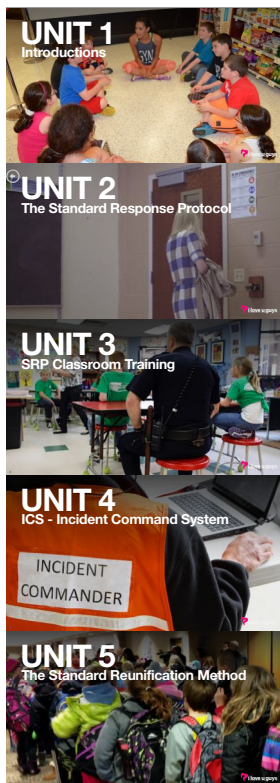


SRP/SRM INSTRUCTOR GUIDE



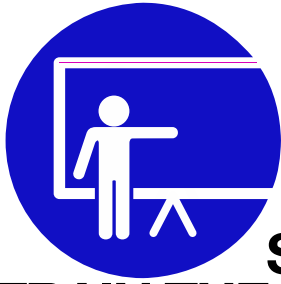
THE STANDARD RESPONSE PROTOCOL & THE STANDARD REUNIFICATION METHOD

The "I Love U Guys" Foundation
Version 1.1

PEACE

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

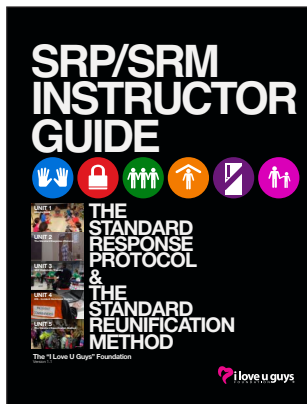
It means to be in the midst of those things and still be calm in your heart.



SRP/SRM TRAIN THE TRAINER

SRM V2 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	12/20/2017	First Final Content Revision
John-Michael Keyes	1.1	01/15/2018	Extended Unit 5 to include Operation Kit



Instructor Guide

The Standard Response Protocol and The Standard Reunification Method

The "I Love U Guys" Foundation

ISBN-13: 978-1983910326

ISBN-10: 1983910325



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THE “I LOVE U GUYS” FOUNDATION

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

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

MISSION

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

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors. The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission.

Please visit www.iloveguys.org and donate now. Your help makes a difference to our students, teachers, first responders, and the communities in which we live and work.

TERMS OF USE

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

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

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

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol and the Standard Reunification Method. The certification programs are optional and is not required to use the SRP or SRM within your organization.

COPYRIGHTS AND TRADEMARKS

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

WARNINGS AND DISCLAIMER

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

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**“Tactics are
intel driven.”**

What we plan is based on what we know.

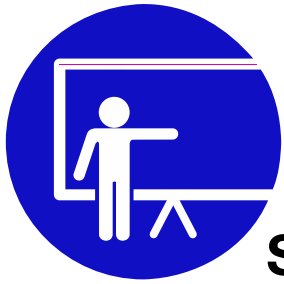
**“But the environment
dictates tactics.”**

But what we do, is based on where we are.

– **Sergeant A.J. DeAndrea**
– *Civilian Translation: John-Michael Keyes*

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SRP/SRM TRAIN THE TRAINER

INTRODUCTION

ABOUT THE PRESENTATIONS

These presentations have been developed to assist law enforcement, school, or district personnel in rapidly training students, teachers and other stakeholders in the programs promoted by The "I Love U Guys" Foundation.

This workbook is designed to assist instructors in learning and delivering the presentations. You can download a PDF of this workbook and the associated presentation in PowerPoint or Keynote, at no charge, by visiting the website: <http://iloveuguy.org>.

SRP, ICS, AND SRM

Standard Response Protocol, Incident Command System, and Standard Reunification Method units are all included in this workbook. The entire set is designed for a 4 hour training session.

ABOUT THE BOOK

The "I Love U Guys" Foundation is committed to providing digital material online, at no charge to districts, departments, agencies and organizations.

Physical books are also available from Amazon. All proceeds and/or royalties from these purchases go to the The "I Love U Guys" Foundation.

We recognize the budget constraints that many districts are feeling and have attempted to keep prices reasonable. We strongly suggest that you compare costs of printing the materials and use the downloadable versions of all materials since those are free.

NOT YOUR TYPICAL POWERPOINT

You've probably noticed that the presentations aren't your "typical" powerpoint. No bullet lists. Lots of images. In fact, with only a couple of exceptions, slides have no more than seven words. Per slide! There are reasons for this. In fact, there is science behind it.

But the notion is simple. Too many words per slide causes cognitive overload and reduces your audience's learning capacity. By separating concepts, you give each concept time to sink in. It also means that some slides will only be shown for a few moments. You are going to get very good with a clicker.

AN AWKWARD INTRODUCTION

John-Michael Keyes did a ton of research on presentation development and multimedia learning theory when creating his presentations on the SRP and the training materials. In 2010 he wrote *"Carpe Audience – Deliver Better Presentations, Despite PowerPoint,"* documenting both the method and the madness... uh... science behind the technique.

It was, and is, not his intent to use the SRP to promote his book, but an interesting thing happened. School Resource Officers became interested in the method. It makes sense. They are often in the classroom or the training room delivering presentations. Educators got interested. Even the local Chamber of Commerce. The Foundation also includes training on this method as instructional development for its certified trainer program.

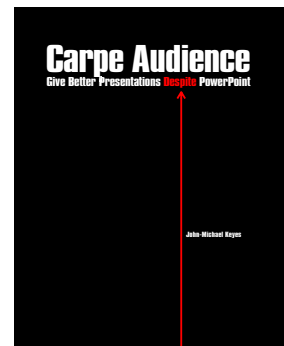
That's our awkward introduction to a valuable resource: "Carpe Audience." If you're interested in finding out more, you can read some of the book on Amazon. Printing costs money, so the book runs \$29.95. If you have an iPad, then it's available as an iBook for \$1.99. In states where there is affiliated training relationship (often school district self insurance pools or safety centers), the PDF version of the book is linked from the joint web page.

GETTING STARTED

Take a moment and page through this book. You'll see the slides presented on the outside edge with the spoken script on the inside of the page. We've deliberately left some room if you need to add your own notes.

It's not a bad idea to fire up PowerPoint (or Keynote on the Mac) at this point and familiarize yourself with the slides. If the presentation didn't open with the presenter notes visible, take a moment and show them.

The presenter notes are the same as the script in this book. An often overlooked feature with both PowerPoint and Keynote is the presenter display. By configuring your computer for multi-monitor display, the projector can display your slides and the laptop can display your presenter notes. If you haven't used the presenter notes feature in PowerPoint or Keynote, while delivering a presentation, it's worth the effort to figure out how to enable the feature.



THE SETUP SLIDES

The first 16 slides are designed to help you achieve the best audio and visual support for your presentation. These are for setup only and should be advanced prior to the audience being in the room. These slides also provide another purpose. With larger venues there is often an AV technician or IT person assigned to assist in setup. These slides demonstrate that this is an important presentation and you are concerned about the audience getting the best experience.



CUSTOMIZE

There is an option to customize the slides. Localizing some of the images or introducing some site specific challenges or opportunities can increase effectiveness. Look for the “Do-it-yourself” icon on the slides that should be localized. That said, please respect the Terms of Use (Page 5). Please don’t use these or other Foundation SRP materials if you change the actions and directives. There is another aspect of customization. If you are adding your own content, use the Master Slides so the formatting matches. And please, resist the bullet list. Really. Presentations are far more effective when there are fewer words on screen. Instead, separate your concepts and find some images that support them. It’s ok if any individual slide isn’t projected for a great period of time.



TRUST BUT VERIFY

Several of the slides should be verified with local authorities. The SRP offers instructions for each action and directive. It also suggests current guidance regarding some generic hazards and safety strategies. Look for the “Trust but verify” icon on a slide.



VIDEO CLIPS

When video clips are used, look for the “Play” icon. We’ve included the transcript of the video as well. As you start working with the slides, you’ll notice that prior to any video playing, the “Play” triangle cues you that the next slide will autostart a video.



OPTIONAL

Some sections of the presentation are optional. The slides that are optional are indicated with the “Optional” icon on the slide. When presenting to younger audiences feel free to hide any slide that isn’t age appropriate.



ANIMATION

Where slides include animation sequences, look for the “Animation” icon. There will be a <CLICK> indicator in the script section notifying you of when to click.



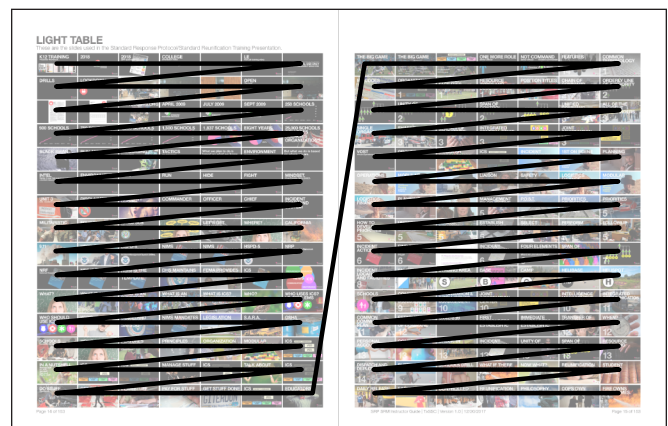
INSTRUCTIONAL NOTE

Look for additional instructional tips when the “Instruction” icon is used. These tips may require additional interaction with the participants. Instruction may be provided in a separate text box or may be formatted <LIKE THIS>.



AUTO-ADVANCE SEQUENCE

There are some slide series that will auto-advance. Where this is the case, a film strip icon will be present on the side of the slide images.



LIGHT TABLE PAGES

Light table pages read left to right per page then advance to the top left of the next page.

MECHANICALS

The presentations were initially developed in Keynote 6.6 on the Macintosh. The resolution is set to 1280 px. x 720 px. The font used is Helvetica Neue Bold sized at either 144 pt. or 64 pt. This font ships with recent Macintosh computers or is installed by recent OS X updates.

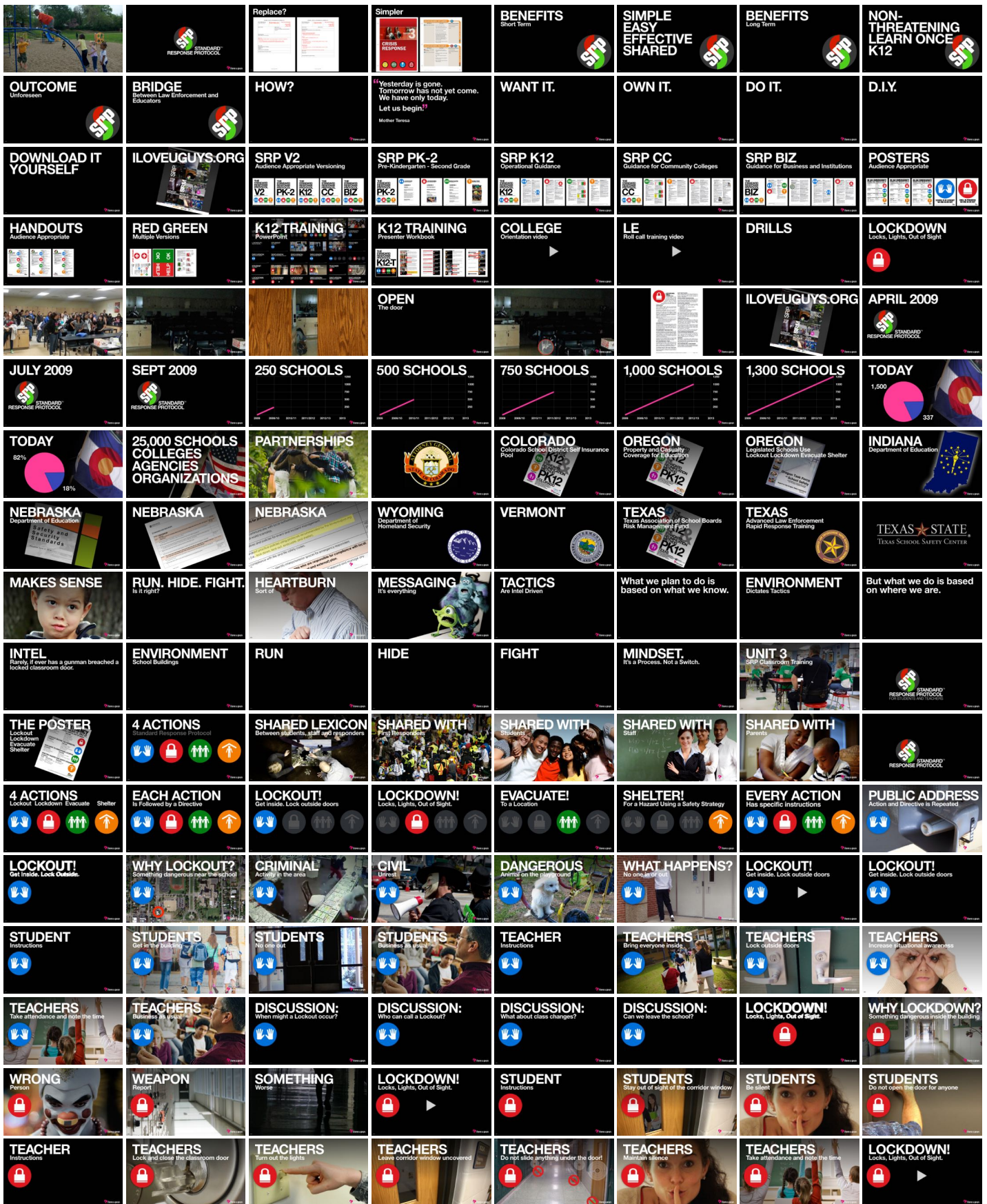
The Windows version of this presentation has been exported to PowerPoint 2016 and any conversion issues resolved. The font was embedded in its entirety as a PowerPoint option during file creation.

The video resources have been encoded for native display on both Windows and Mac.

LIGHT TABLE

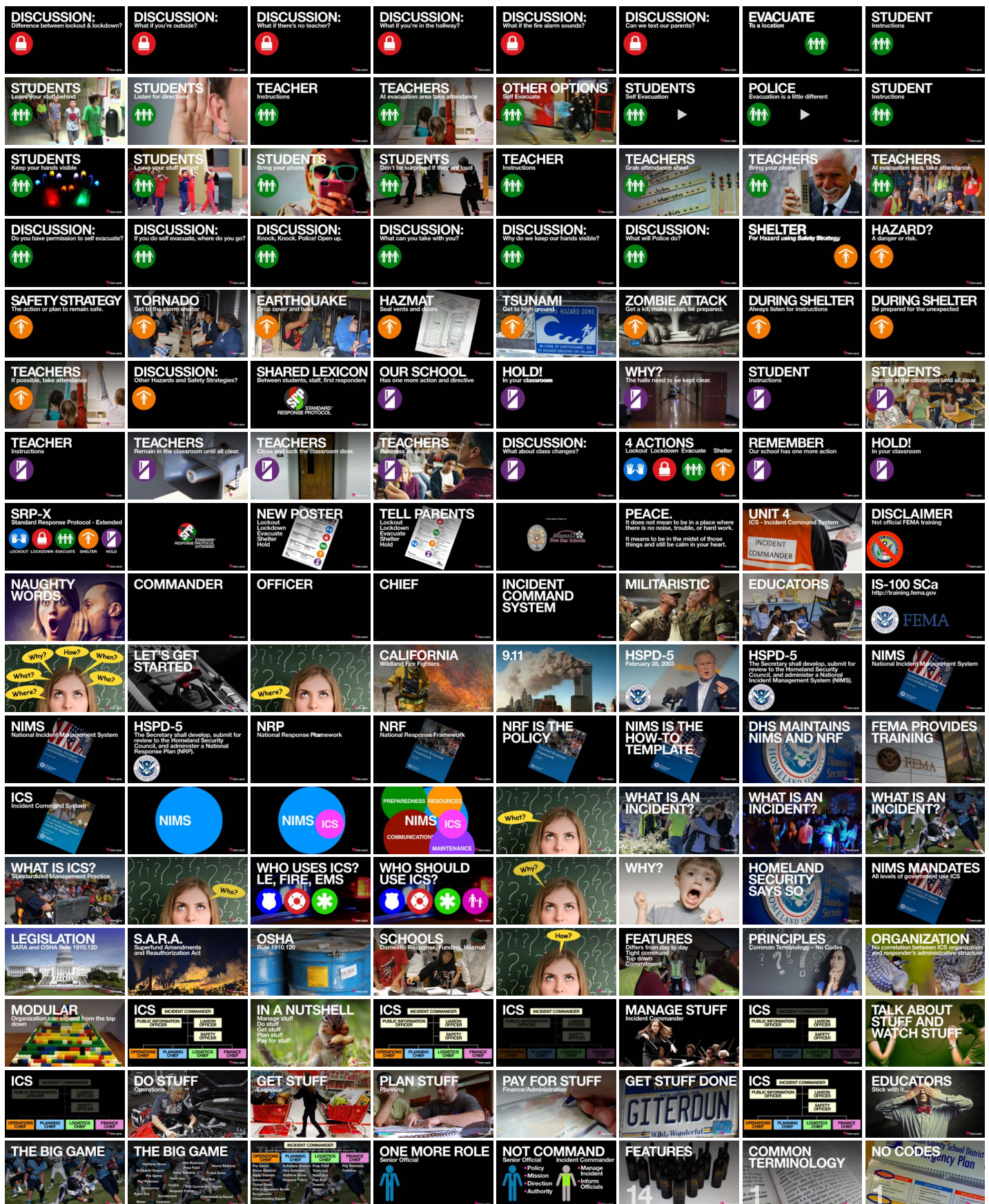
These are the slides used in the Standard Response Protocol/Standard Reunification Training Presentation.





LIGHT TABLE

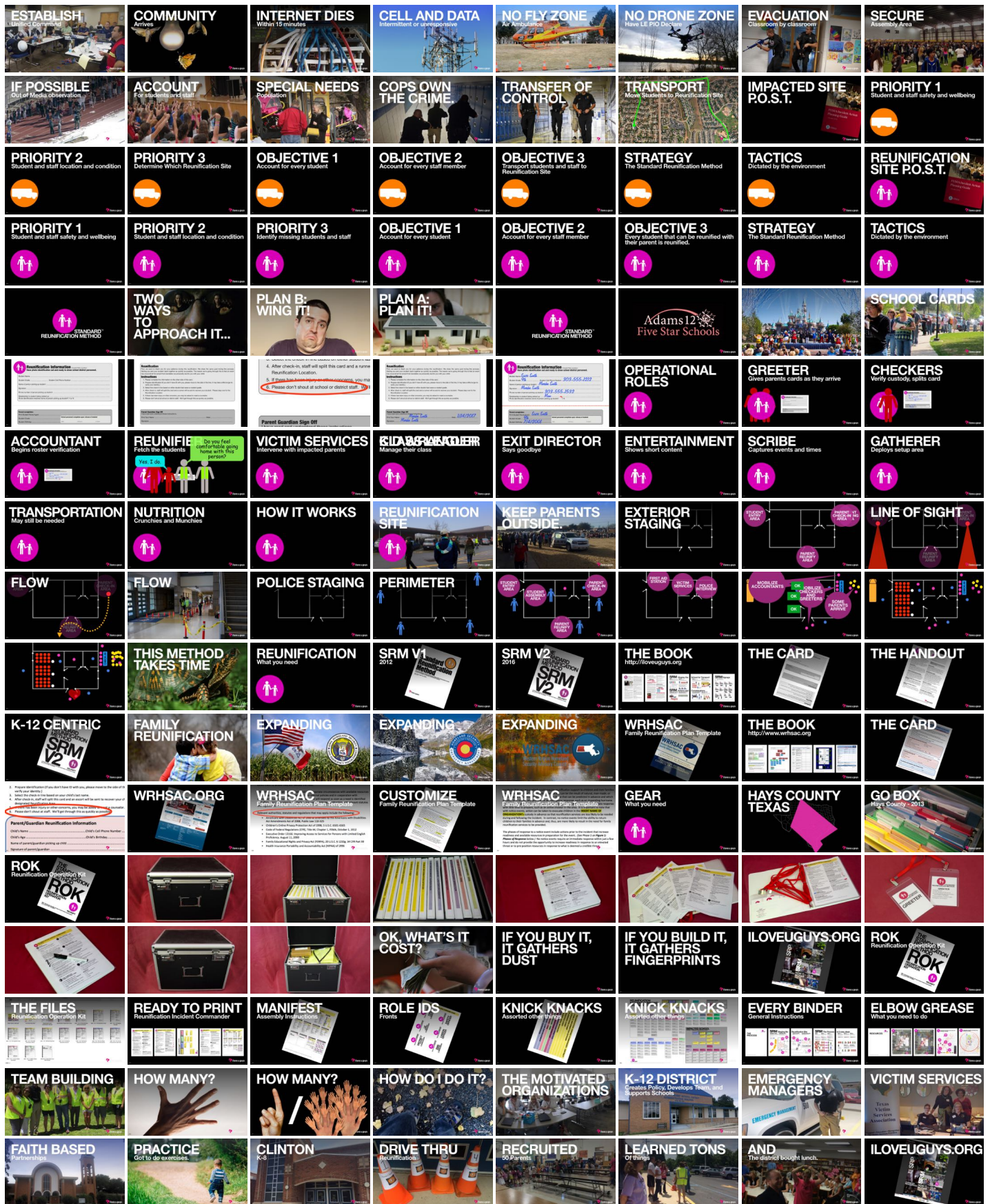
These are the slides used in the Standard Response Protocol/Standard Reunification Training Presentation.





