. Provide as much information as possible, to include:

- Location of the incident
- Material involved (if known), or identifying placards or shipping labels
- Amount of hazardous material involved
- How many people may have been affected
- Whether the area has been evacuated

Campus response procedures for a hazardous material incident will vary according to the location of the incident, the quantity and type of chemical involved, time of day, day of the week, and weather conditions.

Depending on the nature and extent of the incident, students, staff, and faculty may be directed to:

- Evacuate the building;
- Relocate to another location within the building, or to another building;
- Remain inside the building until the situation is stabilized; or
- Evacuate the campus.

In the event of evacuation, staff, faculty, and students will be directed to the safest evacuation route based on:

- Wind direction
- Chemical runoff
- Traffic congestion:
  - Time of day
  - Day of the week

When evacuating because of a hazardous materials incident:
• Remain upwind of the incident, and monitor shifts in wind direction.
• Do not enter the hazardous or contaminated area for ANY reason, including rescue.
• Secure the scene if you can safely do so to keep others out of the hazardous area.
• Avoid contact with spilled hazardous materials or empty containers.
• Avoid inhalation of fumes, smoke, and/or vapors, even if no dangerous materials are known to be involved, or gases or vapors appear harmless.
• Assist those with functional impairments.
MEDICAL EMERGENCIES

Call 911 from any campus phone or available cell phone.

- Stay calm. The dispatcher may ask you for the following information:
  - The patient’s exact location
  - Nature of the illness or injury
  - Your name and phone number
  - Whether the patient is conscious or unconscious
  - Whether or not the patient is breathing
  - Do not hang up until told to do so
- Keep the patient still, quiet, calm, and as comfortable as possible. Let him/her know help is on the way.
- Do NOT move the patient unless there is an imminent danger to life or safety.
- Assign someone to stay with the patient until emergency medical personnel arrive, and disperse bystanders.
- If trained and comfortable doing so, administer first aid.
  - Keep the patient warm by covering him/her with a blanket or coat.
  - Control serious bleeding by applying direct pressure with a clean cloth.
  - If the patient is not breathing and has no pulse, administer CPR until an Automated External Defibrillator (AED) can be applied. (See “AED” on page 45 of this manual)
- Do not attempt to transport the patient to a medical facility. Wait for emergency responders to arrive.
ROBBERY

Call 911 from any campus phone or available cell phone.

- Stay calm.
- Do as the robber says, and give him/her what he/she requests.
- Discreetly activate the panic alarm if one is available.
- Try to get the best possible physical description of the robber:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)
- If possible, also try to obtain any vehicle description that may assist police with locating the suspect:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle
SEVERE WEATHER

Severe weather can include high winds, thunderstorms, lightning, hail, floods, extreme heat or cold, blizzards, or other weather events that have the potential to create safety hazards or cause property damage. Staff, faculty, and students should monitor weather conditions and take appropriate precautions as necessary.

Terminology:

**Watch:** Issued when conditions are favorable for the development of severe weather. During a watch, review weather safety guidelines and be prepared to seek shelter.

**Warning:** Issued when a hazardous weather event is occurring or is imminent and is capable of posing a threat to life and property. Seek shelter immediately.

In the event of severe weather conditions, the College will announce shelter in place, evacuation, or reverse evacuation procedures over all available notification systems.

If sheltering in place for an imminent severe weather event:

- Do not leave a hardened structure. If in a modular, prefabricated, or temporary structure, get to the closest hardened structure immediately.
- Move away from windows and toward interior rooms. Take cover in a Designated Shelter Area if available.
- If a Designated Shelter Area is not available, seek cover in a space that:
  - Is located in the interior of a hardened structure
  - Is on the lowest level of the building
  - Does not have windows or skylights
  - Is not in a long corridor spanning the structure (wind tunnel effect)
- Avoid using landline telephones.
- Remain in the building until the storm passes.
SUSPICIOUS PACKAGES OR LETTERS

The MCC Bookstore (receiving) is the first point of review for any letter or package received at the campus. However, all staff and faculty members who handle mail should be familiar with the indicators of a suspicious package or letter. Everyone should be diligent in reviewing mail for anything suspicious or harmful such as explosives, chemical, or biological agents.

Suspicious Package Indicators:

- Unexpected delivery from someone unfamiliar to you or from a foreign country.
- No return address, or one that cannot be verified as legitimate.
- No postmark (may indicate hand delivery).
- Marked with restrictive endorsement such as "Personal," "Confidential," or "Do Not X-ray."
- Postage irregularities including excessive postage, no postage, or unusual stamps.
- Badly typed, misspelled, or poorly written addresses and markings.
- Protruding wires or aluminum foil.
- Strange odors.
- Discoloration or oily stains.
- A city or state in the postmark that doesn’t match the return address.
- The item is of unusual weight given its size; lopsided or oddly shaped; rigid; uneven; soft spots; or bulges.
- Crystals, powder, or powder-like substance leaking from package.
- Ticking or other unusual sound.
- Marked with threatening language.
- Inappropriate or unusual labeling.
- Excessive packaging material such as masking tape and string.
- Misspelling of common words.
- Addressed to someone no longer with the College or outdated.
- Incorrect titles or title without a name.
- Not addressed to a specific person.

Actions to Take:

- **DO NOT OPEN, SHAKE, HANDLE, OR INVITE OTHERS TO EXAMINE THE ITEM.**
- Move away from the item and call 911.
- Leave the room and close the door, or section off the area to prevent others from entering.
• Wash your hands with soap and water to prevent spreading any contaminant.
• Campus authorities or emergency personnel will assess the situation and determine subsequent actions to be taken, to include requesting a Hazardous Materials team if necessary.

See the next page for an illustration of suspect letter and package indicators.
Suspicious Mail or Package Indicators
SUSPICIOUS PERSON/ITEM

Call 911 from any campus phone or available cell phone.

Move away from any suspicious item prior to calling law enforcement.

Suspicious Person:

- If the suspicious person is still in the area, get a physical description and provide it to police:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)
- If possible, also provide any vehicle description that may assist police with locating the suspicious person:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle
- Do NOT attempt to detain the person.
- Ask any witnesses to remain until law enforcement personnel arrives.

Suspicious Item:

- Do NOT touch any package or item that appears out of place, abandoned, or otherwise suspicious.
- Move away from the item and notify law enforcement.
TORNADO

Tornados can occur just about anywhere in Colorado. Students, staff, and faculty are encouraged to personally monitor weather conditions, NWS reports, campus emergency notifications, and to sign up for weather alerts from commercial media outlets.

Tornado Watch:
The National Weather Service issues a **tornado watch** when weather conditions are favorable for possible formation of tornadoes.

**Actions to take:**
- Facilities staff will check to be sure that shelter areas are accessible should the tornado watch evolve into a tornado warning.
- Students, staff, and faculty should remain alert for approaching storms and monitor radio and television for current weather information.
- Anyone located in a temporary or modular building on campus should consider moving into a permanent structure until the threat has passed.

Tornado Warning:
The National Weather Service issues a **tornado warning** when a tornado has been sighted in the area or is indicated by weather radar. Take shelter immediately.

**Actions to take:**
- Follow directions issued by the College through its emergency notification systems.
- Do not leave a permanent structure. People in modular, prefabricated, or temporary structures should immediately get to the closest permanent structure.
- Move away from windows, doors, exterior walls, hallways, and open areas.
- Take cover in a Designated Shelter Area. Designated areas are marked with signage.
- Evacuate upper levels and lobby areas.
- Stay away from lobbies, walkways, other large glassed-in areas, and large open areas with a long roof span such as auditoriums.
- If a Designated Shelter Area is not available, move to an interior room or hallway on the lowest level of the building. Avoid long corridors that span the structure. If possible, get under a sturdy piece of furniture.
- Provide assistance to people with functional impairments or disabilities.
- Close fire doors in hallways.
- Remain in place for at least 15 minutes until the threat has passed.
If you are outside of the building and a tornado is approaching:
• Get out of your vehicle. Do NOT stay in your vehicle, and NEVER try to outrun a tornado.
• Move into a permanent building if there is time to do so safely.
• If you can’t make it to a building, lie flat in a nearby ditch or depression until the tornado has passed.

After a Tornado:
• If the building has suffered structural damage, evacuate immediately. If you cannot evacuate or are trapped, call 911.
• Follow directions of College officials and emergency responders.
• Stay clear of damaged areas.
• Beware of fallen debris, exposed electrical lines, downed power lines, and gas leaks.
• Stay with your group and account for everyone.
• Administer first aid to the injured.