LIGHT TABLE

These are the slides used in the Standard Response Protocol/Standard Reunification Training Presentation.





UNIT 1 – INTRODUCTIONS AND OBJECTIVES

Duration

30 minutes

Scope Statement

In this module, participants will receive an overview and schedule of the Introduction to the Standard Response Protocol and the Standard Reunification Method. Participants will complete administrative requirements including registration and training rosters.

Terminal Learning Objective

Participants will recognize the course goal, enabling objectives, course schedule, and course performance requirements.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. state the goal and summarize objectives for the course,
2. describe the course schedule and complete administrative requirements,
3. describe how participant performance will be evaluated, and
4. recognize the need for standard practices.

Resources

1. Instructor Guide
2. Unit 1 presentation slides
3. Audiovisual kit
4. Projection screen
5. Attendance sheets

REFERENCE LIST

The "I Love U Guys" Foundation

<http://iloveuguy.org>

2009 – *The Standard Response Protocol*.

2012 – *The Standard Reunification Method*.

One per participant of the following items:

1. Participant Guide
2. Pen
3. Registration form

Instructor to Participant Ratio

1. 1:75

Practical Exercise Statement

Not applicable

Assessment Strategy

Observing participant behavior in the classroom

Questioning participants to ensure that they understand how their performance will be evaluated.



! Splash slide. This should be the slide that is projected as attendees are settling in before the presentation.



Howdy.

! Take a moment to let the visual sink in. Often the audience will return a chuckle.



Start with introductions... Name, job title, and organization. Your assigned position in your school Incident Command System. What you hope to gain from this course.



The seconds loop a countdown. You can use this if an audience member gets a little chatty with their personal intro.



I am not an expert at any of this. But I am an avid student.



While we are on a structured timeline today, if there is something that you need clarified, or you have questions, please ask. This is your time.



If something I say gives you any heartburn, speak out. Like I said. Not an expert, but an avid student. Means that if I'm wrong about something, tell me. There is too much payroll in this room to propagate inaccuracy.



Throughout the day, we also need to recognize that there are no cookie cutter solutions.

So, we want to constantly have these thoughts in mind.
Tactics are intel driven.
So what we plan to do is based on what we know.

But ultimately, the environment dictates our tactics.
So what we do is based on where we are and what is happening around us.

Let's go through today's training objectives and desired outcomes.

First a quick definition. TLA. Anybody?

<CLICK>

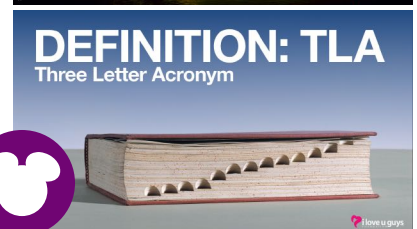
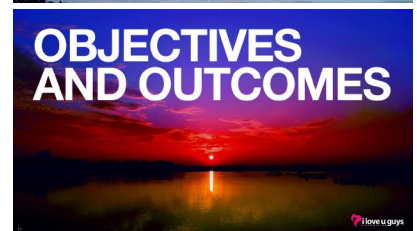
Three letter acronym. We're going to have a few of those today.

We'll start with the SRP.

The Standard Response Protocol.

Then we'll go through the classroom training of the Standard Response Protocol.

We're going to do a quick review on the NIMS and ICS.





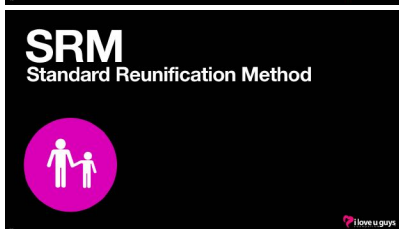
NIMS - The National Incident Management System.
(That's a FLA... Four letter acronym.)



ICS - The Incident Command System.



Then we'll talk about the SRM .



The Standard Reunification Method.



Understand the roles necessary to perform a reunification.



We're going to go through some case studies.



We'll wrap with a review and evaluations.



If we've done our jobs today it should be enough to jumpstart your planning.



UNIT 2

The Standard Response Protocol



UNIT 2 – AN INTRODUCTION TO THE STANDARD RESPONSE PROTOCOL

Duration

60 minutes

Scope Statement

In this module, participants will receive an overview of the Standard Response Protocol.

Terminal Learning Objective

Participants will gain an understanding of how and why the SRP should be used as an all hazards school safety enhancement.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. state a brief history of SRP,
2. understand the reasoning behind the program, and
3. recognize how it can be used in managing daily operational school-based events.

Resources

1. Instructor Guide
2. Unit 1 presentation slides
3. Audiovisual kit
4. Projection screen
5. Attendance sheets

One per participant of the following items:

1. Participant Guide
2. Pen
3. Registration form

Instructor to Participant Ratio

1. 1:75

REFERENCE LIST

NBC - Today Show

2010 – “I Love U Guys” Remembering Emily Keyes

US Department of Education

2006 – *Making Our Schools Safer*

<https://www2.ed.gov/policy/elsec/guid/secletter/061018.html>

Colorado State Legislature

2008 – *SB 181 2008 Concerning Measures To Improve Coordination Among Agencies When Responding To School Incidents.*

Adams 12, Five Star Schools

2009 – *Response Action Matrix*

The “I Love U Guys” Foundation

2009 – *The Standard Response Protocol.*

2012 – *The Standard Reunification Method.*

Sandy Hook Advisory Commission

2013 – *Sandy Hook Advisory Commission Interim Report of Findings*

Federal Emergency Management Agency

2006 – *NIMS And Use Of Plain Language*

2011 – *Sample School Emergency Operations Plan*

<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>

Federal Emergency Management Agency (FEMA) Emergency Management Institute

2013 – *IS-100.SCA: Introduction to the Incident Command System for Schools*

<http://training.fema.gov>

Ready Houston

2011 – *Run Hide Fight*

Practical Exercise Statement

Not applicable



UNIT 2

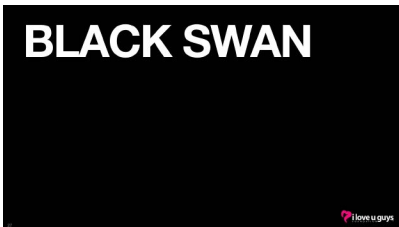
The Standard Response Protocol



If anyone notices, this is a screen grab from a Netflix Original, The OA. Filmed at a high school in central New York, the SRP poster was on the wall.



Allow audience to read for themselves.



There is a philosopher, Nassim Nicholas Taleb, who talks about the Black Swan. It's a metaphor.



Prior to the discovery of Australia, every one else in the world knew...



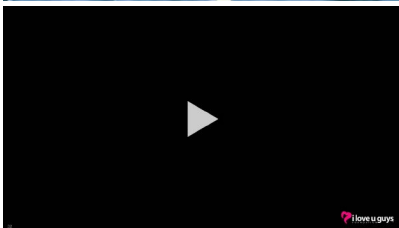
that all swans were white. No one had ever seen a black swan, so it became a term representing something unlikely.



To mix metaphors, you'd sooner see a pig fly than a black swan.



When they were discovered, the metaphor changed. Taleb's "Black Swan" metaphor is about the impossible thing, that happens nonetheless and in the aftermath it changes the world.



I'm going to talk about The "I Love U Guys" Foundation. The video I'm about to play was produced in 2010. But it shows footage that was recorded on October 4th, 2006. Days after the tragedy at Platte Canyon High School.



Transcript: Today Show

September 27th, 2006 began like any other school day for the Keyes family with mother Ellen dropping off her 16-year-old twins Emily and Casey.

We we're running a little bit late, so we didn't get a hug but no big deal, we got I love you's and that is so important.

But just a few hours later, the unthinkable, Ellen got word that something was terribly wrong at school.

She gave me a call and said something is going on at school, shots fired in room 206. Room 206 was Emily's classroom. And as her dad race to the school, horrific details began to emerge. A gunman snuck into Platte Canyon high school and had taken seven girls hostage among them their daughter Emily.

That was scary, that was real scary.

You knew there were guns. "A gun." And you knew the possibility of a bomb at that point. You did know that? Yes.

Amid the chaos outside, John Michael became desperate to make contact with his daughter.

I looked at my cell phone and I've never sent a text message.

And I looked around and asked is there anyone here under 30? I need to do a text message. The reporter from the Flume was up there and she looked at the phone and quickly typed in the letters R U Ok?

So Emily sees a text message are you okay? Yeah, in

that room. And within minutes, I get one back. And it says "I love you guys."

When you saw that... you know in hindsight I'm saying she's in there, she scared, horrible things happening in that room, and she sends that. Amazing little woman.

And then he did text her back after that, and said "Where are you?" Nothing. Hours passed. One by one the gunmen started releasing hostages. Each had disturbing news about the scene in the classroom.

Each one of them have been molested someway.

Two terrified girls were still inside. One of them was Emily and after hearing of the assault, authorities made a fateful decision to send in the SWAT team.

I heard gunfire, I said what's going on? And they said it's not good, I don't know yet but it's not good.

And they brought Emily out, In front of me, 30 yards away maybe, And at that point I learned about where she had been shot.

Before taking his own life, the gunman killed Emily Keyes, it was just two weeks after her 16th birthday.

She's a little hero. She's a force of nature. She was magic. I miss her.

Today, the Keyes family is determined to turn this tragedy into something positive. They started the "I Love U Guys" foundation and work full-time in helping to promote school safety. A family forever comforted by those four simple, but now so meaningful, yet words.

The Keyes family started the Foundation within days of losing Emily.

They committed to this mission.

<ALLOW AUDIENCE TO READ FOR THEMSELVES>

It's pretty amazing that over a decade later, this core mission is what the Foundation is all about.

For the first couple of years the Foundation raised funds in support of other organizations in support of that mission.

But 2009 is when the Foundation saw a missing piece in the school safety puzzle.





If you did a google search in 2009 there were 141 million hits on school safety.



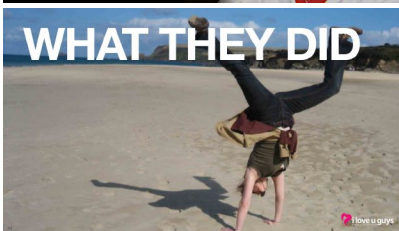
Clearly, not safety experts... (Flattering photo)



Not strangers at the school. Ellen had been volunteered at the school for nearly a decade.

In fact, in 2005 Ellen was on the District Accountability Council. She missed a meeting and they elected her chair.

So they had a handle on some of the safety plans at Platte Canyon



So they went to conferences, symposiums, meetings. The Foundation hosted a couple of roundtables. And they talked to people. Emergency managers, school officials, Law Enforcement and other agencies. And they dug in and did some research. They even retained a safety expert to jump start the learning curve and introduce them to even more concerned professionals.



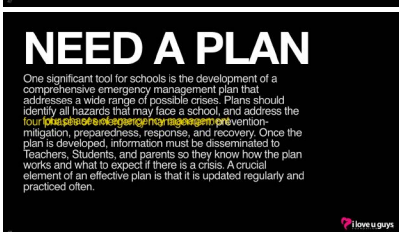
Let's look at who was doing what at the time.



Start with the federal government. What are they up to?

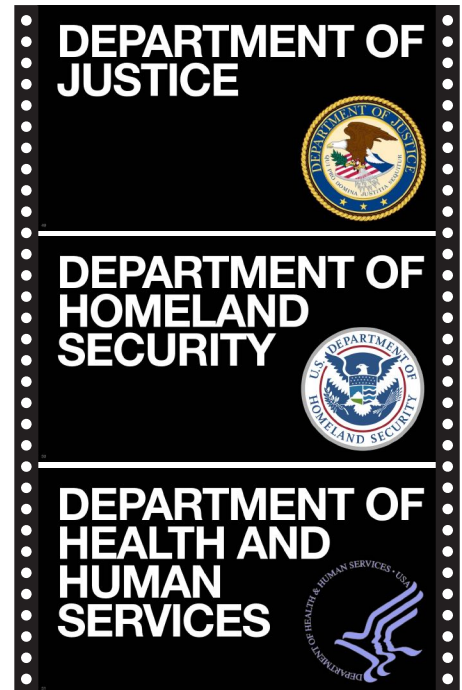


The Department of Education released this guidance:



Schools need safety plans. But they should use the four phases of emergency management.

In a rare case of government accord, The Department of Justice, Homeland Security, Health and Human Services all agreed that schools need...



Safety plans and they should try to identify all hazards and reflect the four phases of emergency management.

SAFETY PLANS

Using the Principles of
Emergency Management.

i love u guys

They also looked at the state of Colorado.

STATE

What are they up to?



Start with the Legislature. In 2008, Colorado passed Senate Bill 181.

COLORADO

SB-08-181



i love u guys

It says that every day school is in session in Colorado, There are 800,000 kids the state is responsible for.

800,000 KIDS

(a) Each school day, Colorado school personnel are accountable for the safety of over 800,000 Students, or about one-fifth of the total population of the state.

i love u guys

And Teachers and staff own it.

They're the first to detect, first to respond, last to leave and have to cope with the aftermath.

THEY OWN IT

(b) Educators and school personnel are the first responders in the school, on field trips, and at school-related events. They are the first to detect a school-related threat, first to respond to a school-related incident, and last to leave the site of an incident, and they are the ones left to cope with the aftereffects of an incident.

i love u guys

NEED A PLAN

(c) Therefore, schools must achieve a level of readiness acceptable to school personnel, parents, and the community by organizing and designating safety teams and providing them with the safety plans, procedures, training, equipment, and other support they need to not only maintain a safe learning environment and protect the Students, but also to protect the educators themselves;

 i love u guys

So schools need safety programs

USE NIMS

(d) Schools must be in compliance with national incident management system, referred to in this section (1) as "NIMS", and school personnel must be required to be trained in the incident command system according to guidelines established by the Federal Emergency Management Agency;

 i love u guys

And here's how: The state mandates using NIMS. National Incident Management System.

COLORADO DEPARTMENT OF EDUCATION

 i love u guys

Now, with new legislation, the Colorado Department of Education provided guidance on how to comply.

HOW TO COMPLY

The State legislature passed and Governor Ritter signed Senate Bill 181 (SB-181) into law during the 2008 legislative term. Most of its content amends the Safe School Act, of which most is reflected in Colorado Revised Statutes 22-32-109.1. SB-181 is an effort to better prepare school districts to respond to emergencies, both natural and manmade. SB-181 requires all districts and the Charter School Institute (CSI) to adopt the tenets of the National Response Framework (NRF), including the National Incident Management System (NIMS) and the Incident Command System (ICS). All districts and the CSI must establish a date by July 1, 2009 for when they expect to be in compliance with NIMS.

 i love u guys

They published guidelines...

In order to comply with the legislation, schools need to use NIMS.

NIMS

National Incident Management System

 i love u guys

National Incident Management System

FEMA



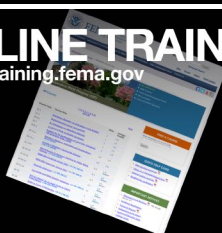
 i love u guys

How do we learn about this? Well of course... The Federal Emergency Management Agency.

And FEMA has established a system for managing people and resources during an emergency.

ONLINE TRAINING

<http://training.fema.gov>



 i love u guys

FEMA has tons of stuff online that teaches various aspects of NIMS and other Emergency Management practices.

ONLINE TRAINING

IS-100.SCa - Introduction to ICS
IS-200 - ICS for Single Resources
IS-300 - Intermediate ICS Training
IS-362 - Emergency Planning for Schools
IS-700.a - NIMS, An Introduction
IS-800.b - National Response Framework

 i love u guys

CDE also identified these six courses for school safety teams and administration if looking for some of the Federal grants that were available.

Independent Study 100 SCA
And IS 362

At the bare minimum to satisfy the legislative requirements of SB 181.
Independent Study 100 SCA
An introduction to the Incident Command System
And IS 362 - Emergency Planning for schools.

Why?

Common vocabulary
Common practices
Measurable milestones
Online resources
Safety programs not just plans

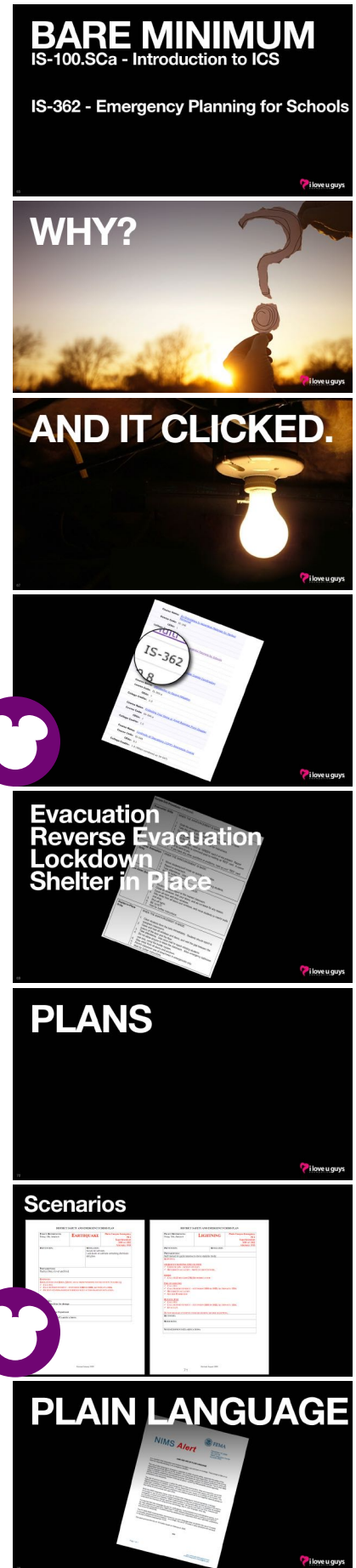
They took some of the courses. This one: IS-362 has the beginnings of an interesting concept.

They recommended these drills... But if you think about it, it's really a classroom response. For a number of scenarios. Evacuation, Reverse Evacuation, Lockdown, and Shelter in Place.
What are we really doing?
Defining actions in response to events.

They also looked at a ton of safety plans.

And a common feature is scenario based responses. But often the same actions were called different things in different scenarios.

They also bumped into this. In 2006 FEMA released a one page memo.



“...important that responders and incident managers use common terminology. There simply is little or no room for misunderstanding in an emergency situation.”

Here's the core concept.
<ALLOW AUDIENCE TO READ>

THE LEXICON Of School Safety

So what's the vocabulary of school safety.

And what we found was all over the map. It wasn't just the volume of terms and philosophies. It was inconsistent. Sometimes inconsistent even between schools in the same district or area, with the same first responders.



We also saw practices that relied on codes or levels. Not natural, direct, simple or descriptive language. And this hodgepodge of terminology made the case.

PLAIN LANGUAGE Does it exist?



What's the plain language of school safety?

BOOTS ON THE GROUND

Does it exist... Clear and distinct language to define the classroom response?

They talked to city and county agencies and departments.

And they found a handful of districts around the country using specific language.

One of those districts was in Colorado. Adams 12, five star schools and Broomfield PD partnered to produce classroom training materials.



18 MONTHS CLASSROOM VIDEO

And it didn't come out of a vacuum. A year and half of meetings, roundtables, drills and development went into this. Inter-agency work included tactical assessments from Broomfield and adjoining counties. The result is video support for a consistent, repeatable training session.





Transcript: School Safety Continuum

I am Tom Deland, Chief of Police for the city and County of Broomfield. The Broomfield Police department works with all Broomfield schools to increase school safety. As part of this collaboration a school safety continuum has been developed to help illustrate the six main components in a comprehensive plan for addressing a school violence incident.

Prevention and intruder identification, Lockdown or Lockout, Evacuation, Relocation, Reunification and Recovery, returning to learning.

Today we have discussed lockdown lockout and evacuation. The other concepts listed in the continue to be discussed and reviewed frequently. A lockout is used when the threat is outside of the school. Hurry, hurry, hurry. Great. C'mon guys. A lockdown is used when the threat is close to or inside the school building. Remember, locks, lights, out of sight. When officer arrived to evacuate from your room, follow their instructions.

Form a line right there, that's good.

They also began work on some classroom materials. Notice, lockdown, lockout, evacuate and this one... Shelter in place.

If we look at those four actions - Lockout lockdown Evacuate and Shelter... We have the ingredients for the Standard Response Protocol.

That's when they realized they could make a difference.

But who are our audiences? Law Enforcement and Educators. Law Enforcement is paramilitary. Sergeant says something and the officer says "Yes Ma'am."

Who is the least paramilitary group in your community? Educators. Principal says something, teacher says "Why?"

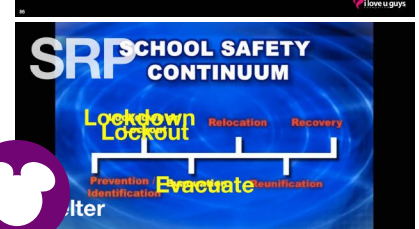
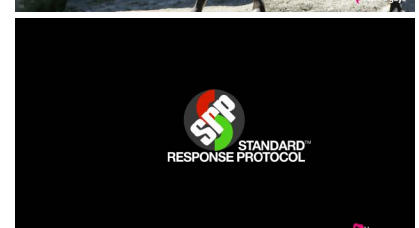
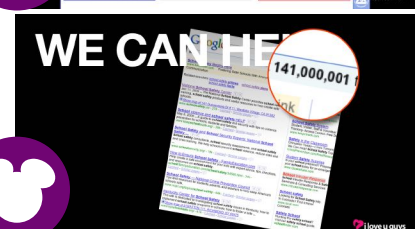
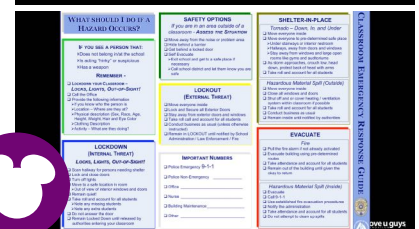
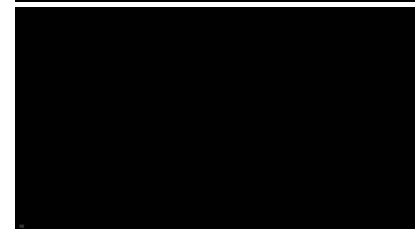
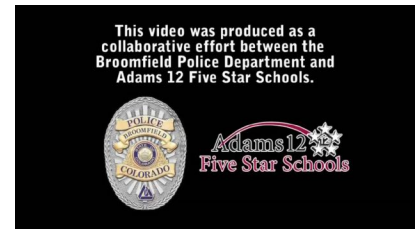
And we're certainly not going to RAM this down their throats.

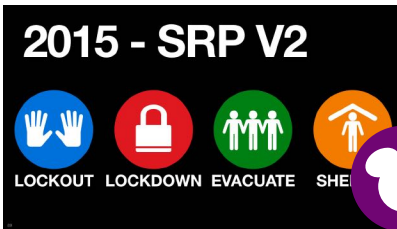
So the Foundation took the core concept and re-labeled it. The Standard Response Protocol.

Remember Broomfield's School Safety Continuum? They defined three actions in their training. And they had the fourth on their poster. That is premise of The Standard Response Protocol.

Four actions. Lockout, Lockdown, Evacuate, and Shelter.

The Foundation introduced this in 2009. But this shouldn't be a static endeavor.





2015 SRP V2 was introduced. Same 4 actions. Bold new look. Expanded audiences.

<CLICK>

There was an incremental update in 2017. Further fine tuning.



That's the Protocol. And to show you how simple it is... You're going to learn it right now.



Each action is followed by a directive.



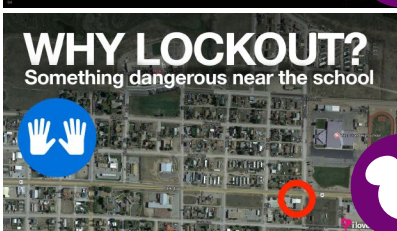
Every action then has specific instructions of what to do in a crisis.



When these are called on the PA, the action and directive are repeated.



Lockout! Get inside. Lock outside doors.
Lockout! Get inside. Lock outside doors.



Why?

There is a threat outside of the building.



If there are exterior doors in the classroom, make sure they're locked. Teachers may be asked to check if nearby exterior doors are propped open.

Here's what happens. Staff will lock all outside doors. And initially no one is allowed in or out.

Teachers should also verify that everyone is still in class. It's a good idea to note the time that attendance was taken.

Almost always it's business as usual in the building.

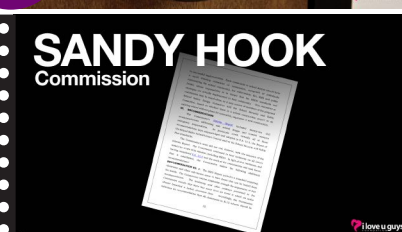
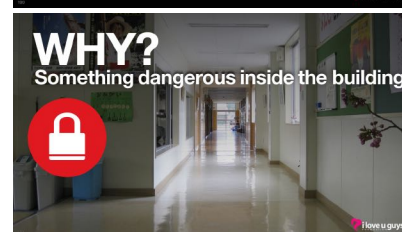
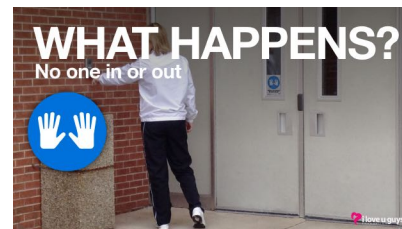
Lockdown is more serious.

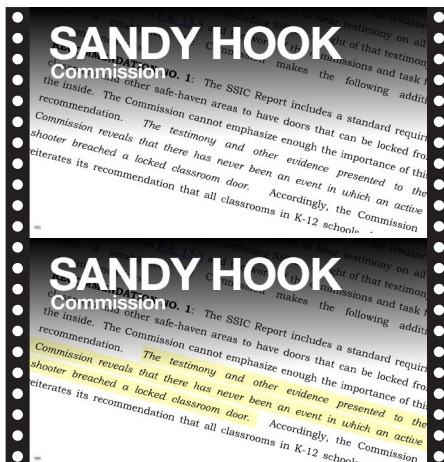
Lockdown is used when there is a threat inside the school building.

We want to introduce the notion of time barriers. And it turns out that a locked classroom door is a proven time barrier.

Classroom doors for the last 30 years have had solid core doors,
<CLICK>
steel frame jams,
<CLICK>
and industrial strength locking mechanisms.

In 2015 Sandy Hook Commission released their summary report. The number 1 environmental design recommendation was the ability to lock the classroom door from inside the classroom. Not just teachers but subs as well. Why? Their testimony, their research found zero cases of a gunman breaching a locked classroom door. Zero.





The Foundation expanded the scope and shifted the question. Have we lost anyone who was behind a locked classroom door?

The Foundation found two cases where that's happened.

In Red Lake, Minnesota, the gunman did not defeat the classroom door, but gained entry breaking through windows on the side of the classroom door.

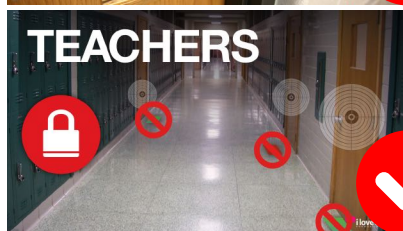
And, Platte Canyon High School, but the gunman was already in the room, and it took 1,100 grains of explosives for the SWAT team to breach the door.



Leave the corridor window uncovered. Law enforcement needs to see into the room from the hallway. Science rooms often have two doors with corridor windows, making it difficult to get out of sight. In this case it may be beneficial to cover one of the corridor windows.



Verify this direction with local law enforcement.



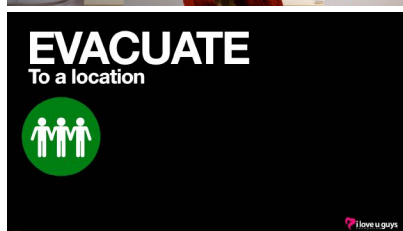
More law enforcement agencies are recommending not sliding red/green cards under the door. The reasoning is two-fold. First, they won't believe the message until they have verified the status of the classroom. And, you are giving too much information to the bad guy.



Verify this direction with local law enforcement.



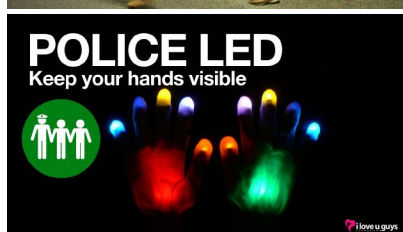
If you can, take attendance. Note if you have missing students, or extra students swept from the hall. Note the time. You probably won't need to do anything with the roster at this point, but we're creating a chain of custody and this will be useful over the lifecycle of the event.



Evacuate is how to move Students in an orderly fashion from point A to point B. A fire drill is really: "Evacuate Out of the Building." With the SRP, Evacuate is always followed by a location. For instance: Evacuate to the Gym. Evacuate to the Gym



During an active violence event, another option is to self evacuate.



It's important to keep your hands visible to the officers.

Don't be surprised if the officers are loud and demanding. They don't know the extent of the incident yet. They will give direct instructions that you should follow. Again be sure to keep your hands visible.

Some of you may have heard the term "Shelter-in-place."

If you deep dive the FEMA web site, you'll find over a dozen different things to do for Shelter-in-place.

Why not go directly to the Hazard and Safety Strategy.

So, what's a hazard? Something dangerous. It could be environmental, like a tornado or earthquake. It might be something like a chemical spill nearby.

Your safety strategy is what you do in response to the hazard.

Public address might be just the hazard and safety strategy. Or it could be "Shelter for the stated hazard using the stated safety strategy." In either case we repeat it.

"Tornado, get to the storm shelter. Tornado, get to the storm shelter."



DIY: Please localize this conversation to safety strategies appropriate for your hazards.

Verify this direction with local emergency planner.



In earthquake country the safety strategy is drop, cover and hold.



DIY: Please localize this conversation to safety strategies appropriate for your hazards.

Verify this direction with local emergency planner.



For a hazmat risk we would seal the room by taping plastic around doors, vents and windows.



DIY: Please localize this conversation to safety strategies appropriate for your hazards.

Verify this direction with local emergency planner.

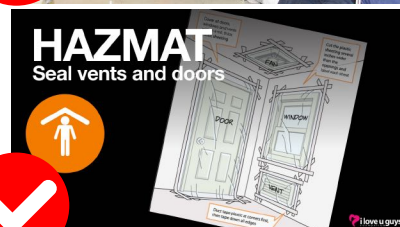
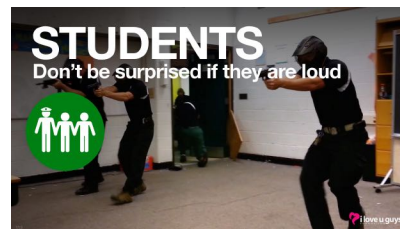


In coastal areas, tsunamis are a possibility after an earthquake. Going to high ground or further inland is that hazard's safety strategy.



DIY: Please localize this conversation to safety strategies appropriate for your hazards.

Verify this direction with local emergency planner.





Note: Zombie guidance sourced from the Center for Disease Control. More info: <http://www.cdc.gov/phpr/zombies.htm>

DIY: Please localize this conversation to safety strategies appropriate for your hazards.



Verify this direction with local emergency planner.



Teachers, if possible, take attendance and note the time.



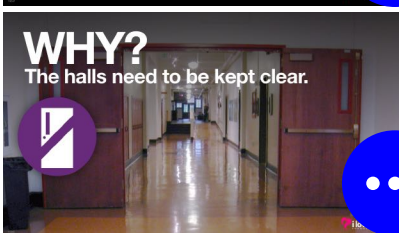
That's the Standard Response Protocol in a nutshell.



Since releasing version 2 of the SRP in 2015, materials included bonus training...



Hold in your classroom.
Hold in your classroom.



It's used when we need to keep the corridors clear of students. Keep students in the room and ignore the passing period until the all clear is given.



So the Foundation began getting calls from schools around the country about including Hold in your classroom as a fifth action. But the SRP has gone beyond schools. So they created



The SRP Extended. Or SRP-X

Schools have a choice. They can use the SRP

Or the SRP Extended.

We're also going to talk about this.

Everything is about messaging.

As we go through this hour this will come up.

Don't be shy about throwing the heartburn flag if we missed on the messaging.

Let's talk about Lockout vs. Lockdown.

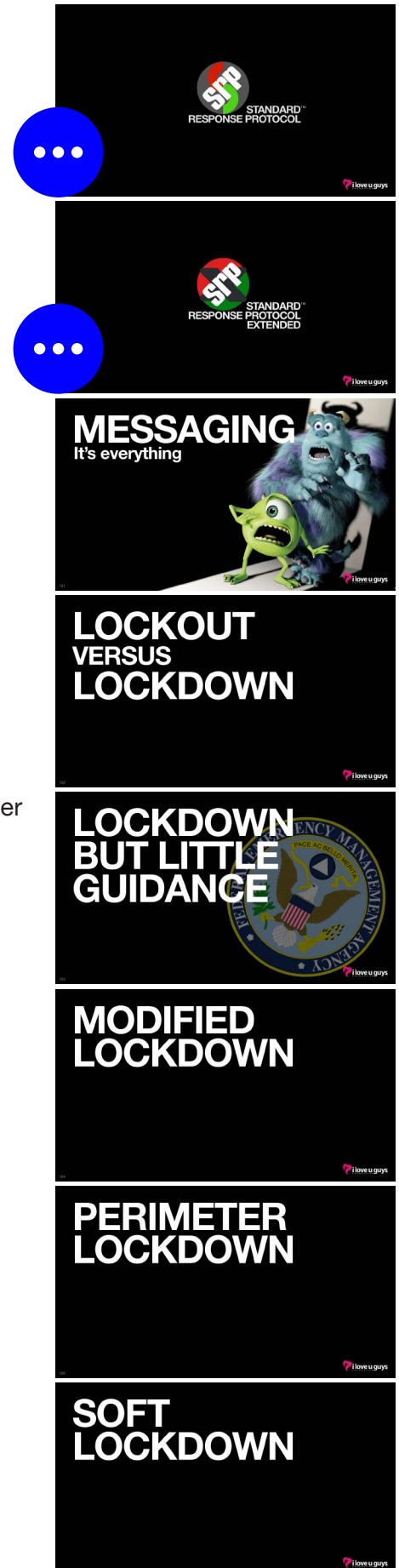
Historically FEMA has talked about lockdown, but given us no further guidance

! Simply click through the following slides giving the audience time to read the slide themselves.

So we started seeing things like this.

Or this.

Even better.





<ALLOW AUDIENCE TO READ>



<ALLOW AUDIENCE TO READ>



<ALLOW AUDIENCE TO READ>



<ALLOW AUDIENCE TO READ>



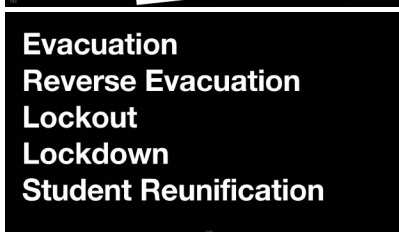
In 2009 the Foundation introduced Lockout to the national conversation.



In 2011 FEMA joined the conversation.



FEMA released a sample plan. In it they talked about specific drills.
<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>



And it addresses these actions.

Pretty cool. But, there's still a little heartburn.

I'm not sure if it actually happened this way... Let's call it a dramatic recreation.

Here they are at FEMA central and they are having this conversation.

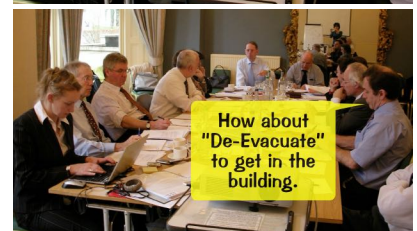
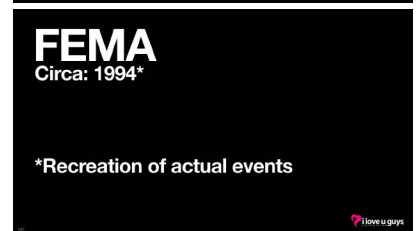


Simply click through the following slides giving the audience time to read the slide themselves.

<ALLOW AUDIENCE TO READ>

<ALLOW AUDIENCE TO READ>

<ALLOW AUDIENCE TO READ>





Oh. He's very excited.
<ALLOW AUDIENCE TO READ>



The boss has spoken.
<ALLOW AUDIENCE TO READ>



<ALLOW AUDIENCE TO READ>



<ALLOW AUDIENCE TO READ>



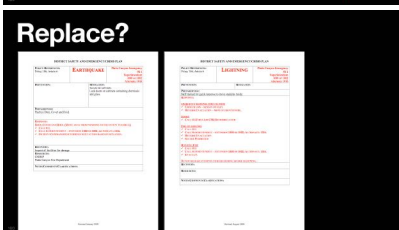
<ALLOW AUDIENCE TO READ>



OK, I want to be there with a video camera when you shout to 6 year olds on the playground, "Reverse Evacuate." And when we're done recording the fun, what are we going to say to them back into the building? How about, "Get in the building."

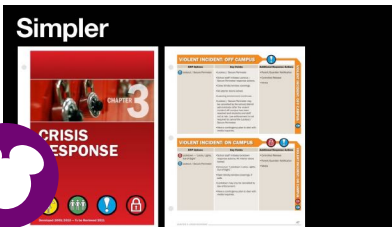


That is the protocol. Simple, easy to train, sustainable actions.

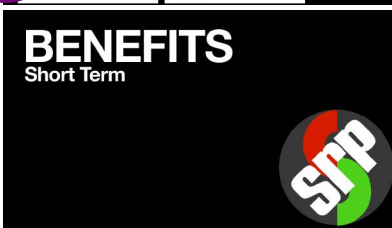


Sometimes the question comes up, "Does this replace our Safety Plan?"
No, the SRP is just one slice of the School Safety pie.

But it might make them simpler. Look how Adams County revised their plan around the SRP



Benefits short term.



Simple to implement. Easy to train. And they are effective, proven actions. Shared language and expectations of behavior between Students staff and first responders.



Long term



It's consistent. It's persistent. It's simple.



We're seeing something else. An unforeseen outcome.

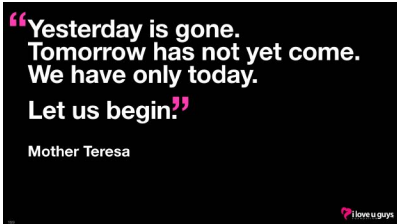


The SRP is really a bridge between Law Enforcement and Educators.



How do we do that?





A very wise woman said this.
<ALLOW AUDIENCE TO READ>



You've got to want it...



Own it...



Do it.



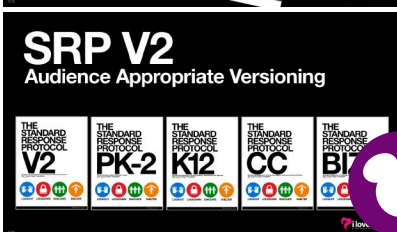
What's this?



This is the Foundation's version of DIY. Download it yourself.
Go to the web site. Download the materials. And do your homework.
And there isn't that much.
Plan your rollout. You have a hierarchy already in place. Train them to train the next. Put it on the District's Webpage.
Engage Law enforcement.



Here's what's on the website.



Version 2 of the SRP



The Foundation worked with Burkes County Pennsylvania. They created materials for the Kindergarten Teacher. Then shared it with us. So we could share it with you.

And this is great.

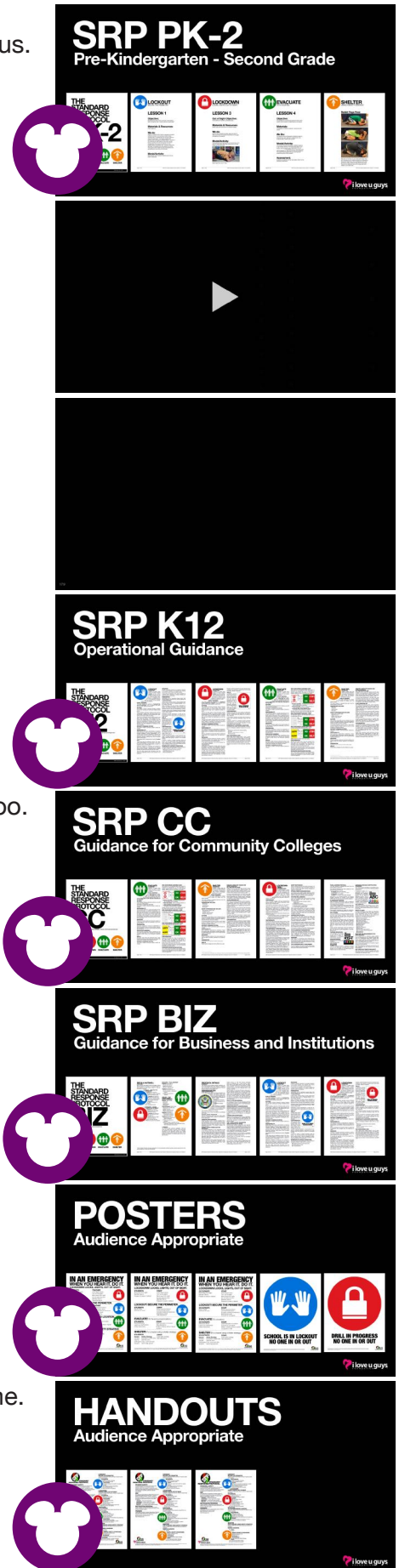
K12 Operational Guidance

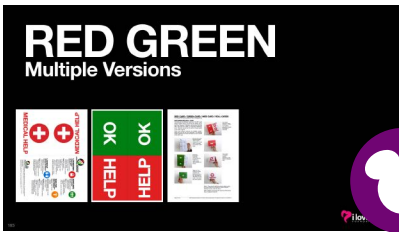
Community Colleges. If it works for K12, maybe higher education too. For our adult audience we add more direction during a lockdown. Prepare to Evade or Defend.

And if it works for adults, what about business.

Posters.

Handouts. Sometimes parents will read what the school sends home.

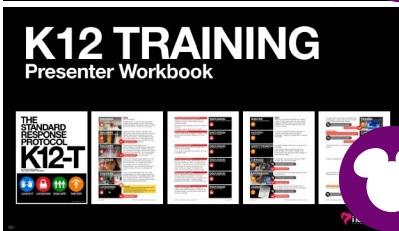




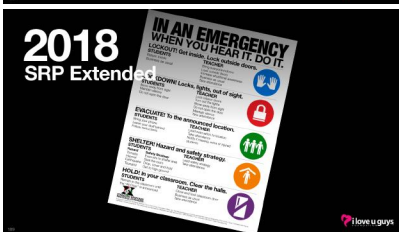
Red Green Cards. Not under the door, but during an evacuation assembly for rapid visual status checks.