Designated Shelter Areas:
• Designated shelter areas at the College will be marked with the following sign:
APPENDIX A
AUTHORITIES AND REFERENCES

Federal

Robert T. Stafford Disaster Relief and Emergency Act and Amendments, 42 U.S.C. § 5121 et seq., (Federal Government disaster preparedness and assistance)


Emergency Planning and Community Right-to-Know Act, 42 USC, Chapter 116

Emergency Management and Assistance, 44 CFR

Homeland Security Act 2002


National Incident Management System

National Response Framework

Nuclear/Radiological Incident Annex of the National Response Plan

Hazardous Waste Operations & Emergency Response, 29 CFR 1910.120

Comprehensive Environmental Response Compensation and Liability Act (CERCLA), 42 U.S.C § 9601 (hazardous substances releases and liability)


Resource Conservation Recovery Act (RCRA), 42 U.S.C § 6901 (requires proper management of hazardous waste)

Public Health Security and Bioterrorism Preparedness and Response Act, 42 U.S.C § 201. Agricultural Bioterrorism Protection Act of 2002, 7 U.S.C § 8401, (addresses possession, use and transfer of biological agents and toxins)

Hazardous Waste Operations & Emergency Response, 29 CFR 1910.120
Clery Act-Federal Timely Warning Reporting Obligations

State

Colorado Disaster Emergency Act of 1992 (Title 24, Article 32, Part 21, Colorado Revised Statutes)

State of Colorado Emergency Operations Plan

College

Colorado Community College System (Title 23, Article 20, Part 1, Colorado Revised Statutes)
http://highered.colorado.gov/CCHE/title23.html

The National Center for Higher Education Risk Management (NCHERM) policy and procedures

CCCS: Delegation of Authority to Presidents to ensure policy and procedures are implemented under Board Policy (BP) 3-120 and BP 4-120.

Special acknowledgement goes to Pikes Pikes Peak Community College and its Emergency team. This EOP is patterned after the Plan developed by Pikes Peak Community College.

Other

The Standard Response Protocol and SRP Guidance for Community Colleges, Trade and Technical Schools, the i love you guys Foundation,
**APPENDIX B**

**ACRONYMS AND GLOSSARY**

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<thead>
<tr>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>AAR</td>
<td>After Action Review or After Action Report</td>
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<tr>
<td>COOP</td>
<td>Continuity of Operations Plan</td>
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<tr>
<td>DHS</td>
<td>Department of Homeland Security</td>
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<tr>
<td>ECC</td>
<td>Emergency Coordination Center</td>
</tr>
<tr>
<td>EOC</td>
<td>Emergency Operation Center</td>
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<tr>
<td>EMOG</td>
<td>CCCS Emergency Management Operations Group</td>
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<tr>
<td>ENS</td>
<td>Emergency Notification System</td>
</tr>
<tr>
<td>EOP</td>
<td>Emergency Operations Plan</td>
</tr>
<tr>
<td>ERG</td>
<td>Emergency Response Guide</td>
</tr>
<tr>
<td>ERT</td>
<td>Emergency Response Team</td>
</tr>
<tr>
<td>IC</td>
<td>Incident Command or Incident Commander</td>
</tr>
<tr>
<td>ICP</td>
<td>Incident Command Post</td>
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<tr>
<td>ICS</td>
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<tr>
<td>IMT</td>
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<td>MAA</td>
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<td>MOA</td>
<td>Memorandum of Agreement</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NIMS</td>
<td>National Incident Management System</td>
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<tr>
<td>OEM</td>
<td>Office of Emergency Management</td>
</tr>
<tr>
<td>PIO</td>
<td>Public Information Officer</td>
</tr>
</tbody>
</table>

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

**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.

**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:** 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 Coordination Center: The designated facility where the campus Emergency Response Team will convene during an emergency or disaster 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. The Center may be on campus or off campus as dictated by the emergency.

Emergency Management Operations Group: A group of CCCS senior staff members that supports emergency operations at the college in case of a high level emergency.

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

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 MCC campuses.

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

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 to include 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.

**MCC_Alert:** The system used by MCC to notify staff, faculty, and students of emergency situations on campus or affecting a campus. (Also see Emergency Notification System)

**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 Management Leadership Team, 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 persons 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 C
CAMPUS EMERGENCY MAPS
Tornado Alert
Morgan Community College

Preparation: Know the location of closest Safe Zone

Tornado Action:
- Warning received by operator and/or maintenance
- Tornado Watch - be attentive
- Tornado Warning: Public address announcement and visible alarms signal move to a safe zone

Cottonwood Hall:
- Student Services room 343
- Restrooms 128 & 129 (designated for those with disabilities)
- Office and hallway 132 & 133
- Work Room 119 & Hallway

Aspen Hall:
- Basement Rooms 202 & 203
- Aspen Restrooms
- Room 220

Spruce Hall:
- Restrooms by Founders Room 303 & 304 (designated for those with disabilities)
- All Other Spruce Restrooms
- Rooms 307, 308 & 309
- Rooms 328 & 338 (access through health lab)

Elm Hall:
- Restroom 420 & 421
- Wash & Tool Rooms Between Shops

Birch Hall:
- Restroom 603 & 604

- Leaving the Safe Zone is at your own risk
- Classes will resume once an all-clear is given
- The emergency Director or designee determines if classes are cancelled
Morgan Community College

ANNEX 1
Emergency Coordination Center
Logs

May 2015
# Morgan Community College
Emergency Coordination Center
## Entry/Exit Log

<table>
<thead>
<tr>
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<th>Time Out</th>
<th>Comments</th>
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Morgan Community College
Emergency Coordination Center
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Morgan Community College
Emergency Coordination Center
Event/Decision Log

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ANNEX 2
Emergency Response Team EOP
Roles and Exterior Door Assignments

Rev. October 2015
## Morgan Community College
### EOP Roles

<table>
<thead>
<tr>
<th>Member</th>
<th>Role</th>
<th>Role</th>
<th>Backup</th>
<th>Cell</th>
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</thead>
<tbody>
<tr>
<td>Susan Clough</td>
<td>Incident Commander (with College President), ERT Chair</td>
<td>Hall Captain-Aspen Hall</td>
<td>Facilities Coordinator</td>
<td>768.2940</td>
</tr>
<tr>
<td>Seth Noble</td>
<td>Deputy Incident Commander</td>
<td>Fire Control Panel- Cottonwood</td>
<td>VP Student Services, Greg Schehrer</td>
<td>768.2209</td>
</tr>
<tr>
<td>Katie Barron</td>
<td>Public Information Officer</td>
<td>Hall Captain-Aspen Hall</td>
<td>HR Director, Webmaster</td>
<td>520.256.5524</td>
</tr>
<tr>
<td>Mark Frasco</td>
<td>Safety Officer, Hall Captain-Spruce Hall</td>
<td>Information Technology</td>
<td>Brad Parker, Don Enninga</td>
<td>380.8393</td>
</tr>
<tr>
<td>Julie Nichols</td>
<td>Liaison Officer</td>
<td>Hall Captain-Cedar Hall</td>
<td>HR Director</td>
<td>768.5496</td>
</tr>
<tr>
<td>VP Instruction</td>
<td>Operations Section Chief</td>
<td>Hall Captain-Cottonwood Hall (Alt: Kathi Bell)</td>
<td>VP Student Services</td>
<td>970.584.9779</td>
</tr>
<tr>
<td>Monica Ramirez</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Kent Bauer</td>
<td>Logistics Section Chief</td>
<td>Hall Captain- Cottonwood Hall</td>
<td>Beth Carpenter or Andrea Ertle</td>
<td>520.2237</td>
</tr>
<tr>
<td>Dan Marler</td>
<td>Planning Section Chief</td>
<td>Hall Captain- Cottonwood Hall</td>
<td>Kelly Rasmussen</td>
<td>380.9621</td>
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<tr>
<td>Controller-Tracy Schneider</td>
<td>Finance/Administration Section Chief</td>
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<td>Director of Purchasing</td>
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<tr>
<td>CCCS Legal-Nancy Wahl</td>
<td>Legal Information/Advice</td>
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<td>720.858.2311 (office)</td>
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<tr>
<td>Greg Schehrer</td>
<td>Hall Captain-Elm Hall</td>
<td>Fire Control Panel- Elm</td>
<td>Les Mullins</td>
<td>467.1600</td>
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<tr>
<td>Les Mullins</td>
<td>Hall Captain-Spruce Hall</td>
<td>Fire Control Panel- Elm</td>
<td>Greg Schehrer</td>
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<td>Troy McKie</td>
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<td>Dist Educ Support</td>
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<tr>
<td>Andria Koppels</td>
<td>Hall Captain-Aspen Hall</td>
<td>Human Resources</td>
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<tr>
<td>Beth Carpenter</td>
<td>Hall Captain-Spruce Hall</td>
<td>Instruction Support</td>
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<td>Andrea Ertle</td>
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<tr>
<td>Kevin Cruse</td>
<td>Hall Captain-Birch Hall</td>
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<tr>
<td>Kelly Rasmussen</td>
<td>Hall Captain-300 Main St</td>
<td>Alt. Planning Section Chief</td>
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<tr>
<td>Brad Parker</td>
<td>Hall Captain-Elm Hall</td>
<td>Alt. Safety Officer</td>
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<td>Hall Captain-Spruce Hall</td>
<td>Alt. Safety Officer</td>
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<tr>
<td>Barbara Trudt</td>
<td>BIT Team Member</td>
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<tr>
<td>Custodians</td>
<td>Hall Captains (Evenings)</td>
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<td>467.7170-Dave, 467.1736-Rashar, 768.4037-Rosa F, 768.4470-Rosa A</td>
</tr>
<tr>
<td>Valerie Rhoades</td>
<td>Centers Representative</td>
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<td>719.342.1657</td>
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</table>
**Emergency Response Roles** (composition of the groups will vary depending on the emergency)

**Incident Commander:** President, VP Admin/Fin (Alternate: Coord Phys Facilities or VP Stu Serv)
- Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.
- Responsible for all ICS management functions until he or she delegates the function.
- Only creates those sections that are needed.
- Must have authority to manage the incident and be briefed fully.
- Ensure overall safety.
- Provide information services to internal and external stakeholders.
- Establish and maintain liaison with other agencies participating in the incident.