For K12 we have a powerpoint available to help with training students and staff.



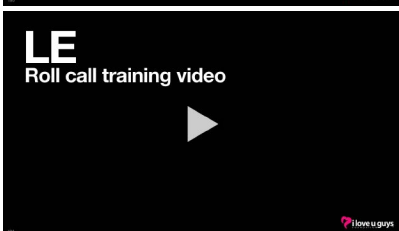
In 2018 the Foundation is releasing materials for the SRP Extended.



First out the gate is the new poster.



A four minute College orientation video is available online.



And a four minute Law Enforcement training video can be made available by request, at no cost.



Gotta do drills

It's easy to do a lockdown drill when everyone is already in their classrooms. We have to do more.
Lunchtime. Passing period.

Here's an example of a drill during passing period. The teacher swept 52 kids into the classroom.

Locks, lights, out of sight.

Historically, administrators then go around and check the doors. That's not enough.

It's an opportunity to have a conversation. Open the door and have a quick conversation.

Why do we do these drills?

What about cell phones.

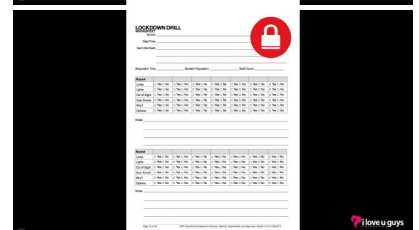
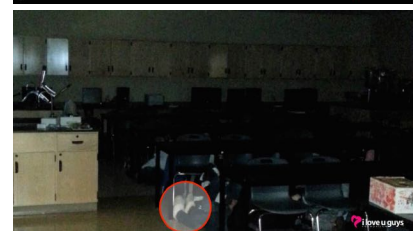
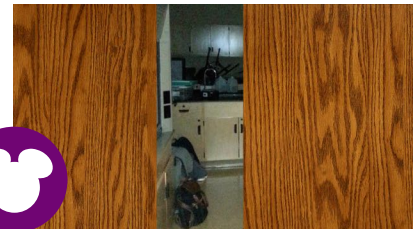
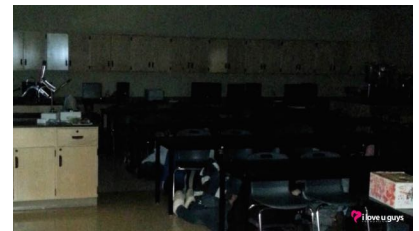
Where would you go if you self evacuate?

What if the fire alarm goes off?

And I could see your Uggs.

There is guidance online

And a simple worksheet. Many schools will laminate this just for after-drill conversation.





 i love u guys



 i love u guys



 i love u guys



 i love u guys

By the end of the 2014 school year 1,300 schools in Colorado and thousands more across the country were using the SRP.

Today in Colorado

That's over 80% of the schools in the state

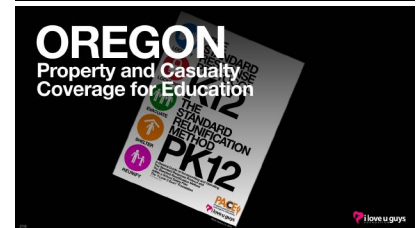
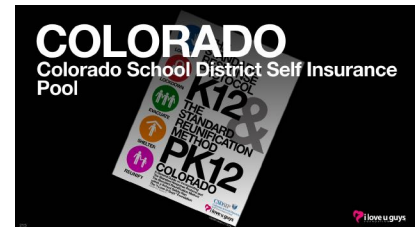
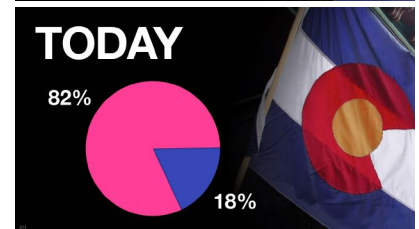
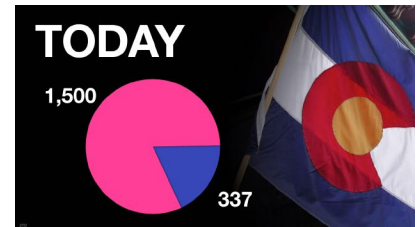
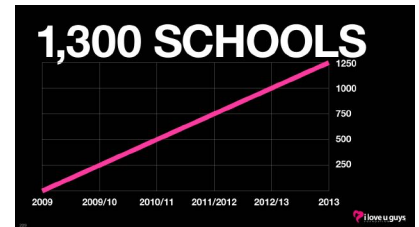
Across the US and Canada over 25,000 schools, departments, agencies and organizations are using Foundation Programs.

Things are what they are today due to the power of Foundation partnerships.

In Colorado, The Attorney General's Office.

And the Colorado School District Self Insurance Pool.
That is the 3rd state school insurance pool to work with the Foundation and host Affiliated training across the state.

Did the same in Oregon with that Insurance Pool.





The Foundation also has a great relationship with Texas Advanced Law Enforcement Rapid Response Training.

And now, the Foundation also works with the Texas School Safety Center to bring affiliated training around the state.

But remember, the environment dictates the tactics. It's your environment. The Foundation has a simple request. They ask you to look at the programs. If the programs makes sense, then the materials are available, at no cost, on the website. Just download them. There's enough there to get to things going. And enough left to do to get your fingerprints on it.

We're going to have one more conversation. Who has heard of this? Run, Hide, Fight.

In the aftermath of Sandyhook there was tremendous national pressure to do "something." Ultimately the Department of Education came up with this recommendation. Run, Hide, Fight.

Originally, Run, Hide, Fight was developed By Ready Houston in response to active shooter events. It was geared towards an adult audience in an office environment.

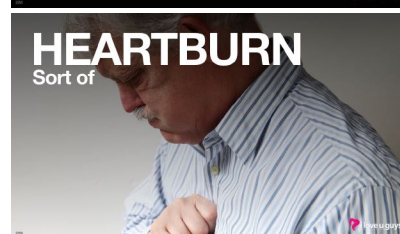
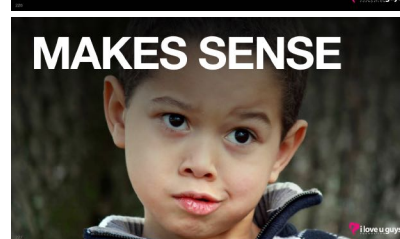
In fact, with their initial recommendation, The Department of Education had an asterisk on their materials: "Some material may not be appropriate for viewing by minors."

So maybe there is a little heartburn around this.

And the heartburn is really around messaging.

We go back to tactics are intel driven.

What we plan to do is based on what we know.

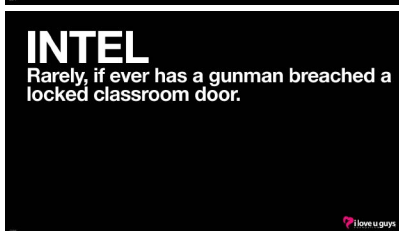




But ultimately our environment dictates our tactics.



But we do is based on where we are and what we know.



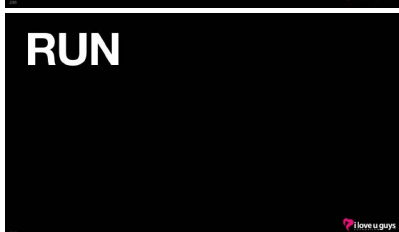
What's our Intel?

We know is that rarely, if ever, has a gunman breached a locked classroom door.



What's our environment?

School buildings. I think we can agree that most school buildings are corridors lined classrooms.



If our first tactic is to run, where we going to run?

I don't get me wrong, running is a valid tactic. But in absence of understanding our environment maybe it shouldn't be the first tactic.



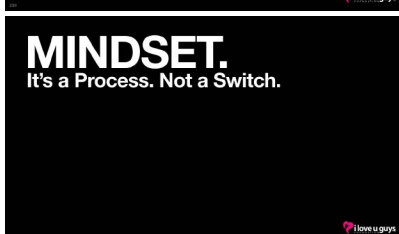
Hide. Once again a valid tactic. It's the messaging that proves challenging. If we think about it, hide is passive. When we played hide and seek as kids, we hid until we were found. ALERRT says Avoid, Deny, Defend. Avoid. That is active not passive. The Foundation programs talk about prepare to evade and defend. Evade, Once again active not passive. Valid tactic. Poor messaging.

And then fight. Once again a valid tactic. But, the messaging is challenging. Who knows kindergarten teacher?



If we start the conversation with fight, pupils contract, tears well up, in the listening turns off. But, if we can start the conversation with defend, we might be able to wake up that Mama or Papa bear before the ears shutdown.

What we're trying to do is establish a mindset. And, messaging is essential in creating that mindset. I'll give you an example. If you went to school in the 70's and stepped into the teachers lounge' what would you find? Yes, a cloud of blue smoke. If you went in the grocery store in the 70's what would you find? You would see cigarette butts on the floor of the store. Wasn't that long ago people still smoked in airplanes!



Almost inconceivable isn't it? In just over a generation we've changed the mindset. And we can do that here too. But to get it done we need to use the right messaging.



UNIT 3 – SRP CLASSROOM TRAINING

Duration

30 minutes

Scope Statement

In this module, participants will observe and analyze the SRP Classroom Training presentation.

Terminal Learning Objective

Participants will gain the ability to perform classroom training of the Standard Response Protocol.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. conduct classroom training and
2. field relevant questions regarding the SRP.

Resources

1. Instructor Guide
2. Unit 1 presentation slides
3. Audiovisual kit
4. Projection screen
5. Attendance sheets

One per participant of the following items:

1. Participant Guide
2. Pen
3. Registration form

Instructor to Participant Ratio

1. 1:75

REFERENCE LIST

Adams 12 Five Star Schools

2009 – *School Safety Continuum*

The “I Love U Guys” Foundation

2009 – *The Standard Response Protocol*
<http://iloveugays.org>

Federal Emergency Management Agency

2006 – *NIMS And Use Of Plain Language*

Practical Exercise Statement

Not applicable



Questions, comments, heartburn?



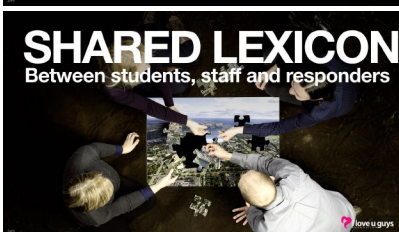
Thank you. We're going to spend about 20 minutes and talk about the Standard Response Protocol.



You've probably seen this poster around the school and in classrooms. You've probably noticed the icons.



We're going to talk about what these four icons mean. Schools across the country are adopting a standard to enhance student and staff safety during an incident or emergency.



The key is that there is a simple, shared lexicon between students staff and first responders. And when used, everyone involved shares the same expectations.

Alright, what's a lexicon? It's the words in a language. A vocabulary if you will. Who are we sharing this lexicon with?



We start with first responders. So if something happens at our school, they'll know what to do.



The same language is shared with students. So you know what to do.



Teachers and staff are given the same training.



DIY: Replace this with a photo of your students.



DIY: Replace this with a photo of your staff.

And it's also important to tell your parents what we do here at school.

It's called the Standard Response Protocol.

And it's based on four actions that we take during a critical incident. Lockout, lockdown, evacuate, and shelter.

Each action is followed by a directive.

Lockout! Secure the Perimeter

Lockdown! Locks, Lights, Out of Sight

Evacuate! To the Stated Location

Shelter! for Hazard using Method





Every action then has specific instructions of what to do in a crisis.



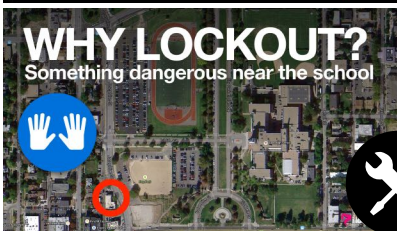
When these are called on the PA, the action and directive are repeated.



DIY: Replace this with a photo of your school.



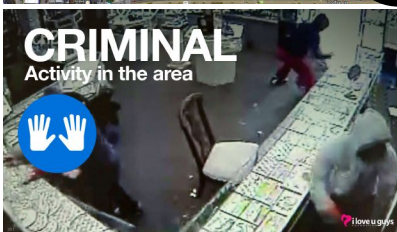
Lockout! Secure the perimeter. Lockout! Secure the perimeter.



Why?
There is a threat outside of the building.



DIY: Replace this with a satellite image of your school.



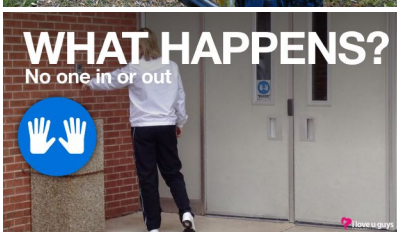
Might be criminal activity.



Or civil unrest.



Or a dangerous animal outside.



Here's what happens. Staff will lock all outside doors. An no one is allowed in or out.



Transcript: Lockout

Lockouts are typically called for by law enforcement officials, “Hi this is Evan with Broomfield Police Department...” or district personnel. “A Lockout? OK. Thank you for the information.”

“Attention students, we’re in Lockout. Secure the Perimeter. Lockout. Secure the Perimeter.”

The goals of a Lockout are to get all students and staff inside the building, “Guys, c’mon in. You need to get inside. Go up to the first classroom on the right. Hurry up...” And then lock all exterior doors.

In most cases of a Lockout, it will be business as usual inside the school. However, in some cases, a Lockdown will sometimes be issued with a Lockout. Particularly if the threat is near the school.

Let’s start with student instructions on what to do in a Lockout.

First one is simple. Get in the building.

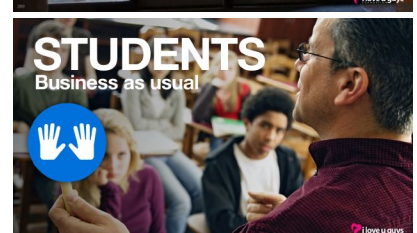
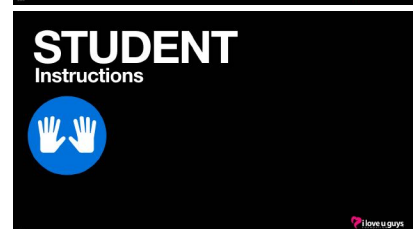
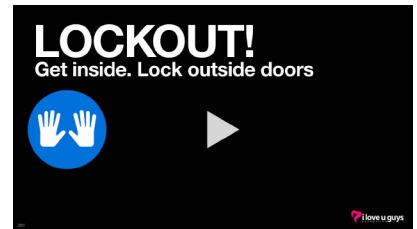
But that brings up a question about notification when students or staff are outside. How are they notified? Radio system? PA system?

For the most part, it is business as usual inside the building.

If a Lockout lasts into recess or lunch, no one in or out. So we’re staying in the building. Same thing is true at the end of the school day. Depending on what’s going on we may have to stay in the building, or students that walk home may have to call their parents to be picked up.

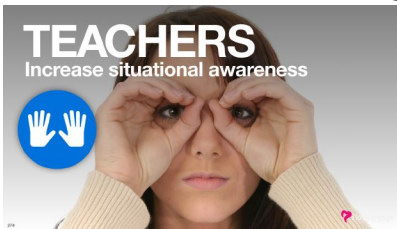
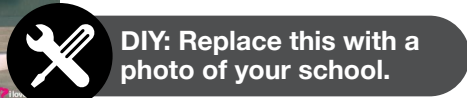
Let’s look at what a teacher should do during a Lockout.

Bring everyone inside.





If there are exterior doors in the classroom, make sure they're locked. Teachers may be asked to check if nearby exterior doors are propped open.



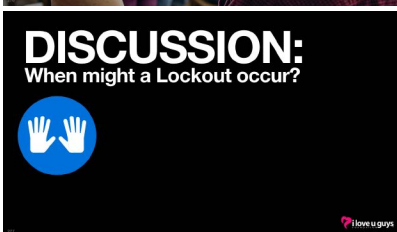
Increase situational awareness. You know, be attentive.



Teachers should also verify that everyone is still in class. It's a good idea to note the time that attendance was taken.



Almost always it's business as usual in the building.



When might a Lockout occur?

When there is a threat or danger outside of the school.

We talked about some, here are some more. Bank robbery, high speed chase, suspicious person, riots, demonstrations, custody issue, maybe a fire in the neighborhood.



Who can call a Lockout?

Student: by reporting to staff member

Teacher: by reporting to main office

More likely, the school receives the call from police and should initiate the lockout within the school. This should occur without having to go through a chain of command.



What about class changes?

Most of the time, it is business as usual. Normal, in-building class changes occur. If a threat is very close to the school, the response may be to go into Lockout and Lockdown.

If a school has modular buildings, students and staff may be brought into the main building.



Can we leave the school?

Usually not. There is something dangerous near the school. This means that even if the school day ends, we may have to stay in the building until the threat is mitigated.

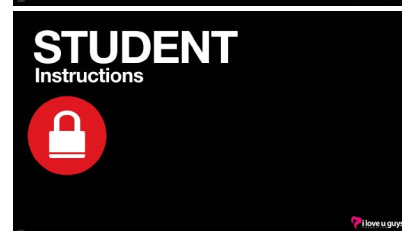
Lockdown! Locks, Lights, Out of Sight
Lockdown! Locks, Lights, Out of Sight

Lockdown is used when there is a threat inside the school building.

Could be the wrong person in the building.

Maybe with a weapon report.

Or something worse. An armed intruder or some other danger.



Transcript: Lockdown

If you are in a classroom when a Lockdown is called, the main thing to remember is "Locks, Lights, Out of sight."

As students gather in a safe area of the room, lock the door and turn off all lights. Have everyone in the room move to a location that is out of sight. Pick an area of the room that can't be seen from any interior window.

An actual lockdown may not be resolved for several hours.

Here's how you should wait: Stay in the safe location. Don't move around the room. Remain silent.

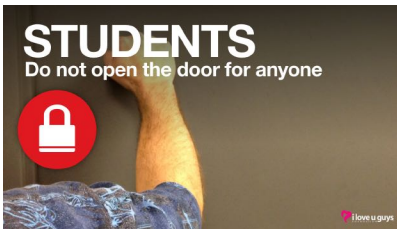
Staff: Take written attendance of who is in the room. Note anyone missing or any extra students or staff.

First stay out of sight from the corridor window. How do you know you're out of sight? If you can't see out the corridor window, no one in the hall can see you. Also sit on the floor and get low.

A locked door is proven time barrier. In active violence events, rarely, if ever, has someone been hurt who was behind a locked classroom door.



Be absolutely silent. Turn your phone off in the initial stages of a lockdown. (If there is an actual Lockdown, you'll get a chance to text your parents in a while.)



Do not open the door for anyone. Administrators or law enforcement will unlock the door and release the room. We don't know if someone in the hall is being held captive.



Let's look at what teachers should do in a Lockdown.



When you hear "Lockdown! Locks, lights out of sight," depending on what you see and hear, you might want to sweep the hallway for students. If the threat close to your classroom, focus on getting the door locked and closed as quickly as possible. A locked classroom door is a proven lifesaver.



Turn out the lights.

Usually, there is no need to raise or lower the outside window shades, because the threat is inside the building. The goal is to get out of sight, behind a locked door, as quickly as possible.



Leave the corridor window uncovered. Law enforcement needs to see into the room from the hallway. Science rooms often have two doors with corridor windows, making it difficult to get out of sight. In this case it may be beneficial to cover one of the corridor windows.



More law enforcement agencies are recommending not sliding red/green cards under the door. The reasoning is two-fold. First, they won't believe the message until they have verified the status of the classroom. And, you are giving too much information to the bad guy.



Be silent and maintain student silence. Turn off your phone. If you are with young students, it may be soothing to very quietly read to them. A Lockdown can not be ended with a PA announcement. It only ends with administration or Police opening the door and releasing the room.

If you can, take attendance. Note if you have missing students, or extra students swept from the hall. Note the time. You probably won't need to do anything with the roster at this point, but we're creating a chain of custody and this will be useful over the lifecycle of the event.



Transcript: Fire Alarm

If a fire alarm sounds, do not leave your safe location unless you are certain a fire is threatening your room.

If you are forced to evacuate due to a fire, keep in mind that the hall may not be your best escape route.

Verify this direction with local fire department.

What's the difference between Lockout and Lockdown?

Lockout is when the threat is outside of the building. Lockdown is when there is a threat inside the building.

After securing the perimeter, Lockout is business as usual.

Lockdown is locks, lights and out of sight.

What if you're outside?

If you're outside and a Lockdown is called, do not go back into the building. Rather, go to a safe location.

What if there is no teacher?

Getting behind a locked door if possible. If not, close the door and remain out of sight.

You may try to evacuate if the threat is not in your immediate vicinity.

What if you're in the hallway?

Teachers check the halls quickly before they lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lockdown.

If the classroom is already locked then find a place to hide. Do not go from classroom to classroom. Evacuating may be another option.

What if the fire alarm sounds?