**Deputy Incident Commander:** Coordinator Phys Facilities (Alt: VP Stu Serv or Structural Trades)
- Perform specific tasks as requested by the Incident Commander.
- Perform the incident command function in a relief capacity.
- Represent an assisting agency that shares jurisdiction.

**COMMAND STAFF**

**Public Information Officer:** Dir Marketing/Communications (Alt: HR Director or Webmaster)
- Serves as conduit for information to internal and external stakeholders.
- Primary contact for anyone wanting information about the incident and our response to it.
- Coordinates with public information staff from other agencies, including CCCS, to ensure that confusing or conflicting information is not shared.
- Approves all information released at the scene.

**Safety Officer:** Mark Frasco (Alt: Brad Parker or Don Enninga) (Emergency Mgt Experience)
- Monitors safety conditions and develops measures for assuring the safety of all response personnel.
- Works with responders to ensure they are being safe.
- Conducts risk analyses and implements safety measures.
- Has authority to stop any unsafe activity.

**Liaison Officer:** Julie Nichols (Alt: HR Director)
- Point of contact for other response organizations, providing resources at the scene.
- Facilitates coordination with the Executive Policy Group, adjacent jurisdictions, and nongovernmental organizations.
- Responds to requests from incident personnel for contacts among the assisting and cooperating agencies.

**GENERAL STAFF**

**Operations Section Chief:** VP Instruction (Alt: VP Stu Serv)
- Reports to Incident Commander.
- Develops and implements strategy and tactics to accomplish the incident objectives.
- Organizes, assigns, and supervises all the tactical or response resources assigned to the incident.
- Manages the Staging Area (as applicable)

**Logistics Section Chief:** VP Stu Serv (Alt: Beth C or Andrea E)
• Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies
• Providing communication planning and resources.
• Setting up food services for responders.
• Setting up and maintaining incident facilities.
• Providing support transportation.
• Providing medical services to incident personnel.
• Ensuring there is sufficient food, water, and sanitation supplies.
• Arrange busses for evacuations and communication equipment.

Planning Section Chief: Dan Marler (Alt: Kelly R)
• Ensures responders have accurate information.
• Provides resources such as maps and floor plans.
• Records a chronology of incident events for legal, analytical, fiscal, and historical purposes.
• Collecting, evaluating, and displaying incident intelligence and information.
• Preparing and documenting Incident Action Plans.
• Tracking resources assigned to the incident.
• Developing plans for demobilization.

Finance/Administration Section Chief: Controller (Alt: Dir of Purchasing)
• Responsible for all financial and cost analysis aspects of an incident.
• Contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident.
• Works with Logistics Section Chief to ensure contracting and procurement of resources.

OTHER ROLES
Fire Control Panel:
• Will respond to the college fire control panels located in Cottonwood and Elm Halls.
• Will activate the PA system on the panel to communicate with building occupants.
• MCC Maintenance and Custodial staff are trained on use of the fire control panel and PA system.

Hall Captains:
• Will coordinate evacuation of assigned area(s) of college facility;
• Will coordinate the accountability and location of students, faculty and public;
• Will contact MCC off-campus locations to advise staff of emergency (as necessary).
• Hall Captain assignments:
  o Cottonwood Hall: Andrea Ertle (Backup: Dan Marler, Troy McKie, Kent Bauer, Custodian)
  o Aspen Hall: Andria Koppels-HR Director (Backup: Susan Clough, Katie Barron, Custodian)
  o Spruce Hall: Mark Frasco (Backup: Don Enninga, Beth Carpenter, Les Mullins, Custodian)
  o Elm Hall: Greg Schehrer (Backup: Brad Parker, Seth Noble)
  o Cedar Hall: Julie Nichols (Backup: Kathi Bell, Shelly Martinez, Custodian)
  o Birch Hall: Kevin Cruse (Backup: OMP staff, Custodian)
  o 300 Main Street: Kelly Rasmussen (Backup: Kristi Enninga, SBDC/Chamber staff)
ERT Members Exterior Door Assignments

Team will ensure all doors are locked or unlocked in an Exterior Lockout or other emergency.

Staff members and door responsibility:

- Beth Carpenter, Mark Frasco, Don Enninga & Les Mullins:
  - East entrances of Spruce Hall at rooms 305, 317, 330 and 330A (Ambulance Garage)
  - West entrances of Spruce Hall at door 360 and 390 (north), vestibule 370 and room 381

- Kent Bauer & Andria Koppels:
  - East doors at Bookstore loading dock
  - North entrance to Student Center
  - East entrance of Aspen Hall at Bookstore

- Susan Clough & Katie Barron:
  - West entrance of Aspen Hall
  - West entrance of Cottonwood Hall at room 111

- Andrea Ertle, Dan Marler, Troy McKie, Barbara Eakley-Troudt:
  - East Main entrance of Cottonwood Hall
  - South entrance of Cottonwood Hall
  - West emergency exits in LRC

- Seth Noble, Greg Schehrer & Brad Parker:
  - All doors in Elm Hall

- Julie Nichols:
  - All doors in Cedar Hall

- Kevin Cruse:
  - All doors in Birch Hall

- Kelly Rasmussen
  - All doors at 300 Main St
ANNEX 3
Health and Medical Services
Infectious Disease and Foodborne Illness Emergency Plan

May 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.
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 effort 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:

- Facilities Services
- Marketing and Communications
- Environmental Health and Safety
• Human Resources
• Information Technology
• 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 days 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 workgroups
- 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; space is 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 inter-jurisdictional 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
  - Information sharing and early notification to (and collaboration with) appropriate agencies

- **Preparedness**: Examples of activities that support the 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, MCC_Alert, 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.

**Facilities Services**

- Facilitate decontamination efforts, as directed in accordance with any health
departments or CDC guidance.
  o Support the efforts of the health departments or IDRT, as appropriate.

• **Human Resources/Employee Services**
  o Provide guidance for absenteeism and leave policies.
  o Data collection of absenteeism information.
  o Support the efforts of the health departments or IDRT, as appropriate.

• **Information Technology**
  o Support telecommunicating
  o Support the efforts of the health departments or IDRT, as appropriate.

• **Student Affairs**
  o Advise on planning to include student activities and events.
  o 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.

The Management Leadership Team shall oversee or coordinate the review and maintenance of this Annex.
ANNEX 4
Chemical Safety, Management & Emergency Response Plan
In accordance with BP19-20; Emergency and Safety Planning, and SP19-20a; Chemical Assessment and Management Planning

May 2015
MORGAN COMMUNITY COLLEGE
HAZARD COMMUNICATION WRITTEN PROGRAM

This program has been prepared to comply with the requirements of the Federal OSHA standard 1910.1200 to insure that information necessary for the safe use, handling and storage of hazardous chemicals is provided to and made available to employees. OSHA has amended the Hazard Communication Standard (29 CFR 1910.1200) to align its requirements with the Globally Harmonized System for the Classification and Labeling of Chemicals, or GHS. The GHS amendments to HazCom preserve the employee information and training requirements under the pre-GHS standard. This is additional employee training requirements under the GHS amendment.

1. By December 1, 2013, employers must train employees to:
   - Read and interpret GHS compliant labels
   - Read and interpret SDS
   - Add training about hazards of simple asphyxiation, combustible dust, pyrophoric gas, and hazards not otherwise classified (if applicable)

2. By June 1, 2016, employers must update their Hazard Communication Program and provide additional employee training for new identified physical and health hazards.

CHEMICAL INVENTORY - SEE ATTACHED LIST

The purchasing of chemicals at Morgan Community College will be with each department approving their own purchases. The chemical guidelines must be adhered to as found in this Hazard Communication Program.

Morgan Community College maintains an inventory of all known chemicals in use at its facilities. A chemical inventory list is available from your supervisor. Hazardous chemicals brought onto Morgan Community College will be included on the hazardous chemical inventory list. Chemical inventory lists will be maintained and located at the Fort Morgan Physical Plant Department and updates will be submitted as they are added and/or removed from the list.

The chemical inventory list will include a system that will match each chemical to a corresponding number on the Safety Data Sheet (SDS).

CONTAINER LABELING
All chemicals on the facilities will be stored in their original or approved containers with a proper label attached, except small quantities for immediate use. Any container not properly labeled should be given to your supervisor for labeling or proper disposal. Workers may dispense chemicals from original containers only in small quantities intended for immediate use. Any chemical left after work is completed must be returned to the original container or to your supervisor for proper handling. No unmarked containers of any size are to be left in the work area unattended. Morgan Community College will rely on manufacturer applied labels whenever possible, and will ensure that these labels are maintained. Containers that are not labeled or on which the manufacturer’s label has been removed will be relabeled. Dr. Hart or his designee will ensure that each container is labeled with the identity of the hazardous chemical contained and any appropriate hazard warnings. GHS labels will be used. The labels must contain the following:

1. The Signal Word
   - Danger
   - Warning

2. Hazard Communication Standard (HCS) pictograms:
   These nine hazard classes break down into three categories
   - Physical Hazards
   - Health Hazards
   - Environmental Hazards

3. Hazard Statements
   Examples of Hazards Statements
   - “Fatal if swallowed”
   - “Toxic in contact with skin”
   - “Causes severe skin burns and eye damage”
   - “Extremely flammable material”
   - “Contains gas under pressure may explode if heated”

4. Precautionary Statements
   There are four types of precautionary statements
   - Prevention
   - Response in case of accidental spillage or exposure
Labeling information will be compared routinely between old and new products and shipments. Dr. Hart or his designee will review and update labeling information as necessary.

**SAFETY DATA SHEETS (SDS)**
The SDS replaces the MSDS. The GHS compliant SDS is composed of sixteen sections. The information it presents may be more complete than what we are used to in the old MSDS, and it is better organized. The SDS format is as follows:
1. Identification of the substance or mixture and the supplier
2. Hazards identification
3. Composition/information on ingredients
4. First Aid measures
5. Firefighting measures
6. Accidental release measures
7. Handling and storage
8. Exposure controls/personal protection
9. Physical and chemical properties
10. Stability and reactivity
11. Toxicological information
12. Ecological Information (non-mandatory)
13. Disposal Considerations (non-mandatory)
14. Transport Information (non-mandatory)
15. Regulatory Information (non-mandatory)
16. Other information, including date of preparation or last revision

Dr. Hart or his designee will be responsible for obtaining and maintaining SDS sheets. If SDS sheets are not supplied with first shipments, Dr. Hart or his designee will contact the manufacturer or supplier to obtain the SDS sheets.

Employees working with a hazardous chemical may request a copy of the safety data sheet (SDS). Requests for SDS's should be made to your supervisor or to Fort Morgan Physical Plant department.

SDS sheets and standard chemical references may also be available to provide immediate reference to chemical safety information.

SDS sheets will be maintained at the site of use and a centralized location as part of Morgan Community College’s complete HazCom program. HazCom programs will be kept in folders that are clearly marked "HazCom Program".

**EMPLOYEE TRAINING**

Employees will be trained to work safely with hazardous chemicals in the workplace.

Dr. Hart or his designee will be responsible for conducting training of the HazCom program. Training will be administered through classroom instruction, workplace safety meetings, and by audiovisual and/or computer interactive learning.

Employees will be provided with training on hazardous chemicals in their work area and updated whenever new chemicals are introduced into that work area.

Employees shall be informed of the requirements of this standard, any operations in their work area where hazardous chemicals are present and the location and availability of the
written HazCom program including the chemical inventory sheet and the accompanying SDS.

Training shall also include:

1. Methods that may be used to detect a release of hazardous chemical(s) in the workplace.
2. Physical and health hazards associated with chemicals in the work area.
3. Protective measures to be taken.
4. Safe work practices, emergency response and use of personal protective equipment.
5. Information on the Hazard Communication Standard including GHS labeling and warning systems, and an explanation of Safety Data Sheets.
6. New employees will be provided with HazCom training as part of Morgan Community College's overall employee orientation program. This training will be given by management personnel and may consist of a combination of classroom training along with the use of audio/visual and/or computer interactive learning.
7. When new hazards are introduced into the workplace, employees will be trained by their supervisor. In all cases, SDS sheets will be reviewed prior to exposure to any chemical or hazardous material.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

The employer is responsible for requiring the wearing of personal protective equipment in all operations where there is an exposure to hazardous conditions or where this part (OSHA Standard) indicates the need for using such equipment to reduce the hazards to the employees.

All employees will be instructed to use the kinds and types of PPE as recommended in the SDS.

Those employees found to be in violation of this policy may be subject to disciplinary action up to and including termination, depending on the nature and seriousness of the violation. The use of respirators requires specialized training in the proper selection, fit, use and care of the respirator prior to use. Medical evaluations must also be performed on each employee intending to use respirators in the workplace. No employee shall use a respirator until such training and medical evaluation has been completed and documented.

EMERGENCY RESPONSE

Any incident of overexposure or spill of a hazardous chemical/substance must be reported to your supervisor at once.
The supervisor will be responsible for ensuring that proper emergency response actions are taken in leak/spill situations. SDS's contain instructions for handling leaks and spills. Be familiar with these instructions before attempting to contain a spill or leak. Overexposure can result. When in doubt, refer to the emergency response telephone numbers on the front of the SDS sheet. Emergency assistance can be received 24 hours a day in most cases.

HAZARDS OF NON-ROUTINE TASKS
Supervisors will inform employees of any special tasks that may arise which would involve possible exposure to hazardous chemicals. Review of safe work procedures and use of required PPE will be conducted prior to the start of such tasks. SDS relative to the task will be made available to the employees involved.

INFORMING OTHER EMPLOYERS
Other on-site employers are required to adhere to the Hazard Communication Standard. Information on hazardous chemicals introduced to the jobsite by Morgan Community College will be exchanged with other employers. Other employers in turn, will be responsible for providing necessary information to our employees. A copy of the HazCom program will be submitted for display in a centrally located and agreed upon location. Other employers and their employees will be advised of this location. The location of other employer’s HazCom programs and/or SDS must be obtained by our supervisors as well. This information will be made available to other employers and their employees, prior to start-up of operations in the facility.

POSTING REQUIREMENTS
The Hazard Communication Standard (OSHA 1910.1200) and the complete Hazard Communication Program will be posted and remain available at all times.

The Chemical Hygiene Procedure will also be posted and remain available at all times. It is the employer’s responsibility to ensure that all employees have access to and know the location of the Hazard Communication Program and Chemical Hygiene Procedure at all times.
1. Chemicals in the Workplace

Chemicals make up the water, the air we breathe and even the food we eat. Some chemicals are very dangerous and can burn the skin, or can cause a serious fire. Other chemicals interfere with breathing. The materials that we may use on a job site are also made up of chemicals. When chemicals are used properly, they make our work easier.

When we misuse or incorrectly use chemicals, we risk being injured. The training provides you with the opportunity to discuss chemicals and how they affect us. A copy of the Hazcom/Right To Know Program is available for your review at your job site or the Fort Morgan Physical Plant Department.

2. Routes of Entry

Chemicals can enter our body in four different ways. These are called routes of entry. We can absorb, inhale, ingest or inject chemicals.

**Absorption:** Chemicals can enter the body through skin contact. When the chemical touches our skin, it is absorbed into our bloodstream though our pores. Some chemicals are absorbed more rapidly than others.

**Inhalation:** Other chemicals are inhaled as we breathe. This route of entry is the most dangerous because, by entering the lungs, the chemicals enter the bloodstream almost instantly.

**Ingestion:** Chemicals can enter the body by eating. If you happen to get a chemical on your hands, the chemical is transferred to the food we eat and then enters the body.
**Injection:** Finally, chemicals can enter through puncture wounds similar to the type of injury from stepping on a nail.

3. **Labeling**

Each material is also required to have the following information contained on its Label:

- The Signal Word
- Hazard Communication Standards (HCS) Pictograms
- Hazard
- Precautionary Statements

Take the time to carefully read the label on the material you are using before you move, handle, or open a material container.
4. **Safety Data Sheets (SDS)**

Each material that is manufactured or sold in the United States is required to have a safety data sheet or SDS. An SDS is an information sheet with safety and health data about a specific material. At first glance, these sheets seem very complicated with all of their technical information, but upon closer examination the reader can discover that the SDS is very simple.

**Each SDS must contain these 16 sections**

- Identification of the substance or mixture and the supplier
- Hazards identification
- Composition/information on ingredients
- First Aid measures
- Fire fighting measures
- Accidental release measures
- Handling and storage
- Exposure controls/personal protection
- Physical and chemical properties
- Stability and reactivity
- Toxicological information
- Ecological Information (non-mandatory)
- Disposal Considerations (non-mandatory)
- Transport Information (non-mandatory)
- Regulatory Information (non-mandatory)
- Other information, including date of preparation or last revision

**Availability:** All safety data sheets must be available for employees to review at any time. They will be made available at the jobsite in hard copy or electronically. They are also located in the Fort Morgan Physical Plant Department and are available by fax/email. As new materials are brought into the workplace, SDS must be obtained.
OSHA is strictly enforcing this law and Compliance Officers will interview employees to determine if they have been satisfactorily trained under this standard. Please answer the following questions:

I. What is an SDS?

II. Why is an SDS important?

III. Name the four different ways that chemicals can enter the body?

IV. Are the effects of chemical exposure always immediate?

V. How do I find out if a chemical is dangerous?

Signature: ________________________________ Date: ______________

Print Name: _____________________________ $# __
ANNEX 5
Patient Tracking Protocols & Patient Tracking Form
May 2015
Morgan Community College
Patient Tracking

The Patient Tracking Officer will work closely with paramedics and EMT partners, providing critical information that identifies injured or deceased students and faculty.
This position is expected to collect information from first responders as to where impacted persons are being transported if applicable.
This position reports directly to the Incident Commander and will be the point-of-contact to the Incident Commander for patient-tracking related concerns.