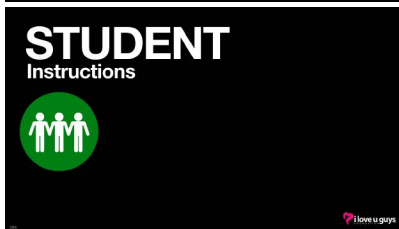
Stay in the classroom unless you see fire or if smoke is filling your classroom. If you must evacuate due to a fire or smoke, the hallway may not be your best option. Consider using an alternate door, window, or any other exterior exit.

Can we text our parents?

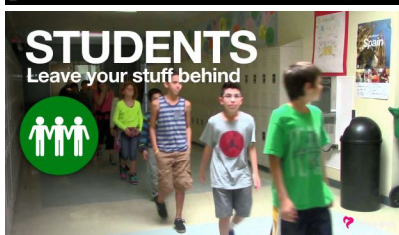
In the time immediately after a Lockdown is called, remain silent and silence your phone. As the event evolves, you'll be given an opportunity to text your parents.



Evacuate is how to move students in an orderly fashion from point A to point B. A fire drill is really: “Evacuate Out of the Building.” With the SRP, Evacuate is always followed by a location. For instance: Evacuate to the Gym. Evacuate to the Gym



So, here's what students do.



Usually, you leave your stuff behind.



Be sure to listen for any new directions.



Teachers, there may be cases where you lead students, there may be cases where you follow students out. In a police led evacuation you'll probably be asked to lead the students.



Teachers at the evacuation area take attendance and note the time.



Transcript: Self Evacuation

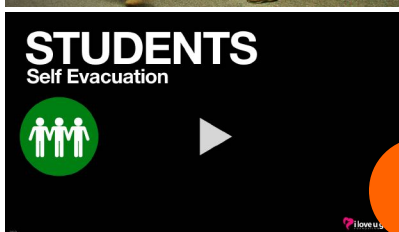
During the initial moments of a school violence situation, the official call for a lockdown may not have occurred or may not have been heard by everyone. You need to assess your personal safety. Consider your best option.

This may include staying in a classroom behind a locked door, hiding or self evacuating.

Self Evacuation, which means exiting the school and leaving the campus, is an option.

If you're in a hallway, a common area or near an exterior door, Self Evacuation may be your best choice.

Once you've arrived at a safe location, you should immediately check in with your parents and the school district to let them know you are safe.





Transcript: Law Enforcement Led Evacuation

When law enforcement begins the evacuation, here is what to expect: An officer will unlock your door and enter the room. Stay where you are. An officer will give you specific instructions you must follow.

"It's Broomfield Police Department. You're safe, everything is OK, we're going to get you out of the building. I need everyone to follow my instructions. I need a single file line, leave all of your personal property on the floor where it is. Form a single file line, right here at the door. Teacher, I need you in front please."

You'll be asked to leave your stuff behind, form a line at the door with the teacher in front... "I need everyone to hold hands with the person to the right and left." Hold hands with the person in front of and behind you until you reach your final destination. Wait quietly for further instructions from the officer.

"Teacher, I need you to walk out and follow the instructions of that officer right there. Go ahead." You will be told to proceed to the next officer. Walk, do not run and do not talk. "Walk towards the stairs."

Follow the directions of the officers guiding you during the evacuation. They could be giving you verbal directions or hand signals. Watch the pace of your line. Be aware of obstacles, such as corners, fallen objects, debris or stairs, which may affect the speed your line can move.

Don't stop till you reach the location you were directed to. "Keep moving. All the way to the end of the fence."

Verify attendance and wait for further instructions.

It's important to keep your hands visible to the officers.

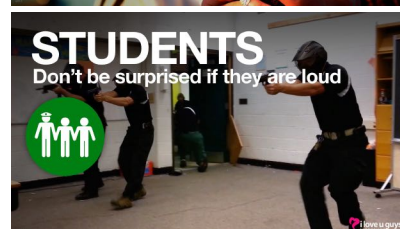
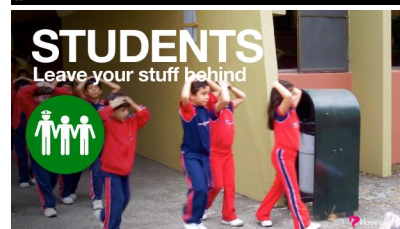
Most likely, you will be asked to leave your stuff behind.

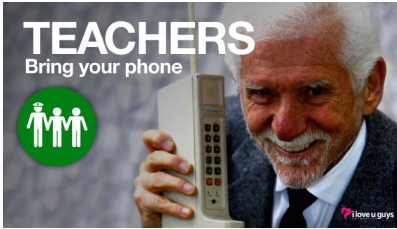
If your phone is in your pocket, bring it. If it's in your purse or backpack, you may not be given the opportunity to grab it. There may be cases where officers ask you to leave your phone behind.

Don't be surprised if the officers are loud and demanding. They don't know the extent of the incident yet. They will give direct instructions that you should follow. Again be sure to keep your hands visible.

All of that goes for teachers as well. There may be circumstances where you can't bring your purse, briefcase or backpack. Try to bring your keys and wallet.

Also, grab the attendance sheet and the red-card green card.





And your phone.



At the evacuation assembly area take attendance. If you were able to take attendance during Lockdown, verify students in the assembly area against the roster you created during Lockdown. If everything is OK show the green card.



Do you have permission to self evacuate?

Yes. But, pay attention to the situation. Do you know where the threat is? Can you see the exit? Is it away from the threat, noise or commotion? Remember though, a locked door is proven time barrier. Staff, same answer. But don't leave the students.



If you do self evacuate, where do you go?

Another school or nearby business
Recreational center
A friend's house
Your or a family member's house.
Be sure to let your parents and the school know.



Knock, Knock. Police! Open up.

In a Lockdown, prior to a police led evacuation, don't open the door for anyone. Police or administration will unlock the door.



What can you take with you?

It's unlikely that you can bring your backpack. You may not even be able to get into it, once police enter the room. But if you can, bring your phone, wallet and keys.



Why do we keep our hands visible?

Law enforcement officers are trained that hands can hold dangerous things. They will want to see your hands. You might be asked to evacuate hand in hand, or with your hands on your head.



What will police do?

In some cases, during the evacuation assembly, officers will want to verify that students aren't at further risk. They may search students and staff for other dangerous items.

Some of you may have heard the term “Shelter-in-place.” Unfortunately, there are many different things that “Shelter-in-place” could mean. With the SRP, we shortcut it to state the hazard and the safety strategy.

So, what’s a hazard? Something dangerous. It could be environmental, like a tornado or earthquake. It might be something like a chemical spill nearby.

Your safety strategy is what you do in response to the hazard. Public address might be just the hazard and safety strategy. Or it could be “Shelter for the stated hazard using the stated safety strategy.” In either case we repeat it.

For example. “Tornado, get to the storm shelter. Tornado, get to the storm shelter.”

 **DIY: Please localize this conversation to safety strategies appropriate for your hazards.**

Verify this direction with local emergency planner.

In earthquake country the safety strategy is drop, cover and hold.

 **DIY: Please localize this conversation to safety strategies appropriate for your hazards.**

Verify this direction with local emergency planner.

For a hazmat risk we would seal the room by taping plastic around doors, vents and windows.

 **DIY: Please localize this conversation to safety strategies appropriate for your hazards.**

Verify this direction with local emergency planner.

In coastal areas, tsunamis are a possibility after an earthquake. Going to high ground or further inland is the safety strategy.

 **DIY: Please localize this conversation to safety strategies appropriate for your hazards.**

Verify this direction with local emergency planner.

 **Note: Zombie guidance sourced from the Center for Disease Control. More info: <http://www.cdc.gov/phpr/zombies.htm>**

Verify this direction with local emergency planner.





Listen for instructions. The situation may be very dynamic.



Always be prepared for the unexpected.



During a shelter event, teachers should try to Take attendance and note the time.



Discuss other local hazards and safety strategies.



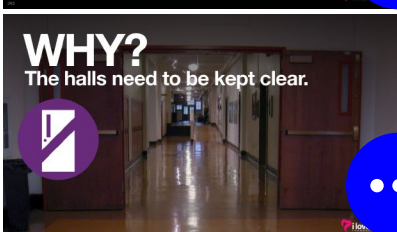
It's a shared vocabulary between students, staff and first responders during any type of crisis or emergency here at school.



I'd like to mention one more action and directive.



Hold in your classroom.
Hold in your classroom.



It's used when we need to keep the corridors clear of students.

Here's what students do.

If you're in the hallway go to your assigned classroom. Otherwise students and teachers remain in their classroom until the "All Clear" is announced.

Teachers, here's what you do.

Remain in the classroom with your students until the "All Clear" is announced.

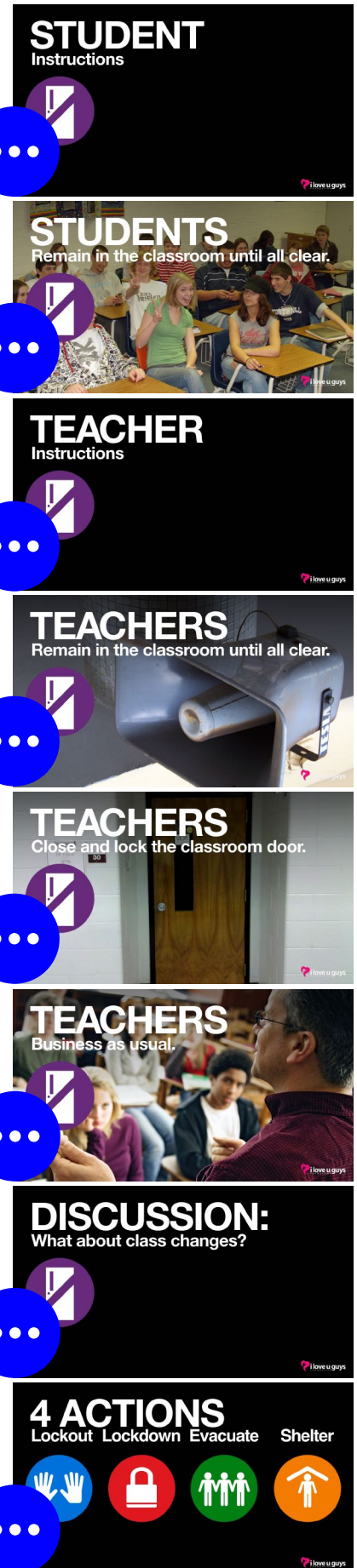
Teachers should also close and lock the door. It can be opened for any student that needs to get out of the corridor.

Continue teaching. Or if the lesson for the day is complete, offer time to read or study.

What about class changes?

If you're in the hallway, public address might be made to go to the nearest classroom. Or, proceed to your next scheduled class.

So remember, beyond the four actions of the Standard Response Protocol,





Our school has one more action,



“Hold in your classroom.”



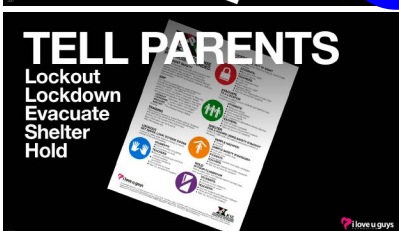
The SRP Extended. Or SRP-X



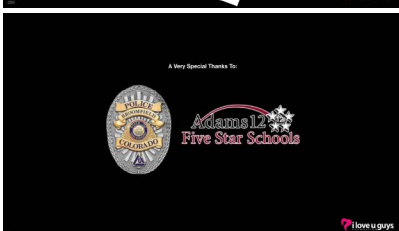
Or the SRP Extended.



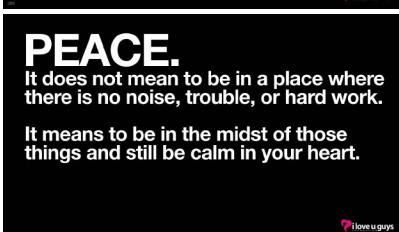
And here's the new poster.



We're asking you to take this home tonight and tell your parents about what we talked about today.



This presentation would not be possible without the materials originated by Adams 12, Five Star Schools and the City and County of Broomfield Police and Emergency Manager's office.



Peace.

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

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

UNIT 4

ICS - Incident Command System



UNIT 4 – NATIONAL INCIDENT MANAGEMENT SYSTEM AND INCIDENT COMMAND

Duration

30 minutes

Scope Statement

In this module, participants will receive an overview of the National Incident Management System and Incident Command System

Terminal Learning Objective

Participants will gain an understanding of how and why Incident Command should be used in a crisis.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. state a brief history of NIMS,
2. understand basic Incident Command Structure, and
3. recognize how it can be used in managing school-based events.

Resources

1. Instructor Guide
2. Unit 1 presentation slides
3. Audiovisual kit
4. Projection screen
5. Attendance sheets

One per participant of the following items:

1. Participant Guide
2. Pen
3. Registration form

Instructor to Participant Ratio

1. 1:75

REFERENCE LIST

Federal Emergency Management Agency

2008 – *National Incident Management System*

2016 – *National Response Framework*

2012 – *FEMA Incident Action Planning Guide*

Federal Emergency Management Agency (FEMA) Emergency Management Institute

2013 – *IS-100.SCA: Introduction to the Incident Command System for Schools*

2007 – *IS-100.SCa Introduction to the Incident Command System for Schools Instructor Guide*
<http://training.fema.gov>

Practical Exercise Statement

Not applicable



OK. This is not official FEMA training.



For my educators, I'm going to say a few naughty words. Don't stress though, we've all heard them before. Ready?



Commander.



Officer.



Chief.



Incident Command System.



For educators, these can seem fairly militaristic. But, we're going to put them into perspective.

So that you can see how those naughty words apply to your reunification and crisis response.

We learn about this from FEMA and you can find it at training.fema.gov.

For getting started we recommend you look at IS - Independent Study - 100 SCa. The SCa is geared toward K-12 schools.

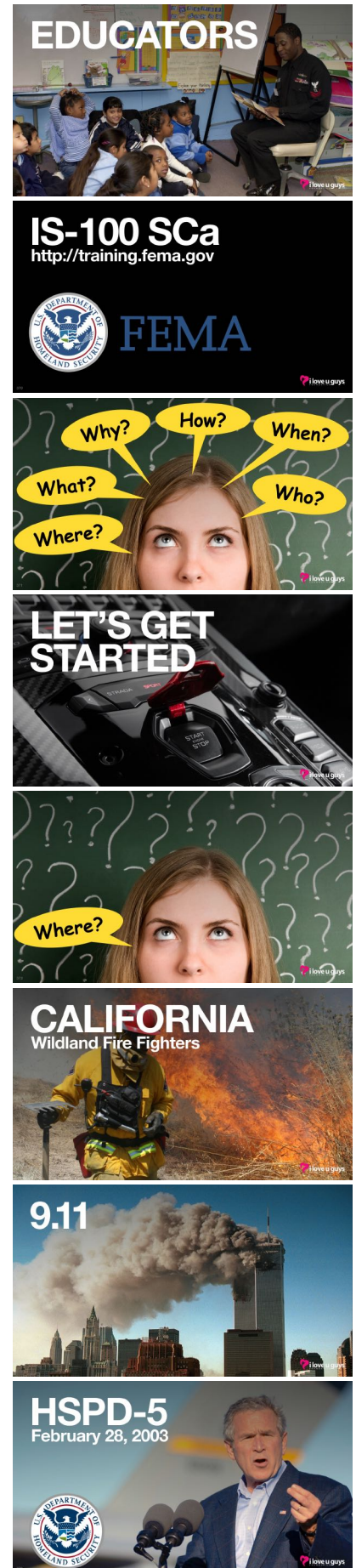
We are going to try to answer these questions about Incident Command.

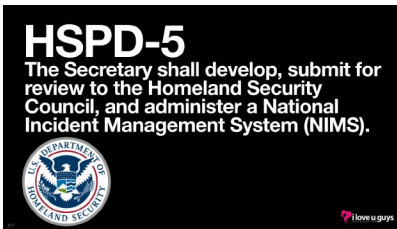
Where did this stuff come from?

Incident Command came out of response to wildfires in California during the 70's, where coordination between many agencies was essential.

Nine Eleven changed everything. It highlighted the need for everybody responding to a crisis, to be on the same page. And in just over a year...

Homeland Security Presidential Directive-5 (HSPD-5) established a single, comprehensive approach to incident management with the objective of ensuring that all levels of government across the Nation have the capability to work efficiently and effectively together.



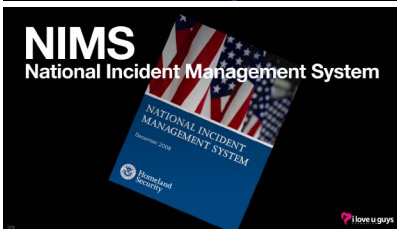


Paragraph 15 basically told the Homeland Security Secretary to develop, get approval for, provide training for, and administer a National Incident Management System (NIMS).

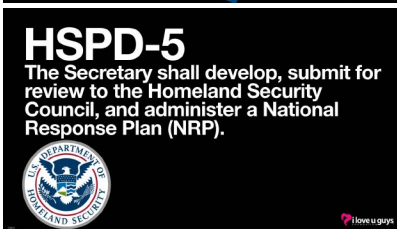


I am going to take a deep breath and read all of this:

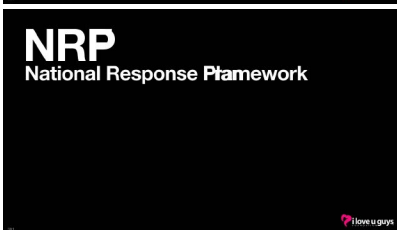
NIMS had to be nation wide, applicable to big and small units of government, valid for preparation, response, and recovery, independent of the size of the incident a core set of concepts, principles, terminology, and technologies. Inclusive of incident command system, multi-agency, supportive of unified command, able to manage resources, complete with training, qualifications, and certification, data collection and reporting friendly.



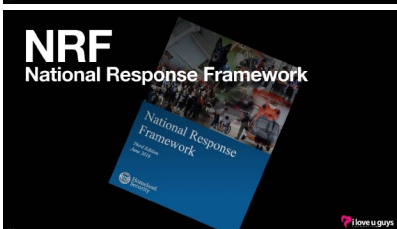
The National Incident Management System (NIMS) does that.



The Homeland Security Secretary must develop a National Response Plan (The NRP) to integrate federal government domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan.



NRP was then renamed the NRF



NIMS works hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy for incident management.



NRF is the policy.



NIMS is the how to template

DHS maintains and updates NIMS and NRF.
Wow there is a lot of acronyms in there.
Department of Homeland Security maintains the National Incident Response System and the National Response Framework.

FEMA Trains

Where does the Incident Command System fit?

NIMS is the national system and dictates how ICS is implemented.

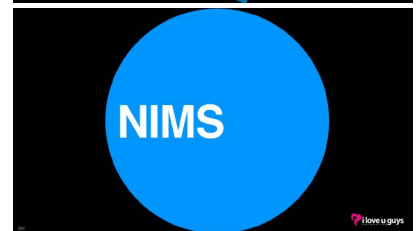
ICS is how to do the actual local response, and is one aspect of the entire national system.

But there are other aspects to NIMS beyond the local response.

Preparedness
<CLICK>
Resource management
<CLICK>
Communication and
<CLICK>
Maintenance

Now that we know where it came from. Let's talk about what it is.

Often we think of tragedy.





But if you think about it a school dance could be considered an incident or as I think of it, an opportunity to practice Incident Management



It could be a football game or any other big event.
(We'll come back to this one.)



Standardized management practice
Is based on proven incident management practices.
Defines incident response organizational concepts and structures.
Consists of procedures for managing personnel, facilities, equipment, and communications.
Is used throughout the life cycle of an incident.



Who uses this stuff?



Your first responders all use it when responding to an incident.



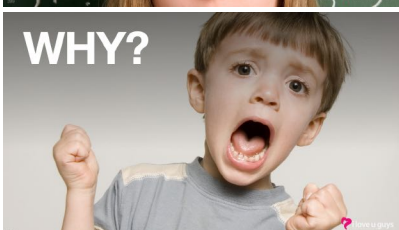
Who should use it?

<CLICK>

Schools in their safety planning and crisis response.

<CLICK>

And with their reunification planning and doing.



You may be feeling more like this.

Kids often have two great questions that apply here.

Do we have to? And why?

Yes you have to and...

Homeland Security says so.

NIMS requires all levels of government to:
Prepare for and use ICS for all domestic responses.
Adopt ICS as a condition of receiving Federal preparedness funding.

Additionally, there is Legislation that mandates it.

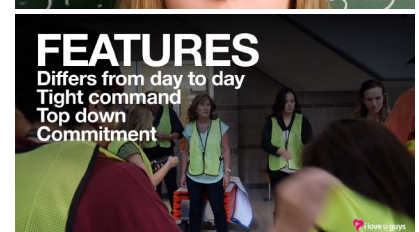
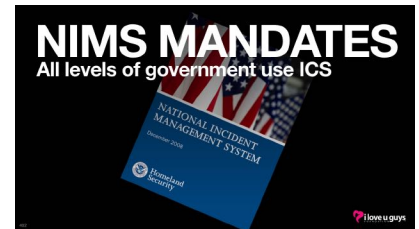
The Superfund Amendments and Reauthorization Act (SARA) of 1986 established Federal regulations for handling hazardous materials. SARA directed the Occupational Safety and Health Administration (OSHA) to establish rules for operations at hazardous materials incidents.

OSHA rule 1910.120, effective March 6, 1990, requires all organizations that handle hazardous materials to use ICS.

And there may be more hazardous materials around than you think

Ok we have to. How do we do it?