Responsibilities:
Stage at patient triage areas with a notepad, pen, cell phone and two way radio if possible:
• Work with first responders. Collect/provide/track information on who is being treated
• Collect information on where victims are being transported to, if applicable
• Do NOT provide identifying personal information over two-way radio transmission, ie. Name, DOB, address, specific information on nature of injuries
• Confidential information must be transmitted over a cell or landline phone or by runner between the triage and incident command area.

Please have a printout(s) of the following form ready:
# Morgan Community College
## Patient Tracking
### Mass Casualty Incident Form

Date:______________________________

Incident Location:_______________________________________________________________________

## Notes:

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>DOB</th>
<th>Primary Injuries</th>
<th>Hospital</th>
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ANNEX 6
Reunification Plan
May 2015
Morgan Community College
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, and high school dual enrolled learners 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 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 and off-site location that can accommodate students and faculty. Appropriate off site locations include but are not limited to local schools, churches or other facilities that are out of the elements.

Procedures
In an emergency, Morgan 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 to.
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 picked 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.
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 considerations to insure 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, or a school administrator.

- The Incident Commander or designee will notify all students, staff and visitors. This may be done via:
  - Intercom, public address system, two-way radio
  - Email/MCC_Alert, etc
  - Telephone / Cell phone

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
  - Consider special needs evacuees, with equipment such as wheel chairs, 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 an 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, etc.
- 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.
Morgan Community College

Reunification and Relocation Site Options

In October 2014, MCC staff, along with officers from the FM Police Department, discussed possible off-site evacuation and possible reunification locations in case of a disaster. Also discussed were relocation sites if the college, or a portion thereof, had to be closed for an extended period of time. Below are the suggestions for consideration:

Fort Morgan
- Fort Morgan High School gym (approved per Ben Bauman, principal)
- Fort Morgan Middle School gym or auditorium (approved by Jason Frasco, principal)
- 300 Main Street (MCC owns)
- Legion Field (RE3 owns)
- Country Steak-Out restaurant (two large rooms)
- VFW, Elks, American Legion Hall
- Imperial Onion facilities (north of campus); Larry Jensen owns?
- FM Public Library
- Fire Training Center
- Concept Auto Body Building (east of town)
- REA-Community Room
- Wells Fargo-community room in basement
- Elaine’s Place-large upper room
- Riverside Park (or any park); FM Golf Course
- Cover Theatre
- The Armory (City of FM owns)
- Any of the local churches as most have large gathering rooms and parking lots including:
  - Life Fellowship Church, Sanctuary, United Methodist Church and Annex, St Helena Catholic Church (has gym/gathering room), Nazarene Church (has gym), Lutheran Church, First Christian Church, Christ Congregational Church, etc.

Brush

- Morgan County Fairgrounds
- Brush High School
- Beetdigger Stadium (RE2 owns)
- Carroll Building
- Bunker Hill Country Club
- Brush Public Library
- Parks, etc

Many of the above could be contacted for long-term use in case of relocation. In addition the following could be considered:
- Use D2L for more online courses
- Telecommuting
- Change schedule times for courses
- Buildings-open earlier/later
- Temporary pods/trailers (find ground with parking space, if needed) or use our 10 acres available
- High school, middle school and elementary schools for night-time class use
- Churches-many have large meeting spaces
- Empty commercial buildings (old Bank of Colorado, old Medical Group, etc)-contact realtors for information. Consider spaces close together for walking distance
- Hotel conference/banquet rooms-Hampton Inn, Clarion Inn, Days Inn, Comfort Inn
- CPMC and EMCH-do they have any space available?
- FM Schools Bus Garage
- Old prison site-Brush
- REA land-available or others who many have land available
- Bob Kula-has semi-trucks for storage
Morgan Community College

ANNEX 7
Standard Response Protocol
Implementation Guidance for Community Colleges, Trade and Technical Schools

May 2015
SRP Implementation Guidance for Community Colleges, Trade and Technical Schools

A General Guide on Incorporating and Operating The Standard Response Protocol

Lockout  Lockdown  Evacuate  Shelter

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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.

**Evaluation**

Evaluation of this material is available at http://iloveuguys.org
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Request for Comment
The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. Suggestions for modification can be made via email at srp_rfc@iloveuguys.org. Please include contact information, district, department or agency, including day time phone.

Warnings and Disclaimer
Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an “as is” basis.

About The “I Love U Guys” Foundation
On September 27th, 2006 a gunman entered Platte Canyon High School, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages...
“I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

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

Contact Information
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Community colleges, trade and technical schools may freely use these materials under the following conditions:
1. Materials are not re-sold.
2. Materials are not modified.
3. Notification of use is provided to The “I Love U Guys” Foundation through either “Notice of Intent” or “Memorandum of Understanding.”

While we encourage community colleges, trade and technical schools to use the materials, we also ask that you investigate our work and see if the Foundation fits in your ongoing philanthropic programs. Participation qualifies under IRS Revenue Procedure 90-12 1990-1 C.B.471 as a tax deductible donation.

One time donations are also welcome and can be accomplished online at http://iloveuguys.org.

The “I Love U Guys” Foundation also provides some printed materials at a reasonable cost.
Program Funding
An ongoing commitment of The “I Love U Guys” Foundation is to increase student safety. This commitment involves program development and advocacy. Development is funded, in part, through a suggested donation from churches, higher education, private and parochial schools, institutions and businesses that use The Standard Response Protocol and materials developed by The “I Love U Guys” Foundation. Funding from these and other sources allow the foundation to fully subsidize Governmental schools, districts, departments and agencies.

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

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<td>Average weekly congregation</td>
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<td>Full and part time student count</td>
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<td>Private/Parochial Schools</td>
<td>Annual student count</td>
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<td>Museums/Libraries</td>
<td>Average daily visitors</td>
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<td>Businesses</td>
<td>Average annual employee count</td>
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Introduction
In 2009, The “I Love U Guys” Foundation introduced the Standard Response Protocol (SRP) to districts, departments and agencies to provide a consistent language and series of actions for students, staff and first responders, during a crisis.

Since then, thousands of schools across the country have implemented the protocol and started to train and exercise with the program.

As law enforcement and K-12 schools began to put the SRP into practice; it was a natural progression for community colleges, trade and technical schools to adapt the SRP for their campuses. The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that organizations retain the “Terms of Art” and “Directives” defined by this protocol.

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

SRP is not a replacement for any campus safety plan or program. It is simply a 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, community colleges, universities and emergency medical services across the country. New materials and updates can be found online at http://iloveuguys.org.

Before You Begin
Community colleges, trade and technical schools typically have a comprehensive safety program established and executed by dedicated safety or security personnel. That same, Safety Team, should be responsible for incorporating the SRP into the safety program. Having student, instructor and staff volunteers on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety program, it is highly encouraged that while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.
Be prepared to look at existing plans with a critical eye as often they can be described as a “Directive” of a certain “Term of Art”; i.e. conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

**Student and Staff Accountability**

Unlike K-12, community colleges may or may not have attendance policies in place, and rarely is it universal or strictly adhered to. Consequently, accounting for students is problematic at this level. Where attendance is monitored, it will prove useful in the immediate aftermath of a crisis.

**Emergency Alert Systems**

Many community colleges now provide their students and staff with emergency alerts through email, text, or voice message when there is an emergency situation on campus.

Beyond sending messages through multiple modes, it has been found that Alert Systems reach a greater percentage of students and staff if they are automatically enrolled, i.e. opt-out; rather than requiring staff and students to register themselves, i.e. opt-in, to the system.

**Time Barriers**

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

A simple example of a Time Barrier would be making the exterior doors of a building automatically lock and could include installing a film on glass door panels to prevent them from shattering, delaying an intruder’s attempt to break into the premises.

For a lecture hall, or where it is not possible to keep the doors locked during operating hours, having a single point of entry that can be monitored could give enough time to identify a threat and take preventative action.
The Standard Response Protocol
A critical ingredient in the safe campus recipe is the uniform response to an incident. Weather events, fires, accidents, intruders and other threats to student and staff safety are scenarios that are planned and trained for by campus administration.

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

**SRP is Action Based**
The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive”. Execution of the action is performed by active participants, including students, staff, professors and first responders.

1. **Lockout** is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within a building.
2. **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.
3. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of a building.
4. **Shelter** is always followed by a type and a method and is the protocol for group and self protection. These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as “Lockdown! Locks, Lights, Out of Sight.” Communication to local Law Enforcement Agency would then be “We are under Lockdown.”

Each response has specific student and staff action. The Evacuate response is always followed by a location: “Evacuate to the Commons.” Responses can also be combined, “Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold.”
Benefits
The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For staff, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders might transition parts of the building to an Evacuation.

Lockout vs Lockdown
The differentiation between Lockout and Lockdown is a critical element in SRP. A Lockout recovers all students and staff from outside into a building, secures the building perimeter and locks or monitors all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the grounds would be examples of a Lockout response. While the Lockout response encourages greater situational awareness, it allows for educational practices to continue with little interruption or distraction.

Lockdown is a room-based protocol that requires locking or barricading the door(s), turning off the lights and requiring occupants remain out of sight of any corridor windows and to remain quiet. It does not mandate locking outside doors.

There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to occupants or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. “Lockout! Secure the Perimeter. Lockdown! Locks, Lights, out of Sight.” would be announced on public address and mass notification. We are in “Lockdown and Lockout” would be conveyed to emergency services or 911.

SRP in a Nutshell
4 Actions
Each protocol has specific staff and student activity that are unique to the action. In the event a student or staff member identifies the initial threat, calling 911 and administration is advised.

Lockout - “Secure the Perimeter”
Students are trained to:
1. Return to inside of building
2. Do business as usual

Staff are trained to:
1. Recover students and staff from outside building
2. Lock or monitor outside doors
3. Increase situational awareness
4. Account for staff and students
5. Do business as usual

Lockdown - “Locks, Lights, Out of Sight”
Students are trained to:
1. Move away from sight
2. Maintain silence

Staff are trained to:
1. Lock or barricade room doors
2. Lights out
3. Move away from sight
4. Maintain silence
5. Prepare to evade or defend
6. Wait for First Responders to open door
7. Quietly account for students and staff

Evacuate - “Using the Announced Type and Location”
Types include:
1. Independently or as a group
2. Tactically* (as instructed by staff or first responders)

Students are trained to:
1. Leave belongings behind
2. Evacuate as a class or individually
3. Follow instructions

Staff are trained to:
1. Lead students to Evacuation location
2. Account for students and staff
3. Report injuries or problems at Evacuation Assembly to first responders using Red Card / Green Card method.

Shelter - “Using the Announced Type and Method”
Types include:
1. For Tornado
2. For Hazmat
3. For Flood
4. For Snow

Methods include:

* Note: Training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.
1. Drop, Cover and Hold
2. And Seal
3. In Silence

Students are trained in:
1. Appropriate Shelter Types and Methods

Staff are trained in:
1. Appropriate Shelter Methods
2. Account for students and staff
3. Report injuries or problems to first responders using Red Card/Green Card method.

1 Demand

The protocol also carries an obligation. An implicit part of the SRP is that campus authorities are transparent about what’s going on. People need accurate information for the greatest survivability, to minimize panic, and to mitigate recovery.

Protocol Details

Summary

This section of the guidance defines conditions, actions responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

Prerequisites

NIMS Certification

For full adherence to SRP the Campus Safety Teams must certify in the following Independent Study programs offered by the National Incident Management System (NIMS):

1. IS 100 HE Introduction to Incident Management for Higher Education

These courses are available, at no cost, online at http://training.fema.gov/IS/. Anticipate about 3 hours per course to successfully achieve certification.

(Note: The “I Love U Guys” Foundation is not affiliated with FEMA.)

Campus Safety Program

Community colleges, trade and technical schools incorporating SRP must have or be working to develop written safety plans and ongoing safety programs as identified in the the safety plan.

Site Survey and Mitigation

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

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

The Absence of Locks or Keys

Often in a community college environment much of the facility lacks the physical capability to lock interior doors. Where lecture halls, auditoriums, labs or classrooms do have locks, often the instructor or professor is not provided the key. Yet, the value of a locked or barricaded door has historically proven to reduce injury or death in cases of active violence. This conundrum can be partially mitigated through student orientation or staff training.

Training would include identification of unlockable doors, identification of egress points, and barricade strategies.
Doors, Locks, Stress and Fire Marshals

A consistent observation by first responders is that human beings, under stress, have difficulty completing even mundane tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for an instructor who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in extended times to insert a key and lock a door. Keeping classroom doors locked during class, however, has proven to be disruptive or impractical. Propping a locked door might challenge some jurisdictions’ fire code.

Adams County 12, Five Star Schools (Colorado) faced this challenge with a unique solution. Classroom doors in the district open out from the classroom. The keyed locks are in the doorknob, outside of the classroom. This means staff must stand in the hallway to actuate the lock, exposing them to risk during a Lockdown.

Adams County 12, Five Star Schools is using a simple, but effective workaround to solve this challenge. Flexible magnetic sheeting (such as refrigerator magnets) 1 3/4” x 6” are placed in the door jamb to prevent the door handle latch from catching. This allows the door to remain “locked” yet still allow access. In the event of a Lockdown, even highly stressed staff can readily pull the strip from inside of the jamb allowing the door lock.

Memorandums of Understanding

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

The “I Love U Guys” Foundation MOUs or Notice of Intent

Some colleges, departments or agencies may also desire a formalized MOU with The “I Love U Guys” Foundation. Sample MOUs are provided in this guide for that purpose. The purpose of this MOU is to confirm adherence to the protocol by campuses, departments and agencies. It also confirms the online availability of the Foundation’s materials.

At a minimum, community colleges, trade and technical schools that will ultimately incorporate the SRP into their safety plans and practices should formally notify the Foundation with a “Notice of Intent.” A sample NOI is included in Appendix 3 of this guide.

Liaisons and Other MOUs

The college, department or agency should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers. A sample MOU is provided in Appendix 3 of this guide.
Lockout Condition
Lockout is called when there is a threat or hazard outside of the campus building. Whether it’s due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the vicinity, Lockout uses the security of the physical facility to act as protection.

Public Address
The public address for Lockout is: “Lockout! Secure the perimeter” and is repeated twice each time the public address is performed.

Mass Notification
Where mass notification is used in lieu of public address, the message should be similar to “Lockout! Secure the perimeter for all buildings.” Or it may include a single building name or quadrant of the campus.

Actions
The Lockout Protocol demands bringing students and staff into a building and locking or monitoring all outside access points.

Where possible, educational activities would continue uninterrupted. Classes that were being held outside would return to the building and if possible continue class inside.

There may be occasions where students and staff 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 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.

Responsibility
Depending on the building, assigned staff may be required to lock the doors or windows. Staff members assigned “Primary Responsibility” for a “Lockout Zone” should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having “Lockout Duty.”

There should also be assigned a person with “Secondary Responsibility” for Lockout Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Reporter
Lockout is typically reported by emergency dispatch to campus safety personnel. A threat may also be reported by staff or students to safety personnel who determine a Lockout response is warranted. The safety personnel then inform administration who invoke the public address or mass notification.

Preparation
Identification and marking of perimeter access points that must be locked in the event of a Lockout defines the “Lockout Perimeter.”

Logical areas, building wings or other access point groupings define individual “Lockout Zones” within the Lockout Perimeter.

Some community 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 Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.
Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

**Drills**

Lockout drills should be performed once a year. At least one of these drills should be performed while outdoor or normal activities are in progress.

**Contingencies**

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. It may be best for students and staff in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

If during a Lockout a hazard manifests inside the building - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to Evacuate to a different location than would typically be indicated, according to circumstances.

**Examples of Lockout Conditions**

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

1. Criminal activity in area
2. Dangerous animal on campus
3. Civil disobedience
**Lockdown**

**Condition**
Lockdown is called when there is a threat or hazard inside the building. From domestic violence incidents, to intruders, to an active shooter, Lockdown uses room security to protect students and staff 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.

**Mass Notification**
Where mass notification is used in lieu of public address, the message should be similar to “Lockdown! Nichols Building. Locks, Lights, Out of Sight! There is an active shooter.” Identifying 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 room occupants out of line of sight of the corridor windows and having everyone maintain silence.

There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders entry into the building.

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

**Incident Command System**
The Incident Command System should be initiated.

**Responsibility**
The instructor or other staff member is responsible for implementing Lockdown. They should lock or barricade all access points and facilitate moving occupants out of sight.

If attendance has been recorded, take a silent or whispered roll to determine if attendance has changed since the beginning of class, or otherwise try to quietly take account of students and staff.

**Reporter**
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.

**Preparation**
Identification and marking of room access points that should be blocked in the event of a Lockdown is essential preparation. 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 a first responder unlocks it.

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

**Drills**
Lockdown drills should be performed twice a year. If possible one of these drills should be performed with local law enforcement personnel...
participation. At a minimum, to comply with SRP, law enforcement participation in the drill should occur no less than once every 2 years. (For more information on drills see page 13.)

**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 even Evacuate themselves away from the building.

If during a Lockdown an intruder is actively attempting to enter the room staff and students are hiding in, or an additional hazard manifests inside the building - 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 simply some examples of when a student, staff member or emergency dispatch might call for a Lockout.