It has some different features and principles from your day to day operations.
Tight command and control structure.
Top-down direction.
To make ICS work, each of us must commit to following this command and control approach.

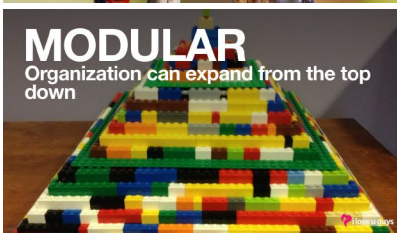




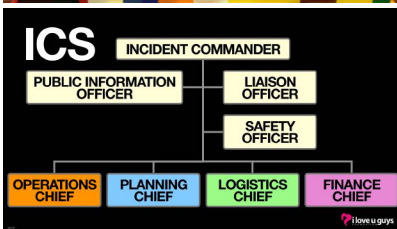
The good news is to make information exchange easier it uses common terminology.
Common here means two things.
Shared
and Everyday.



Creators of ICS deliberately did not use an existing organization for a model.
What they found was if they used an existing organization it created more confusion for others.
For example, someone who serves as a Chief every day may not hold that title when deployed under an ICS structure.



The ICS organizational structure expands in a top-down, modular fashion based on three things.
Incident size
Incident complexity and
Specifics of the hazard



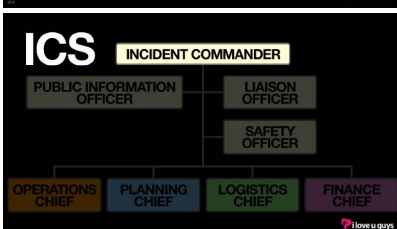
Let's look at the top three tiers of management under ICS.



Really it's simple. There are five things that ICS is helping you to do.
Remember the 5 things. There will be a quiz later.



Ok later is here. Management positions are color coded on our chart.
What do you think the Yellow positions do?
Orange?
Blue?
Green?
Violet?



Incident Commander



Really manages stuff

Now let's look at our Command Staff,
Public Information. Liaison and Safety Officers

The talk about stuff and watch stuff.

And our general staff is pretty straightforward.

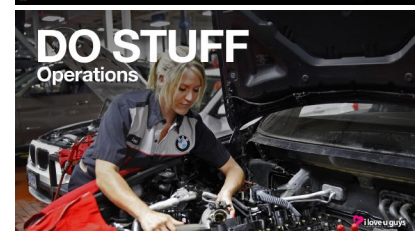
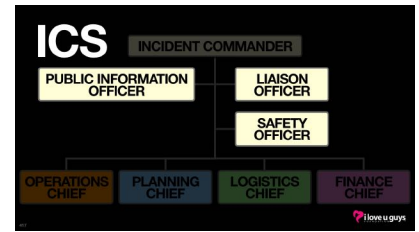
Operations does stuff

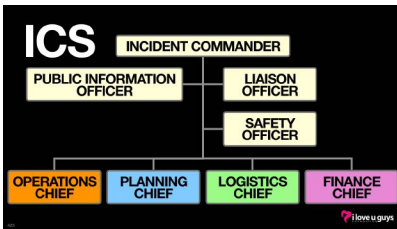
Logistics gets stuff

Planning, you know, plans stuff

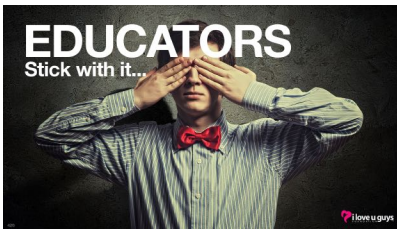
And someone needs to watch the purse strings.

Really it's all about getting stuff done.





That's the basics.



Educators, stick with me. You're doing great.



So we are back getting ready for the big game. If you think about it...



... A Friday night football, all of this stuff needs to get done. Some before the kickoff and some after.



Put in the context of Incident Command.



One more role... Senior Official



The Senior Official (Principal, Superintendent, etc.) is responsible for the incident.

By virtue of their position, they have the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities.

Having the responsibility does not mean that the Senior Official assumes a command role over the on-scene incident operation.

They know policy, understand the mission, maintain direction, and delegate authority.

The Incident Commander is the primary person in charge at the incident. In addition to managing the incident scene, and keep the Senior Official informed and up to date.

Incident command has 14 features.



Common Terminology:

Using common terminology helps to define organizational functions, incident facilities, resource descriptions, and position titles.

Common Terminology:

No Codes

Organizational Functions.

Major functions and functional units with domestic incident management responsibilities are named and defined. Terminology for the organizational elements involved is standard and consistent.

Incident Facilities.

Common terminology is used to designate the facilities in the vicinity of the incident area that will be used in the course of incident management activities.

Resource Descriptions.

Major resources—including personnel, facilities, and major equipment and supply items—used to support incident management activities are given common names and are "typed" with respect to their capabilities, to help avoid confusion and to enhance interoperability.

Organizational Functions.

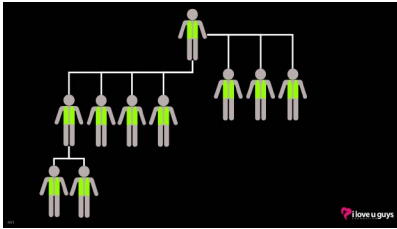
Major functions and functional units with domestic incident management responsibilities are named and defined. Terminology for the organizational elements involved is standard and consistent.

Chain of Command and Unity of Command:

Chain of command refers to the orderly line of authority within the ranks of the incident management organization. These principles clarify reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident managers at all levels must be able to control the actions of all personnel under their supervision.

Orderly line of authority

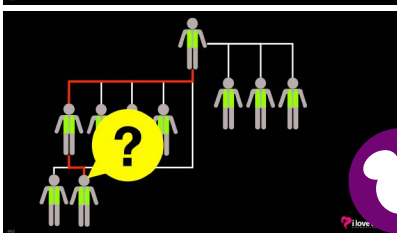




Here you can see the Incident Commander, Command Staff and General Staff.



Unity of command means that every individual has a designated supervisor to whom he or she reports at the scene of the incident. Under unity of command, personnel:
Report to only one ICS supervisor.
Receive work assignments only from their ICS supervisors.



No one breaks the chain of command. For instance...

<CLICK>

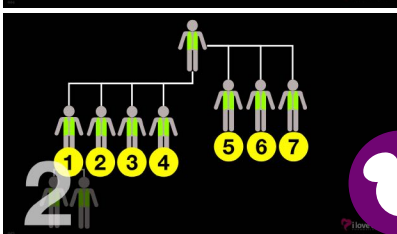
Rather than ordering a branch director

<CLICK>

The Commander would go through the chain of command.



Within ICS, the span of control of any individual with incident management supervisory responsibility should range from three to seven subordinates.



Within ICS, the span of control of any individual with incident management supervisory responsibility should range from three to seven subordinates.



Unified Command:

In incidents involving multiple jurisdictions, a single jurisdiction with multi-agency involvement, or multiple jurisdictions with multi-agency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.



Unified Command:

Applies ICS in incidents involving multiple jurisdictions or agencies. Enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively. The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Unity of command is maintained.



A Single Integrated Incident Organization:

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework.

Collocated (Shared) Facilities:

In a Unified Command incident facilities are collocated or shared. There is one single Incident Command Post.

One Set of Incident Objectives, Single Planning Process, and Incident Action Plan:

Unified Command uses one set of incident objectives and a single planning process, and produces one Incident Action Plan (IAP). The planning process for Unified Command is similar to the process used on single jurisdiction incidents.

Integrated General Staff: Integrating multi-jurisdictional personnel into various other functional areas may be beneficial. For example:

In Operations and Planning, Deputy Section Chiefs can be designated from an adjacent jurisdiction.

In Logistics, a Deputy Logistics Section Chief from another agency or jurisdiction can help to coordinate incident support.

Incident Commanders within the Unified Command must agree on the selection of the General Staff Section Chiefs. The Operations Section Chief must have full authority to implement the tactics within the Incident Action Plan.

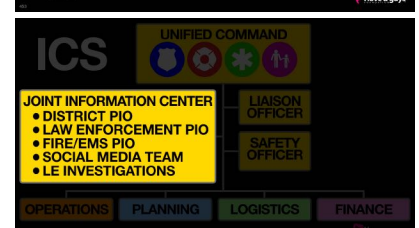
We also talk about the Joint Information Center

With the speed of information we recommend quickly establishing a single joint information center.

Certainly Public Information Officers from the District and your first responders. But also establish a social media team to start identifying social media issues. And, depending on the incident, law enforcement may also want to put an investigator or detective in that social media team because some of that info may become evidence.

There's a new resource out there. VOST Virtual Operations Support Team. These are social media wizards. They can monitor the messaging and provide updates to your PIO.

Here's where you learn about them.



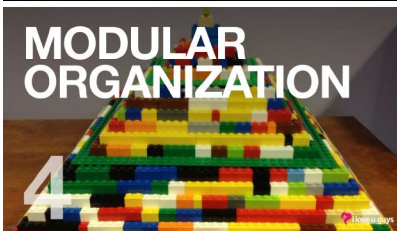


This VOST utilizes the social media expertise of atmospheric science and mass communications students at Texas Tech University to help National Weather Service offices gain an additional level of situational awareness during hazardous weather.

Based in Lubbock, TX, operating primarily out of Texas Tech University in collaboration with the National Weather Service offices in Midland, TX and Lubbock, TX.

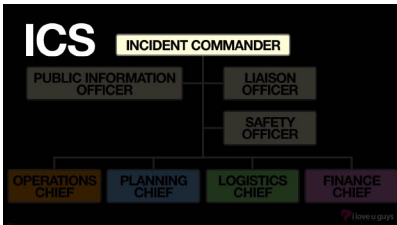


Colorado it's a little different. While they also rely on a cadre of volunteers, there are also paid staff in the State Office of Emergency Management that are responsible for supporting all types of incidents.



Modular Organization:

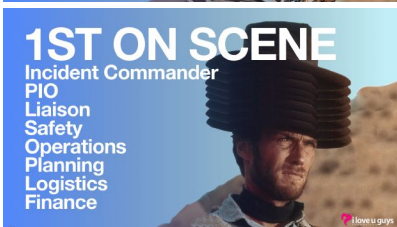
The Incident Command organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident.



Let's start with the Incident Commander. ICS says that the first person on scene becomes the Incident Commander



In this case, here he is on scene.



In reality he is wearing all eight hats..



As more responders arrive, our incident commander makes assignments. Maybe give this guy logistics.



This one operations

And now our Incident Commander is wearing two fewer hats.

As more resources come on scene, more assignments can be made.

Give Liaison responsibility to this one.

Safety here.

The Incident Commander may assign two roles to one person.

And now our Incident Commander is down to one hat.

Reassignment can also happen. Perhaps Finance isn't the right fit.

So it can be reassigned.



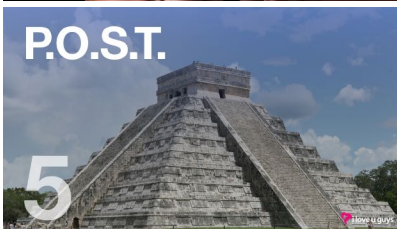


Until you get the right person in the mix.

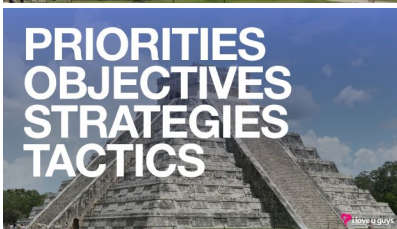


Management by Objectives:

Includes establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities; and directing efforts to attain the established objectives.



P.O.S.T. (That's an FLA, four letter acronym.)



Here's what it is in ICS



Incident objectives are established based on the following priorities:

- #1: Life Safety
- #2: Incident Stabilization
- #3: Property Preservation



How do we develop our priorities?



First we have to know and understand the policy.



We then assess the situation.

Establish our objectives.

Select appropriate strategy or strategies to achieve objectives.

Then perform the actual tactical execution.

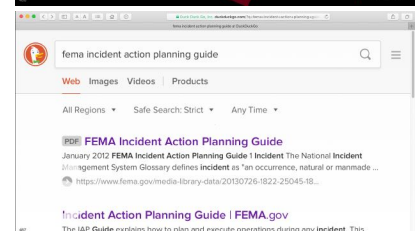
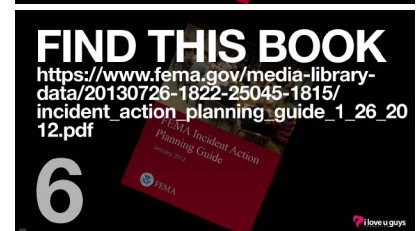
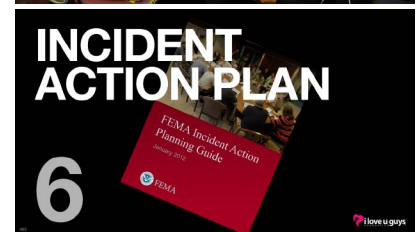
This one gets lost most often. Provide necessary followup. It's critical for the first responders to debrief. It's critical for the community.

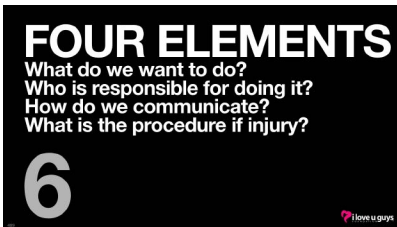
Commit to an Incident Action Plan:
Incident Action Plans (IAPs) provide a coherent means of communicating the overall incident objectives in the contexts of both operational and support activities.

Download this book.
It has a ton of stuff.
Here's the URL.

Or just search for this.

Commit to an Incident Action Plan.
May be oral or written, except in the case of Hazmat, where it must be written.



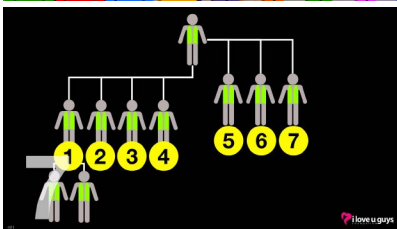


Every IAP must answer the following four questions:
What do we want to do?
Who is responsible for doing it?
How do we communicate with each other?
What is the procedure if someone is injured?

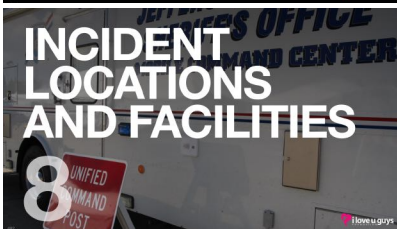


Span of Control:

Span of control is key to effective and efficient incident management. Within ICS, the span of control of any individual with incident management supervisory responsibility should range from three to seven subordinates.



Effective span of control on incidents may vary from three (3) to seven (7), and a ratio of one (1) supervisor to five (5) reporting elements is recommended.



Incident Locations and Facilities:

Various types of operational locations and support facilities are established in the vicinity of an incident to accomplish a variety of purposes. Typical predesignated facilities include Incident Command Posts, Bases, Camps, Staging Areas, Mass Casualty Triage Areas, and others as required.



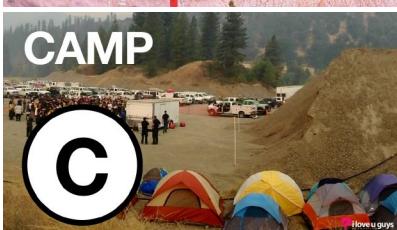
The Incident Command Post, or ICP, is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. Every incident must have some form of an Incident Command Post. The ICP may be located outside, in a vehicle, trailer, or tent, or within a building. The ICP will be positioned outside of the present and potential hazard zone but close enough to the incident to



Staging Areas are where personnel and equipment are gathered while waiting to be assigned.



A Base is the location from which primary logistics and administrative functions are coordinated and administered.



A Camp is the location where resources may be kept to support incident operations if a Base is not accessible to all resources. Camps are equipped and staffed to provide food, water, sleeping areas, and sanitary services. A school gym or cafeteria could be used as a Camp for a community-wide incident.

A Helibase is the location from which helicopter-centered air operations are conducted. Helibases are generally used on a more long-term basis and include such services as fueling and maintenance. (Dogs are optional.)

Helispots are more temporary locations at the incident, where helicopters can safely land and take off. Multiple Helispots may be used. Think about your school environment. Could you use a parking lot or athletic field for a temporary Helispot?

A single Incident Command Post should be established on all incidents, even on a small incident.

School incidents may require additional facilities beyond those that are standard ICS facilities.

Example: For example, if you need a Student-Parent Reunification Area, add that site to your incident facilities. It is preferable to add needed facilities rather than to use a standard ICS facility, such as a

Comprehensive Resource Management:

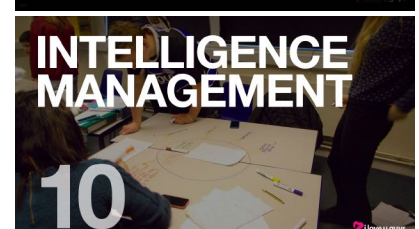
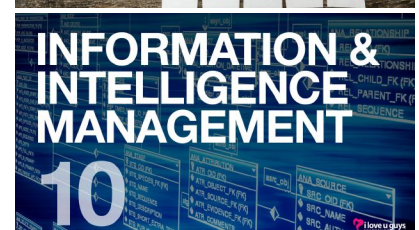
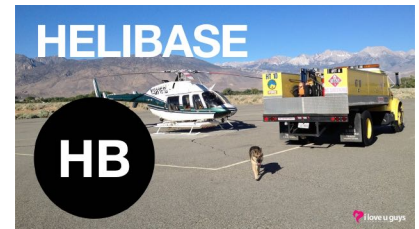
Resource management includes processes for categorizing, ordering, dispatching, tracking, and recovering resources. It also includes processes for reimbursement for resources, as appropriate. Resources are defined as personnel, teams, equipment, supplies, and facilities available or potentially available for assignment or allocation in support of incident management and emergency response activities.

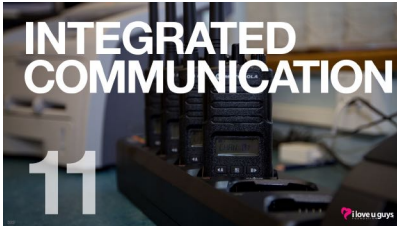
The analysis and sharing of information and intelligence is an important component of ICS. Incident management must establish a process for gathering, sharing, and managing incident-related information and intelligence.

Part of that information management is through the JIC.

And remember that detective in the JIC?

They can be part of that intelligence management.





Integrated Communications:

Incident communications are facilitated through the development and use of a common communications plan and interoperable communications processes and architectures



Prior to an incident, schools must work with local responders to ensure that communications equipment, procedures, and systems can operate together during a response (interoperable).



Establishment and Transfer of Command:

The command function must be clearly established from the beginning of an incident. When command is transferred, the process must include a briefing that captures all essential information for continuing safe and effective operations.



Incident command answers the question of who's in charge very simply.



It says the first, first responder establishes incident command.



My contention is that, perhaps, the first immediate responder establishes incident command. The Dean of Students. The principal. The Kindergarten teacher. It is something to think about at the school level.



The transfer of command process always includes a transfer of command briefing, which may be oral, written, or a combination of both.



The process of moving the responsibility for incident command from one Incident Commander to another is called transfer of command. Transfer of command may take place when:

- A jurisdiction or agency is legally required to take command.

- A more qualified Incident Commander arrives and assumes command.
- Incident complexity changes.

- The current Incident Commander needs to rest. (There is normally turnover of personnel on long or extended incidents to accommodate work/rest requirements.)

Accountability:

Effective accountability at all jurisdictional levels and within individual functional areas during incident operations is essential.

Part of accountability is commitment. We will all commit to the system and processes.

Check-In: All responders, regardless of agency affiliation, must report in to receive an assignment in accordance with the procedures established by the Incident Commander.

Incident Action Plan: Response operations must be directed and coordinated as outlined in the IAP.

Unity of Command: Each individual involved in incident operations will be assigned to only one supervisor.

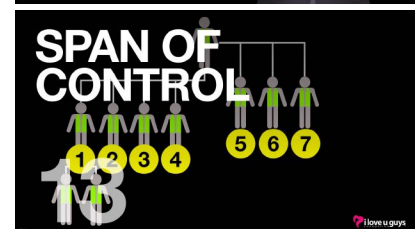
Span of Control: Supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision.

Resource Tracking: Supervisors must record and report resource status changes as they occur.

Dispatch/Deployment:

Personnel and equipment should respond only when requested or when dispatched by an appropriate authority.

Now this gets broken all of the time. So commit to the system and check in.





UNIT 5 – AN INTRODUCTION TO THE STANDARD REUNIFICATION METHOD

Duration

60 minutes

Scope Statement

In this module, participants will receive an overview of the Standard Reunification Method.

Terminal Learning Objective

Participants will gain an understanding of how and why the SRM should be used in the aftermath of a crisis.

Enabling Learning Objectives

At the conclusion of this module, participants will be able to

1. state a brief history of SRM
2. understand the reasoning behind the program, and
3. understand how to plan and conduct a student/parent reunification.

REFERENCE LIST

The “I Love U Guys” Foundation

<http://iloveuguyss.org>

2009 – *The Standard Response Protocol*.

2012 – *The Standard Reunification Method*.

Practical Exercise Statement

Not applicable

Next section we're going to put it into context.

We do fire drills once a month.

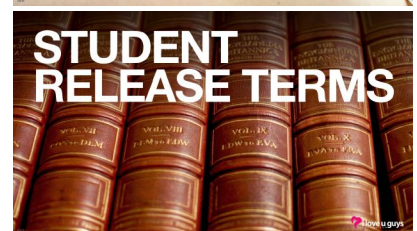
But what if it really was a fire?

How are we going to get the kids back together with their parents?

Reunification. For the next little bit of time we're going to be talking about different aspects of reunification.

Start with some student release terms.

Daily Release. School bell rings, kids walk into to the neighborhood, get on buses, parents fetch and teenagers drive home.





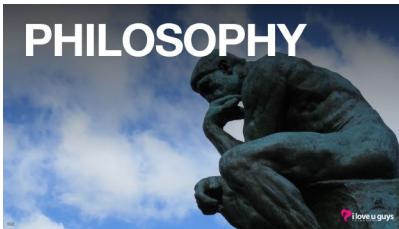
Early Release. Same thing. Maybe it's an inservice day. But kids walk into to the neighborhood, get on buses, parents fetch and teenagers drive home.



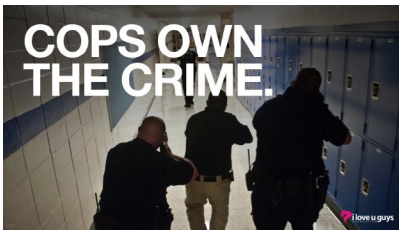
Controlled release happens when it's something different than a normal, daily release. Weather. Power outage at the school. Whatever.



A student parent reunification occurs when something extraordinary has happened and the students are formally reunified with their parents sometimes at a different location than their school.



Let's put some stuff in our heads.



Cops own the crime.



Fire owns the flames.



Schools own the kids. It not the cop's job to reunify students with their parents.



Also takes us to our first custody battle.

And that is paramedic's own the patient. It's important to work in advance with your local first responders so that school officials can manage where patients are being transported.

Let's take a look at some scenarios.

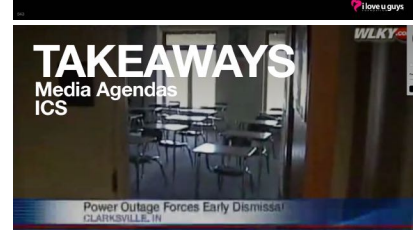
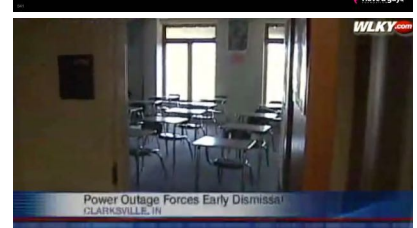
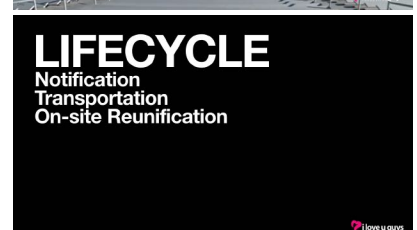
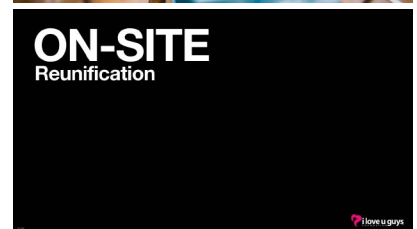
Normal school days, and something happens where we have to release students early.

We will look at then is an on-site reunification.

We're also going to look at these as nonviolent events.

Let's look at the lifecycle. Some point after the decision is made to reunify notification is given to the parents to pick up their students.

We may have to mobilize transportation and we're going to do an on-site reunification.



Transcript: Clarksville Power Outage:

Southern Indiana students were out of classes a little earlier than usual today. Clarksville High School experienced a power outage this afternoon WLKY's Andy Alcock is live in the newsroom with details and reaction to the outage. The power was out only at the high school building not at the middle school across the street or any neighboring homes or buildings.

This afternoon the hallways and classes were dark in Clarksville. High School principal Brian Allred says the main electrical circuit for yet to be determined reason powered down. Through the schools Internet page, local media and students calling their parents and guardians it was announced school would close a couple hours earlier than the normal 3:05 time.

Allred says the 430 students at the school were able to get home without issue thanks to four buses. In that communication earlier this afternoon he explained the decision to close early. The principal tells us once the problem with the power is identified he expects it will be fixed in time to have classes at regular hours tomorrow. Live in the newsroom, Manny.

First of all, slow news day in Clarksville.

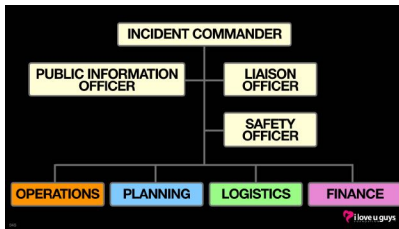
But we did see that lifecycle. There was the notification process, Students calling parents, the school webpage, and local media.

They mobilized transportation. Brought for buses in.

And for the student students being picked up the did not on site reunification.

Before we look at it, I want to point out the media always comes to the party with their own agenda. The reporter could've asked "Hey how cool, a bonus afternoon with your student." But instead, pointed out how inconvenient it is.

We also saw the incident command system.



What role did the principal take. Certainly incident commander, but he also was the public information officer.



And he probably handled the liaison and safety officer roles as well. Maybe handled the bulk of operations, planning, etc. Incident Command scales to the demands of the operation.

Let's look at an off-site reunification. We've added an evacuation. And, I mentioned that the press comes with its own agenda. Occasionally they bring their own adverbs too.



Transcript: Mass Evacuation When Crews Slash Gas Line

Story at five... A mass evacuation at East high school after nearby construction crews slashed a high power gas line. We thank you for joining us at five. I'm Kristen Hartmen and Jerry Rebbish.

Firefighters say the moment they smelled gas inside of school, they knew it was time to get the more than 450 students out. A construction crew hit that gas line along East Broad Street just after 11 AM, right next to east high school. 10 TV's Maureen Kossock reports firemen evacuated the building and parent scrambled to pick up the kids from early dismissal.

Firefighters say less than a half hour after workers had cut a high powered gas line, they could smell the odor of gas on the lower level of the high school. Students say that when the school told them it was time to go. And they said we have to go get everything from the locker cannot come back to school and have to evacuate and walk here. Firefighters say they evacuated about 450 students and staff because of the risk of an explosion.

Deshiya's dad left work to pick her up early. He told us Columbus Public Schools did a good job of letting parents know what was happening. "She called me. I got a message. I got a text message. I got an email. My wife called me." The district kept security measures in place as parents showed up for their children. Parents tell us when they arrived at the pick up location they had to check in with the district and provide names, just to make sure every child is going home with the right person.

The district says school bus drivers rallied to pick students up more than an hour before the usual dismissal time. As buses rolled out, the stench of natural gas still lingered in the air, but the district says crews are making the necessary repairs and classes are expected start on time Friday morning. East Columbus, Maureen Kossock 10 TV news.



Okay so we saw that lifecycle. Now it sounds like they did okay with notification.

There was an evacuation to reunification site within walking distance. They rallied the bus drivers. And did an off site reunification

Now let's look at the lifecycle of a criminal event near the school.

The school is going to lock out. Certainly the notification process. Business as usual inside the school. We'll see an increase law enforcement presence around the school.

And a partial student parent reunification of the students that walk into the neighborhood.



Transcript: St. Petersburg Lockout

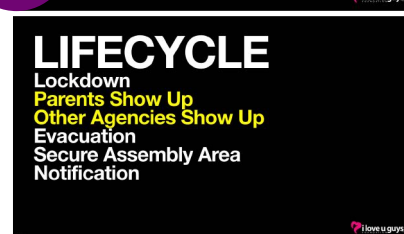
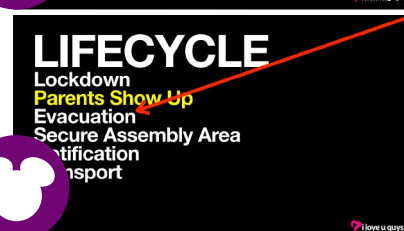
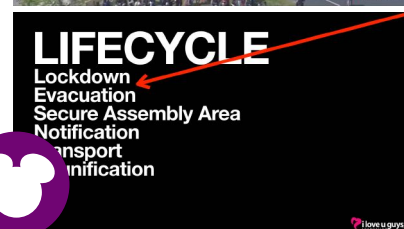
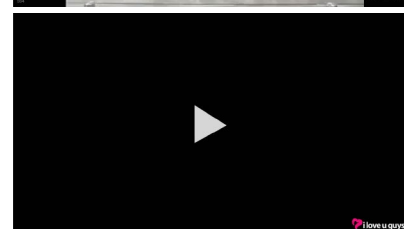
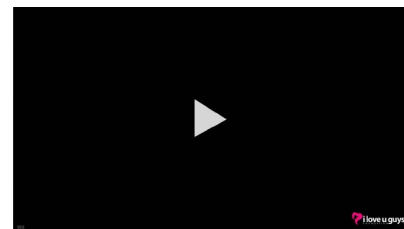
Students are now home safe after the shooting and stand off forced three schools to go into lockout. That's right, Althea Paul is live in Thurgood Marshall Fundamental Middle School in St. Petersburg to tell us how the district handled the situation. Good evening Althea.

Good evening. Well those lockouts lasted nearly the whole school day and school officials tell us that at the end of the day they did have a normal dismissal. But the parents and students that we spoke to today say that this day was anything but normal. It was the day of some uncertainty for student Rebecca Gibbons. The Thurgood Marshall six grade school lockdown today certainty for student Rebecca Gibbons Marshall six grader in the middle of a school lockout for the majority of the day.

Our principal just got on the loudspeaker and he just said to not go out of any of the doors, and that this going to be a lockout, and that there was a shooting. The deadly shooting happened just blocks away from middle school. The situation was a bit nerve-racking also for Rebecca's mom.

When You hear about violence like this, so close and it's just very frightening. County school official say the lockout started at 8:30, during which classes went on as normal. Students were able to move around inside the building but no one could come in or go out. The Lockout also prompting some extra security around the campus. Lakeview and Jameson Elementary were also under this precautionary lockout.

One thing that Thurgood Marshall Middle school did, they would not allow their students who normally walk home after school, they didn't allow them to do that, they made them call their parents and have their parents pick them up.



Transcript: Arvada Lockout

Arvada police and the Jefferson County Sheriffs Office have responded to a neighborhood near Van Arsdale Elementary where they are investigating a report of shots fired. Officers arrested a suspect late this afternoon and there have been no reports yet anyone injured. This area is along the 12,000 block of west 75th Ave, very close to Alkire, the locked out at Van Arsdale elementary and Ralston Valley high has been lifted, however the parents of kids who walk home were asked to pick up their students.

Let's look at the lifecycle of the school violence event.

School goes in the lockdown. At some point, classroom by classroom, students are moved to a secure assembly area.

There is probably a transport to an off-site reunification.

And what happens right there?

That's right, parent show up.

Who else shows up?

Other agencies. And there's a hidden asset in your reunification team with those other agencies. I'll talk about that in just a minute.



Take a look at the lifecycle of the school violence event.



We actually have two sites the impacted site.



And the reunification site.



What's that mean?
It means there are two teams.



The Transport team, which is focused on getting the students to the reunification site.



And the reunification team, whose goal is to bring every student back together with their parent or guardian.



Now, it is often a district lead event.



Let's take a look at the impacted site.

We'll start with the timeline at the school

FBI reports state that 70% of these active killer events at schools are over within five minutes.

So the school goes into lockdown.

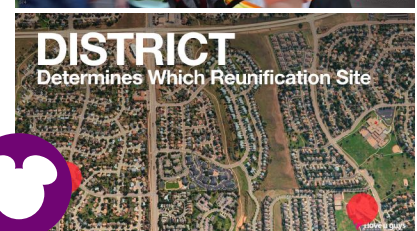
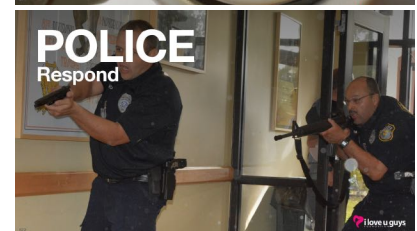
The first officers on scene are looking for the threat.

You also have parents starting to arrive at the impacted school.

The district is going to mobilize their response teams.

District will also determine which reunification site to use. Notice we use the word which. And that's an important distinction. Districts should identify a number of sites that can be used for reunification.

Incident command will be established at the impacted site.





And the media will arrive, probably faster than you expect.

For example at Platte Canyon high school, In 2006, the nearest media outlet was over an hour's drive away. Yet reporters were on scene almost immediately. How is this possible?

Late September in Colorado, the aspen leaves are turning. There were reporters on Highway 285 just up the road, covering the changing of the leaves. What that means is there may be reporters in your woods right now you don't even know it.



Now, more law enforcement will arrive.



We are also going to establish incident command at the reunification site.

Seasoned emergency managers may argue but it's all one incident and it's a single incident command. And they may be right. But I contend that it's a law-enforcement command structure at the impacted site. It is a district lead structure at the physically separated reunification site.

District representatives need to be in the joint information center handling district public information duties.



At some point, unified command stands up.



It is not just parents that are arriving, the community will be arriving as well.



Here's another consideration, you have 15 minutes. In a high-profile event, don't count on having your normal Internet connectivity. The "I Love U Guys" Foundation has interviewed numerous first responders who were at high-profile events. Almost universally they talk about intermittent, or the loss of internet at the impacted site.



Cell and data services also become intermittent or unresponsive.

What's interesting is text services remain relatively reliable.

If you think about it, you have first responders arriving, many with both a work and a personal phone. You have parents and community arriving. And all of those devices strain the local network services.



You may want to ask the law enforcement PIO to request air ambulance no fly zones at both the impacted site and the reunification site.

You may have need for rapid transport, but it has a side effect of backing media helicopters a little further away.

Also ask law-enforcement PIO to request a no drone zone.
Most drone operators will respect this request.

Law-enforcement will clear, classroom by classroom, the students and staff.

They will be brought to secure assembly area.

If possible we ask the secure assembly area to be out of media observation. In all likelihood, students will be searched. Org

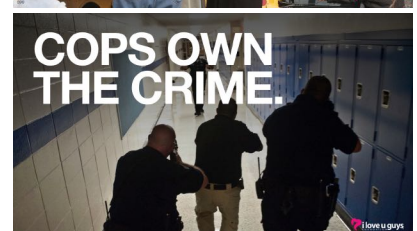
In the secure assembly area, school administration should focus on accounting for students and staff.

Foundation spoke with one of the responders at the Reynolds school shooting incident in Oregon. She said if she had to do it over again she would change one thing.

She is evacuated the special needs population first, creating a human resource challenge. But it turns out, their room was secure and those students could be easily managed. In that case, evacuating special needs students last, would have reduced some of the stress. One other consideration is a medication evacuation plan.

It was active violence, cops on the crime.

But at some point there's a transfer of control of the students back to the district.





The district will coordinate transporting students from the impacted site to the reunification site.

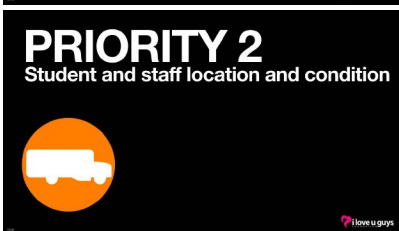


Now let's apply a little about what we learned from incident command. What are our priorities, objectives, strategies and tactics at the impacted site?

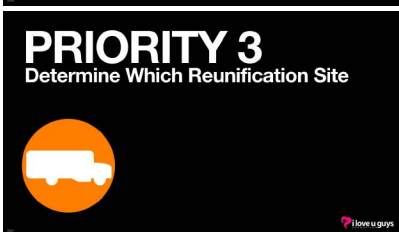


Again environment dictates the tactics, but we can have a few of these in our back pocket, in advance, just to get our thought processes started.

Our first priority is student and staff safety and well-being.



Our next priority is where are they and what condition are they in?



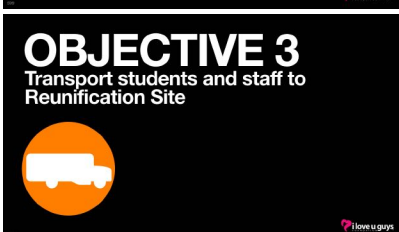
Our next priority is which reunification site will we be using?



Our first objective is to account for every student.



Our next objective is to account for every staff member. In our priorities, I grouped students and staff together. But I separate them here because schools are very good at keeping track of their students. They're probably less focused on staff, substitutes, visitors, vendors. So make sure there our policies and practices, in advance, that allows you to account for everyone in your building. Not just students.



Our next objective at the impacted site is transporting students and staff to the reunification site.

What's our strategy? We're going to use the Standard Reunification Method.

And ultimately our tactics are going to be dictated by the environment

I reinforce this with teachers. Take attendance and stay with your students. We repeat this several times because often in an actual crisis you'll find the teachers together with other teachers. And students together with the students. Where should the teachers be? It's natural human behavior, during or immediately after crisis, two want To be near your peers. The teachers stay with your students.

Let's look at the priorities, objectives, strategies, and tactics at the reunification site.
Some of these are going look a lot like our POST from the impacted site.

Again, our first priority is student and staff safety and well-being you're

Again, we need to know where they are and what condition they're in.

But, we're making it a high priority to identify missing students and staff.

Again, account for every student.

STRATEGY
The Standard Reunification Method

TACTICS
Dictated by the environment

TEACHERS
Teachers, take attendance
Stay with your students

REUNIFICATION SITE P.O.S.T.
FEMA Incident Action Planning Guide
January 2012
FEMA

PRIORITY 1
Student and staff safety and wellbeing

PRIORITY 2
Student and staff location and condition

PRIORITY 3
Identify missing students and staff

OBJECTIVE 1
Account for every student



And again, Account for every staff member



Our next objective is to ensure that every student that can be reunified is reunified.



Our strategy - Again, the standard reunification method.



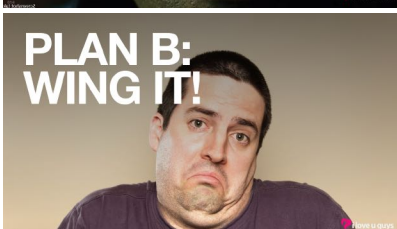
Tactics will vary based on the event and the environment.



Let's look at the standard reunification method.



There are two ways to approach it.



I'll start with the second way first. We'll call it a plan B. Doesn't happen often enough, we'll figure it out as we go, so we'll wing it.



But I think we should make this Plan A. Just do a little work and plan it in advance.

Let's talk about Plan A, the Standard Reunification Method.
The core concepts came out of Adams 12 Five Star Schools in Colorado.

At the time, Pat Hamilton, then the security director for the district, had done 13 reunification's in the prior seven years. He freely admits the first half dozen were horrible. Why? Plan B. So he did some research, extrapolating from materials provided by FEMA, and developed his district's reunification method. Using that core, and looking at what some other districts have been doing, the Foundation developed and released the Standard Reunification Method in 2012.

It's really a lot like this. What is Disneyland? Some may call it the happiest place on earth, but I think of it as the happiest place on earth to stand in line. And really that's a big part of Disneyland. Managing the experience of standing in line.

And that's what part of the Standard Reunification Method is about. Managing the parent experience in the aftermath a crisis.

How do we do it? We use cards.

Here's what they look like. Now why do we use cards? Well, certainly accountability is a part of it. But there are some other aspects. How are parents approaching the situation? Perhaps a little elevated. If I say, "Hi, I want to make sure that the right students get with the right parents. So if you could take a moment, let's fill out this card."

The first, take just a moment and look at the instructions.

Pay special attention to number six.

And there's a thing on the back of the form too. Just jot your name and date there.



Reunification Information
Have photo identification out and ready to show school district personnel.

Student Name Student Cell Phone Number
Student Grade
Name of person picking up student
Signature
Phone number of person picking up student
Relationship to student being picked up
(Photo identification matches name of person picking up student? Y or N)

Parent completion:
Print Student Name Again School personnel completes upon release of student
Student Grade
Student Birthday DATE MONTH OTHER

Reunification
First, we want to thank you for your patience during this reunification. We share the same goal during this process: getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Please provide identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity).
3. Select the check-in line based on other student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to reunite your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Parent Guardian Sign Off
I have read and understand these instructions.
Print Your Name Date
Signature

4. After check-in, staff will split this card and a runner will be sent to reunite your student.

5. If there has been injury or other concerns, you may be asked to meet a counselor.

6. Please don't shout at school or district staff. We'll get through this as quickly as possible.



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6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Parent Guardian Sign Off
I have read and understand these instructions.
Print Your Name Date
Signature
Morgan Smith 1/14/2017
Morgan Smith

Reunification Information
Have photo identification out and ready to show school district personnel.

Student Name: Suzie Smith
Student Grade: 9th Student Cell Phone Number: 303-555-1212

Name of person picking up student: Marsha Smith
Signature: Marsha Smith
Phone number of person picking up student: 303-555-1532

Relationship to student being picked up: Mom
Photo identification matches name of person picking up student: ☒ Yes ☐ No

Parent completes:
Print Student Name: Suzie Smith
Student Grade: 9th
Student Birthdate: 7/4/2001

School personnel completes upon release of student:
Name: _____ Birthdate: _____ Cell Phone: _____

Now the card does something else too. Right at the top it says reunification. That means your parents know that you have a plan in a process for this. And it does one more thing. It gives your parents something to do when they're waiting in line.