1. Intruder
2. Angry or violent student
3. Domestic issue
4. Active shooter

**Red Card/Green Card**

Some safety plans suggest sliding a red or green card under the door to indicate status. The SRP suggests this practice not be taken. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

Please see the section on Red Card/Green Card/Med Card.
Evacuate Condition
Evacuate is called when there is a need to move students and staff from one location to another.

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

For instance “Evacuate! To the Lobby. Evacuate! To the Lobby.”

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.

Reporter
Evacuate is typically called by safety personnel but may be called by students, staff or first responders.

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.

Red Card/Green Card/Med Card
After accounting for students and staff the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the evacuees.

1. Green Card (OK) - All student and staff accounted for, No immediate help is necessary
2. Red Card (Help) - Extra or missing staff or students, or vital information must be exchanged
3. Red and White Cross (Medical Help) - Immediate medical attention is needed.
Community colleges, trade and technical schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.

**Red Card/Green Card/Roll Card**
An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.

**Drills**
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

**Contingencies**
Students are trained that if they are separated from their class during a tactical evacuation, then joining any evacuated group is acceptable. They should be instructed to identify themselves to a staff member after arriving at the Evacuation Assembly.

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.
Shelter Condition
Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or airborne irritants.

Public Address
The public addresses for shelter include:

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

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

Types include:
1. For Tornado
2. For Hazmat
3. For Flood
4. For Earthquake

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

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

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

1. Drop, Cover and Hold - During an earthquake or when directed the following actions should be performed. DROP, preferably under a desk or table. Stay away from windows, bookcases, file cabinets and other objects that could fall. COVER your head with your hands and stay under cover until the shaking stops. HOLD onto the desk or table; if it moves, move with it. People confined to a wheelchair also need to know the proper actions to take to protect themselves during earthquakes. If you are in a wheelchair, you should immediately lock your wheels, lean forward and cover your neck with your hands. (See FEMA detail on Drop, Cover and Hold.)

2. And Seal - Close and lock all outside doors and windows. Locking may provide a tighter seal. If you are told there is danger of explosion, close the window shades, blinds or curtains. Turn off the heating, ventilation or air conditioning system. Turn off all fans, including bathroom fans operated by the light switch. Use duct tape and plastic sheeting, such as heavy-duty plastic garbage bags, to seal all cracks around the door into the room. Tape plastic over any windows. Tape over any vents and seal electrical outlets and other openings. As much as possible, reduce the flow of air into the room.

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

4. In Silence - Maintain Silence

Incident Command System
The Incident Command System should be initiated.
Responsibility
Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, the safety team or administration should plan on how to best provide sheltering assistance.

Reporter
Shelter is typically called by safety personnel but may be called by students, staff or first responders.

Preparation
Identification and marking of facility Shelter Points.

Drills
Each Shelter Method should be drilled once a year.
Lockdown Drill

Introduction
A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “Muscle Memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedure or personnel.

Preparation
Prior to drilling, the safety team, as well as students, staff and administration should be thoroughly trained on the SRP and have time to review this material.

The safety team should also verify with law enforcement their use of the SRP at the community college.

Instructors should take time with students to identify and occupy a “Safe Zone” in the room where they cannot be seen through any corridor windows. If visibility in one location is problematic, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the room where you can no longer see out the corridor window.
3. Refrain from texting for at least 10 minutes.

Partnerships
Campus level drills typically need a decent amount of staff to support. If the community college does not have many emergency service or security staff, one key partnership could be with local emergency services. Local law enforcement, firefighters or emergency medical teams may be willing to help staff and cooperatively execute a Lockdown drill.

The Emergency Response Team
A common practice is for the campus to have a pre-identified Emergency Response Team which can be the same as the Safety Team, but may include others who are ‘on-call’ to respond to an emergency.

It is not uncommon for the safety team to survey the staff population for prior emergency response, military or law enforcement experience for placement in the team.

The Lockdown Drill Team
The Lockdown Drill Team is a little different than the Emergency Response Team. During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The ideal Lockdown Drill Team should include all campus emergency service or security staff, facilities managers and any local emergency service or law enforcement partners. For larger campuses it’s important to have enough people on the team to conduct the drill in a timely manner.

Staff Notification
When Lockdown Drills are first being introduced, it is absolutely okay to tell students and staff in advance of the drill. There may be some who are adversely affected by surprise drills.

Special Needs Considerations
It is critical to inform special needs students and staff prior to every drill. Some special needs students need advance notification that a drill is
going to occur. For some students, any alteration to routine can be problematic.
The Pre-Drill Briefing
Prior to the Lockdown Drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and after action conversation
4. Windows
5. Potential student or staff distress
6. Announcing the Lockdown Drill

When using public address to announce a Lockdown Drill, repeat, “Lockdown. Locks, Lights, Out of Sight. This is a drill.” It’s important to tell students and staff that this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

Conducting the Drill
The Lockdown Drill Team should be broken into groups of two or three members who go to individual rooms. One of the members acts as “Scribe” and documents the individual room response. (See Lockdown Response Worksheet.)

At each door, team members listen for noise and look through corridor windows for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request.

At this point a member of the team unlocks the door and announces their name and position.

The After Action Conversation
Typically this conversation addresses the purpose of the drill, and the observed outcome for that room. Any issues should be addressed gently but immediately.

Windows
Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building.

The Lockdown Drill Team Debrief
At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.
# Lockdown Drill

Worksheet

College__________________________

Date/Time_____________________

Stopwatch Time_____________

Student Population _______ Staff Count ________

<table>
<thead>
<tr>
<th>Room#</th>
<th>Locks</th>
<th>Lights</th>
<th>Out of Sight</th>
<th>Door Knock</th>
<th>Why?</th>
<th>Options</th>
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</tr>
<tr>
<td>Why?</td>
</tr>
<tr>
<td>Options</td>
</tr>
</tbody>
</table>
Additional Protocol Details

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

Signage/Decals
The “I Love U Guys” Foundation recommends schools use identification signage or decals. The design reflects common icons in use for the associated actions. If these designs are in keeping with campus aesthetics and or policies, it is encouraged that the community college adopt this common signage.

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

Lockdown Point
Within a lecture hall, office or other room; Lockdown points are the doors that should be locked or barricaded during a Lockdown. This is important when a room, office or lab has multiple entries.

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

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

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

Lockout Duty
Staff may be assigned Lockout Duty. If Lockout Duty is part of a staff member’s response, signage in the lecture hall, office or other typical place of work of the person assigned Lockout Duty should be installed. When a substitute or guest lecturer is in that classroom, provision for notification of Lockout Duty and location of access points should be reviewed.

Public Address Protocol
The public address is repeated twice each time the Address for

1. Lockout! Secure the Perimeter
2. Lockdown! Locks, Lights, out of Sight
3. Evacuate to a (Location)
4. Shelter Type / Method

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.
Posters and Handouts
Part of a community college’s commitment to the SRP is displaying posters throughout the campus facilities and giving handouts at trainings. The following pages are the three most common posters and handouts.

Downloadable templates are available for production of the posters at http://iloveuguys.org at no charge. Finished posters can also be purchased on the website, a portion of those proceeds return to The “I Love U Guys” Foundation.
In an Emergency
Say it twice. Say it twice.

Lockout

Lockdown

Shelter

Evacuate

<table>
<thead>
<tr>
<th>Standard Response Protocol – Public Address Protocol</th>
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<tbody>
<tr>
<td>Threat Outside</td>
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<td>Threat Inside</td>
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<td>Bomb</td>
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<td>Earthquake</td>
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<td>Fire Inside</td>
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<td>Fire Outside</td>
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<td>Hazmat</td>
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<td>Kidnapping</td>
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<tr>
<td>Tornado</td>
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<td></td>
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<tr>
<td>Weapon</td>
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</table>

Appendix 1 - Shelter Methods / FEMA Guidance
The following information is included for basic guidance. The SRP suggests using these common shelter methods. Where possible, SRP adopts precise language for each method. This removes some of the ambiguity around other traditional statements. The following methods are referenced from http://www.fema.gov/hazard

Shelter! Drop, Cover and Hold
What to Do During an Earthquake
Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

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

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

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

**If trapped under debris?**

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

**Reference**

[http://www.fema.gov/hazard](http://www.fema.gov/hazard)
Shelter! For Lightning
What to Do Before a Thunderstorm

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

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

Summary of Lightning Safety Tips for Inside the Home

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

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

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

Avoid the following:

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

What to Do During a Thunderstorm
If in a forest?

1. Seek shelter in a low area under a thick growth of small trees.
If in an open area?

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

If on open water?

2. Get to land and find shelter immediately.

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

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

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

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

Reference

http://www.fema.gov/hazard
Shelter! And Seal
What to do During a Hazardous Materials Incident

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

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

If caught outside?

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

If in a motor vehicle?

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

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

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

Reference
http://www.fema.gov/hazard
Appendix 2 - Red Card / Green Card / Med Card / Roll Cards

Print-ready PDFs are available at http://iloveuguys.org
Reference Guide

Shown here is the Red/Green/Med Card. A quick introduction to the SRP is included on the front of the page.

During an Evacuation Assembly, the card can be folded for quick, visual demonstration of status.

Take roll, if no missing or extra students or staff and everything else is OK, fold sheet to OK Green.

On the back of the sheet are other options. Shown here is the Red/Med design. Other designs are available.

If you have missing or extra students or staff, or other non medical assistance needs, fold sheet to Help Red.

If you need immediate medical assistance, fold sheet to Medical Help.

Note: There may be tactical concerns about using the card system as a classroom status indicator.

SRP suggests consulting with local law enforcement about suggested practice. More agencies are recommending against the practice of sliding the card under the door.
Appendix 3 - Sample NOI and MOUs
Sample Notice of Intent
Name of College/School (Organization)
Standard Response Protocol (SRP)
Notice of Intent (NOI) to
The “I Love U Guys” Foundation (The Foundation)
Program Description
The Standard Response Protocol (SRP) is an organized response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including staff, students and first responders.

The “Term of Art” **Lockout** is followed by the Directive “Secure the Perimeter”. The action associated with Lockout is to bring participants into the building and secure the building’s outside perimeter by locking appropriate windows, doors or other access points.

The “Term of Art” **Lockdown** is followed by the Directive “Locks, Lights, Out of Sight”. The action associated with Lockdown is to secure individual room doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The “Term of Art” **Evacuate** is followed by the Directive “To a Location” (Where Location is announced.) The action associated with Evacuate is to move staff and students from one location to another.

The “Term of Art” **Shelter** is followed by the Directive “Type and Method” (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Communication
Communication between an Organization and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic mail, facsimile or other electronic text communications.

Purpose
By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by Organization
College/School intends to incorporate SRP in the official, existing, written safety plans either in the body or as an addendum or amendment.

Memorandum Term
This Memorandum is effective until terminated.

Termination
Organization may withdraw this Notice of Intent via Written or Electronic notification at any time and will thereby cease use of any materials provided by The Foundation.
Name of Organization
The "I Love U Guys" Foundation

Address
PO Box 1230
Bailey, Colorado 80421

City/State/Zip

________________________________________
Representative
Date

________________________________________
Representative
Date
Sample MOU With The “I Love U Guys” Foundation

Name of College/School (Organization)
Standard Response Protocol (SRP)
Memorandum of Understanding (MOU) with
The “I Love U Guys” Foundation (The Foundation)

Program Description
The Standard Response Protocol (SRP) is an organized response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including staff, students and first responders.

The “Term of Art” Lockout is followed by the Directive “Secure the Perimeter”. The action associated with Lockout is to bring participants into the building and secure the building’s outside perimeter by locking appropriate windows, doors or other access points.

The “Term of Art” Lockdown is followed by the Directive “Locks, Lights, Out of Sight”. The action associated with Lockdown is to secure individual room doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The “Term of Art” Evacuate is followed by the Directive “To a Location” (Where Location is announced.) The action associated with Evacuate is to move staff and students from one location to another.

The “Term of Art” Shelter is followed by the Directive “Type and Method” (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Communication
Communication between Organization and The Foundation may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

Purpose
By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by Organization
Organization agrees to incorporate SRP in the official, existing, written safety plans of all departments, either in the body or as an addendum or amendment.

Organization agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department or agency SRP Liaisons.

Organization agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
Organization agrees to provide Law Enforcement Agencies whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide Fire Departments whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide Emergency Medical Services whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide County and/or City Emergency Managers whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide staff with training on the SRP at least once per year.

Organization agrees to drill a minimum of twice per year.

Organization agrees to provide students with either printed material or notice of online availability of material at http://www.iloveuguys.org.

Organization is responsible for physical material production of any online resources provided by The Foundation. The Organization is not required to utilize printing services provided by The Foundation for production of support materials.

Organization will provide The Foundation with 1 representative copy of printed or electronic materials produced from online materials provided by The Foundation.

Organization will engage in a best effort to provide The Foundation with contact information for other businesses, institutions, agencies, departments or services participating with the Organization regarding the SRP.

**Agreement By The “I Love U Guys” Foundation**

The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator http://iloveuguys.org

The Foundation agrees to provide training and support materials online at no additional charge for recognized organizations.

The Foundation agrees to provide training and support materials online to Law Enforcement Agencies at no charge to the Agency.

The Foundation agrees to provide training and support materials online to Fire Departments at no charge to the Department.

The Foundation agrees to provide training and support materials online to Emergency Medical Services at no charge to the Service.

The Foundation agrees to provide training and support materials online to County and/or City Emergency Managers at no charge to the County or City.

The Foundation offers brokered printing services for production of printed support materials. The Foundation has no expectations that Organization will utilize The Foundation’s brokered printing services for production of printed support materials.

The Foundation provides hands on training sessions for a suggested donation, in locations around the United States. Organization is under no obligation to attend these training sessions.

The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
The Foundation will maintain a record of all Written or Electronic communication with the Organization.

**Memorandum Term**

This Memorandum is effective until terminated

**Termination**

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

**Name of Organization**

Address

City/State/Zip

_________________________  ______________________
Representative                  Date

**The “I Love U Guys” Foundation**

PO Box 1230
Bailey, Colorado 80421

_________________________  ______________________
Representative                  Date
Program Description

The Standard Response Protocol (SRP) is an organized response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including staff, students and first responders.

The “Term of Art” Lockout is followed by the Directive “Secure the Perimeter”. The action associated with Lockout is to bring participants into the building and secure the building’s outside perimeter by locking appropriate windows, doors or other access points.

The “Term of Art” Lockdown is followed by the Directive “Locks, Lights, Out of Sight”. The action associated with Lockdown is to secure individual room doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

The “Term of Art” Evacuate is followed by the Directive “To a Location” (Where Location is announced.) The action associated with Evacuate is to move staff and students from one location to another.

The “Term of Art” Shelter is followed by the Directive “Type and Method” (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Communication

Communication between Organization and Agency may be accomplished through written correspondence delivered by the US Postal Service or other private carriers. Communication may also be accomplished through electronic means utilizing electronic mail, facsimile or other electronic text communications.

Purpose

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Agreement by Organization

Organization agrees to incorporate SRP in the official written safety plans, either in the body or as an addendum or amendment.

Organization agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department or agency SRP Liaisons.

Organization agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
Organization agrees to provide Law Enforcement Agencies whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide Fire Departments whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide Emergency Medical Services whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide County and/or City Emergency Managers whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

Organization agrees to provide staff with training on the SRP at least once per year.

Organization agrees to drill a minimum of twice per year.

**Agreement By Agency**

The Agency agrees to incorporate SRP in the official written response plans, either in the body or as an addendum or amendment.

The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department or agency SRP Liaisons.

The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.

The Agency agrees to provide Fire Departments whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

The Agency agrees to provide Emergency Medical Services whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

The Agency agrees to provide County and/or City Emergency Managers whose jurisdiction includes the Organization with notice of compliance with SRP terms of art and directives.

The Agency agrees to train dispatch personnel in The Standard Response Protocol.

The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

**Memorandum Term**

This Memorandum is effective until terminated.

**Termination**

Organization or Agency may terminate this Memorandum of Understanding via Written or Electronic notification at any time.

**Name of Organization**

Address   City/State/Zip

_________________________________________   _______________________
Representative                        Date

**Name of Agency**

Address   City/State/Zip

_________________________________________   _______________________
Representative                        Date
Appendix 4 - Comments From Stakeholders

Frank DeAngelis, 
Principal Columbine High School
“The Standard Response Protocol is fabulous. Simple but effective and easy to teach students, staff and teachers.

Craig S. Mansanares, 
School Resource Officer, Longmont Police Department
“The Standard Response Protocol really simplifies crisis response plans and addresses most of the complicated issues surrounding school plans. It just makes sense.”

Jacki Kelley, 
Public Information Director, Jefferson County Sheriff's Office
“Creating safety plans for first responders, students and faculty that establish consistency and continuity is paramount in effecting a sense of calm in moments of potential chaos. When all partners involved in a critical event are responding based on shared plans and practices then the outcome for success increases exponentially”.

Pat Hamilton, 
Director of Safe and Secure Environments Adams 12 Five Star Schools
In my years of emergency planning and crisis response I have never seen a concept as smart and as easy to understand as the SRP.

Cheryle Mangels, 
Executive Director Colorado School District Self Insurance Pool
“The Standard Response Protocol – which every school, law enforcement, fire, EMS and other related partner, including community members should consider as part of future coordinated planning efforts. Keeping it simple and clear in a crisis is key to communications effectiveness

Fran Santagata, 
Director of Emergency Management Douglas County Office of Emergency Management
“The SRP provides schools with a simplified, easy to follow and remember protocol for response to many types of incidents. For schools that have struggled with the basic concepts of lock-down, lock-out, shelter-in-place and evacuation, the SRP provides a roadmap for success.

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