So fill out the top. Some the same information on the bottom. Verify ID. And the card is perforated.

Reunification Information
Have photo identification out and ready to show school district personnel.

Student Name: Suzie Smith
Student Grade: 9th Student Cell Phone Number: 303-555-1212

Name of person picking up student: Marsha Smith
Signature: Marsha Smith
Phone number of person picking up student: 303-555-1532

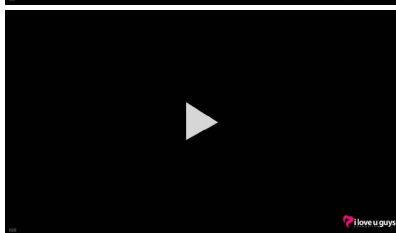
Relationship to student being picked up: Mom
Photo identification matches name of person picking up student: ☒ Yes ☐ No

Parent completes:
Print Student Name: Suzie Smith
Student Grade: 9th
Student Birthdate: 7/4/2001

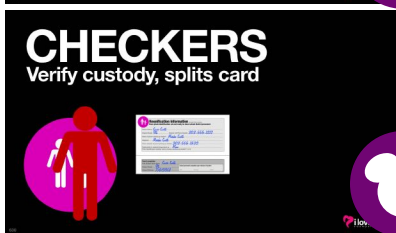
School personnel completes upon release of student:
Name: _____ Birthdate: _____ Cell Phone: _____

After verifying ID, the card is split, in the bottom of the card is return to the parent for use later.

So let's take a look at the operational roles in a reunification.



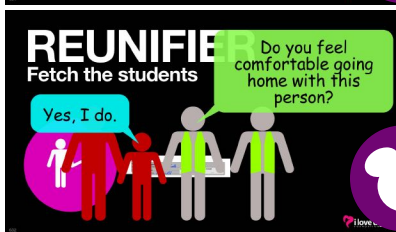
Our first role is greeter. The greeter explains the process, tells parents what to expect, and delivers reunification cards.



After the parent has completed the card, checkers verify custody, split the card, and returns the bottom of the card to the parent.



The top of the card goes to an accountant who begins correlation against a master roster.



The parent proceeds to reunification area, hands the bottom of the card to the reunifier.

The reunifier fetches the student, and prior to delivering to the parent, asks this one key question.

Remember when I said there was a hidden asset with other agency showing up? The hidden assets are victim advocates. County sheriffs, municipal police departments, in district attorneys, are all likely to have staff dedicated to victim services. These victim advocates or trained in psychological first aid and can be a key component in your reunification team. In many states, crimes against children acts demand victim services show up when a crime has been committed against a child. So they may be unseen anyway.

We used to call them this...

<CLICK>

Today we talk about Class Leaders. More often than not they are Teachers. Especially with younger students, they take comfort in being with their teacher. But there's one more name for teachers. Parents. How many of your staff may have children impacted by the event? You may want to explore a "Buddy Teacher" system. Teachers can check in with their "Buddy Teacher" and notify if missing or handle two classes, while releasing the teacher who is also a parent.

We used to talk about using principals as greeters. Retired principal of Columbine High School, Frank DeAngelis, would freely admit that if something happened again at his school, he would be with his students. Principals are the face of the school with the students, staff and community.

But during a reunification in Colorado, one principal said "No. I want to be the last person students and parents see. Give a hug. Answer any last minute questions." Exit Director.

Pre-stage a projector and a laptop. Load it with short content. During a drill at Powderhorn Elementary a student was brought to their parent weeping salty tears of despair. Why was the student in tears? They had started the movie Frozen and she didn't want to leave. So short content. No Lion King. No Frozen.

Under stress humans have physiological responses. Cortisol. Adrenaline. These all influence memory formation. So have someone be the scribe. Nothing fancy. A yellow pad is fine. Jot down the time and decision. Time and event. Just a running summary of the reunification.

Logistically, our gatherer assembles and assists in getting things set up.

You're probably going to need transportation services after the reunification. It was a criminal event at the school, what's the name of the school now? Crime scene. Austin perpetrators park and parking lot. So what's the name of the parking lot? Crime scene. It is unlikely that law-enforcement will immediately release vehicles in those parking lots. So you may have to get teachers and staff back to their homes after the reunification is done.

You should bring nutrition services to the table as well. Often they can dig something up to give the students a snack.





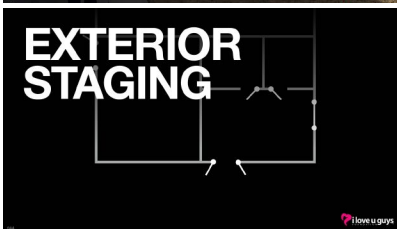
Alright let's look at how it works.



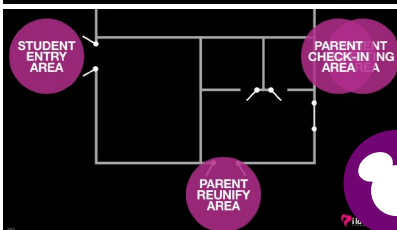
At the reunification site...



It works best if you can keep the parents outside.



Let's look at how to stage the reunification site.



We have a student entry area.

<CLICK>

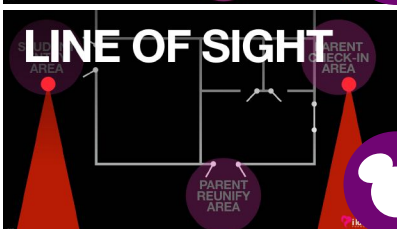
The parent greeting area.

<CLICK>

Right behind that, the check in area.

<CLICK>

And the parent reunification area.

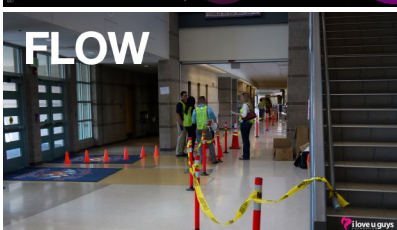


It is critical that these areas are out of direct line of sight of the other areas.

This animation sequence
takes a moment.



It's also important to manage your pedestrian flow. In sure that the line doesn't cross itself.



One useful tool in managing this is caution tape.

Depending on the nature of the crisis you may have significant law enforcement support at the indication site.

They will probably establish the perimeter around the reunification site. They may assist with traffic flow.

And inside you may have...

<CLICK>

...law-enforcement staged at these areas as well

You will also want to establish victim services, police interview, and a first aid station.

Mobilize your checkers and greeters.

<CLICK>

Mobilize your accountants.

And don't be surprised as your students are showing up, some parents will be arriving as well. Even if you have not publicized where the reunification is going to be held.

<CLICK>

Here you can see where we do use the red car green card system.

<CLICK>

Visual triage during an evacuation assembly.

The checker splits the card, hands the bottom back to the parent.

<CLICK>

At the reunification area, it's best to not let the parents lineup. This helps avoid the "I was here first" mentality that human sometimes exhibit.

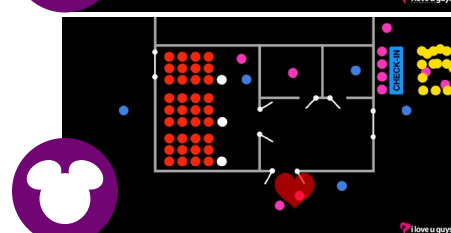
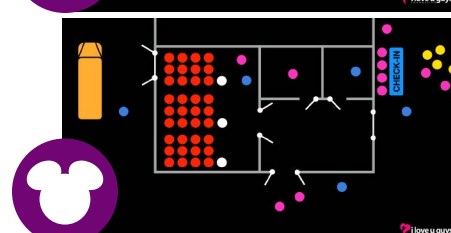
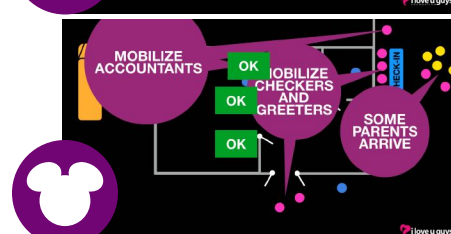
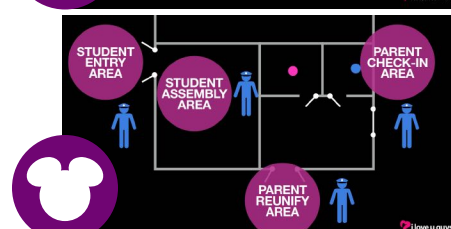
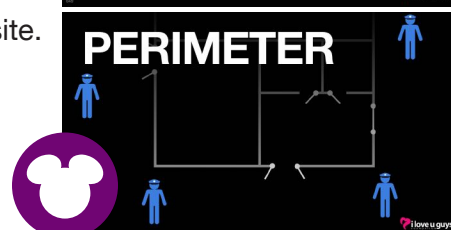
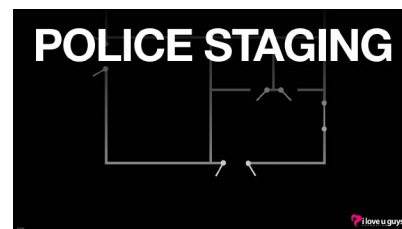
<CLICK>

Parent hands the card to the Reunifier. Fetches the student. And Reunification.

<CLICK>

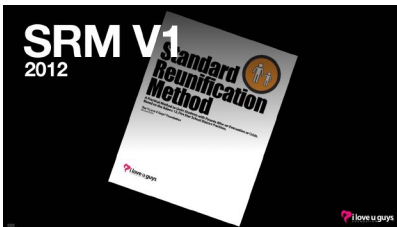
What if the student isn't there? The Reunifier informs the victim advocate, and the victim advocate separates the parent from the group.

Keep in mind that this takes time. It takes time to clear classrooms from a lockdown. It takes time to gather students at the secure assembly area. It takes time to transport students to the reunification site. And it takes time to perform reunification.





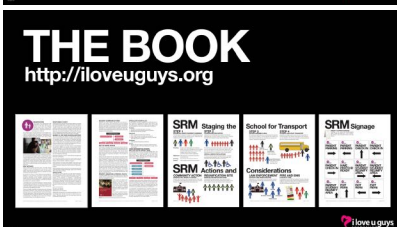
Let's talk about what you need to perform reunification.



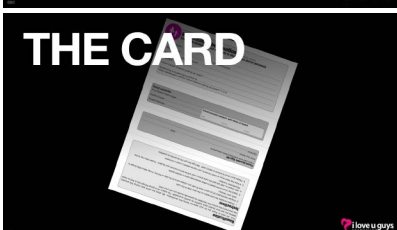
Foundations first release Standard reunification method was in 2012.



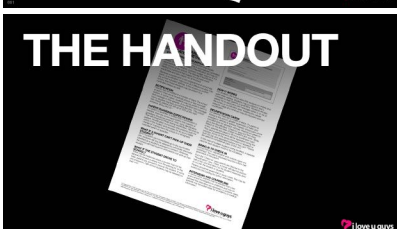
Version 2 was released in 2016.



Today you can go online, to iloveugays.org, and download the book.



Artwork for the cards is also available online.



Also available is the student parent handout. Tell parents in advance what to expect during a reunification.



Admittedly, the foundations materials are K-12 centric.



What's been interesting, is that some of these materials can be leveraged by other organizations for family reunification outside of the K-12 environment.

Iowa Homeland Security has contacted the foundation regarding use of materials as a basis for their family reunification planning.

So has Colorado Homeland Security.

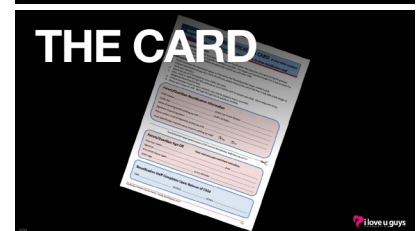
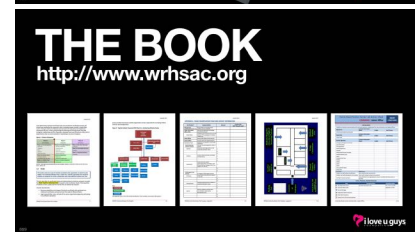
In January of 2017 the western region Homeland Security Advisory Council in Massachusetts also requested use of the materials.

In October 2017, they released a family reunification plan.

I make it available at no cost on their website. We have to book.

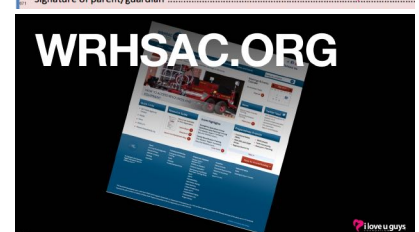
They have their family reunification card.

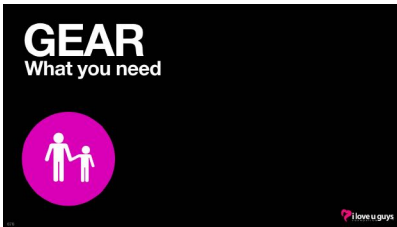
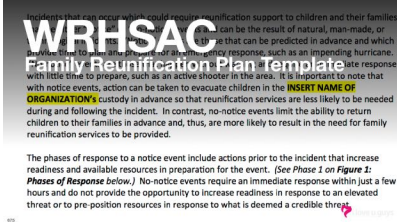
And they have a number six. Why is this important? It illustrates that there are other community partners that may be willing to assist in your reunification planning.



2. Prepare Identification (If you don't have ID with you, please move to the side of the verify your identity.)
3. Select the check-in line based on your child's last name.
4. After check-in, staff will split this card and an escort will be sent to recover your child designated Reunification Area.
5. If there has been injury or other concerns, you may be asked to wait at a counselor.
6. Please don't shout at staff. We'll get through this as quickly as possible.

Parent/Guardian Reunification Information	
Child's Name	Child's Cell Phone Number
Child's Age	Child's Birthday
Name of parent/guardian picking up child	
Signature of parent/guardian	





Let's talk about what you need.

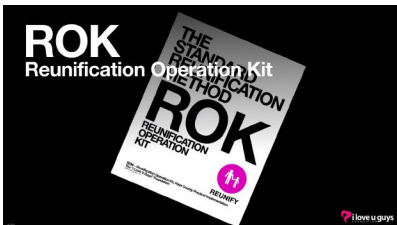


The story starts in Hays County Texas.

The Foundation presented the Standard response protocol and Standard reunification method to a law enforcement audience at the ALERRT conference in 2012. In the audience was City of San Marcos Deputy Marshal, William Schwall. Will spearheaded efforts to implement the SRP and SRM countywide.



The following year, at the ALERRT conference, Will demonstrated the results of his efforts in creating a Go Box. Included in the box were a written job action sheets for every conceivable role in a reunification. The notion being you could hand a folder to a team member and they could quickly review tasks and responsibilities. What's cool is, Will shared his electronic documents with the foundation.



Based on that, the Foundation has developed a reunification operation kit.



As the foundation built and exercised their version of the Hays County go box, one of the staff suggested an evolution.

Rather than file folders...

A more durable deployment would be using view binders.

They identified 12 major roles. Eight of these rolls would be filled by the District reunification team. Two other supervisory roles are filled by law-enforcement one of those being a law-enforcement unified commander. And then unified command representatives from both fire and EMS

The cover of the view binder contains brief instructions in the essential checklist.

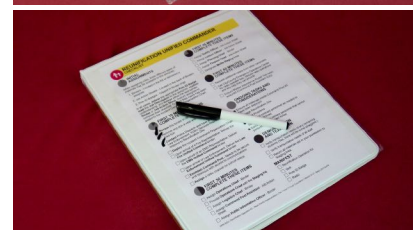
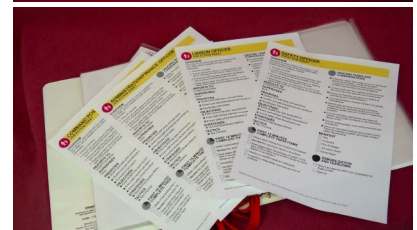
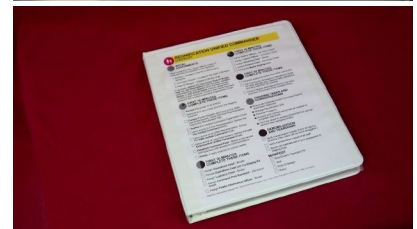
Not every role needs a view binder. Contained in the view binder are job action sheets for some of the roles.

Also contained are role IDs and lanyards.

The role ID has the job title on one side and a brief job description on the other. With some roles this job description is enough to describe the necessary duties. In those cases there's no need for a job action sheet or binder. For instance, a greeter's role can be described comfortably on the back of the ID.

Everyone gets a role ID. Some team members get job action sheets. And a few get binders.

One benefit of view binders is they can be used for training, reused during exercise, in the same materials can be used during an actual reunification.





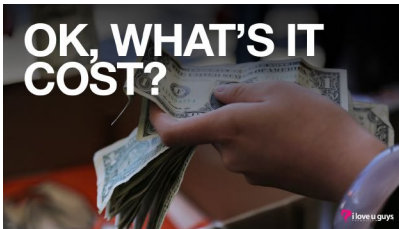
Here you can see the back cover has room for names and phone numbers of the job assignments.



There's one more box.



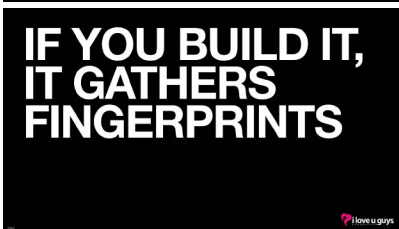
In that box are vests, caution tape, clipboards, pens, reunification cards, etc.



Are you probably asking at this point, "What's going to cost me?"



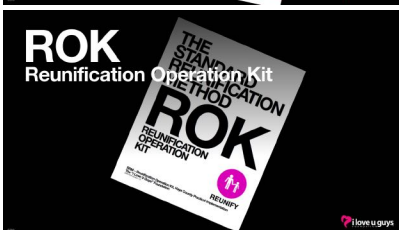
Here's the foundation's philosophy. If you buy it gathers dust.



But if you build it, it gathers fingerprints.



On the website, materials are available at no cost.



It starts with the kit.

Also online, are all the files necessary to create binders and job action sheets.

Each one is ready to print.

Included in each file is a manifest with binder assembly instructions.

There're also files to create role ID badges. Fronts.

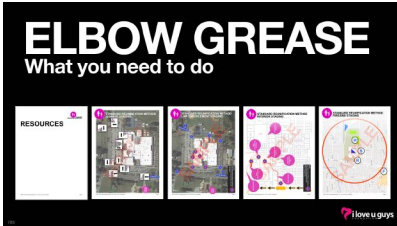
And backs. With the Avery template ID for six up, 3 x 4 inch cards.

There's other knick knacks in files as well. Like binder spines...

Org charts that can scale from small to large reunifications.

Also, general instructions on how reunification works and those instructions should be included with each binder as well.





There is still a little more work to do. We include some samples of the site mapping and planning that needs to be done in advance. Each binder should have your version of these as well. Things like traffic flow and signage, first responder staging, interior staging of the site, and exterior staging. All of this is online and available at no cost.



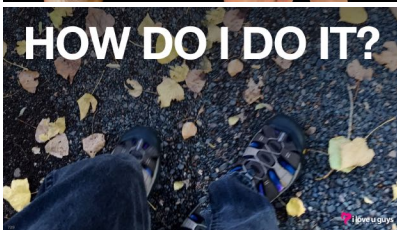
Planning is just one step, though. You need to have a team.



The Foundation's general guidance is 5 people...



...plus 1 per hundred students, can perform a reunification. This may mean that pioneer and rural districts may have to recruit from their community or adjoining districts, to create their reunification team.



You just start down the path.



Identify the motivated organizations.



Certainly the district needs to be the driver.



Or your county or municipal emergency manager.

And don't forget your local victim advocate or victim services folks.



And there may be other community partners.



And then do an exercise. But take baby steps.



I'll give you an example. Clinton Township, New Jersey. It's K – eight school with a student population of about 500.



They wanted to explore a drive-through reunification. One of their sites physical layouts lent itself to this notion.



They recruited 50 parents and had one evening meeting with the parents. District bought pizza and provided childcare.



They took an in-service day where the students were released before lunch. Except for the students participating in the drill. They learn tons about reunification and determined that it was feasible to do a drive-through reunification.



It took about 45 minutes out of the in-service day but The district bought staff lunch after the exercise was complete.

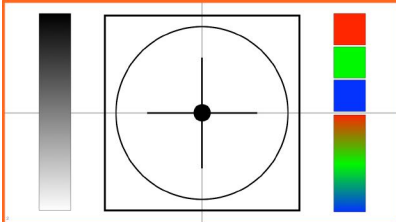


SRP/SRM AV SETUP

APPENDIX A

Setup Slides

It's important to have the projector or monitor operating properly. The following slides will allow you to understand what to adjust with the projector, computer, television or monitor to achieve the best viewing. **They should not be shown to the audience.**



The white “target” slide provides a series of clues about the projection system. The red outside border should be entirely visible. With HDTV, this can also identify underscan or overscan issues.

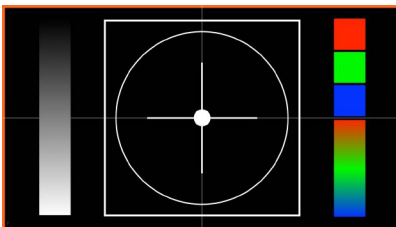
The squares on the upper right should be in red, green and blue. If any one of these is black there is a problem with the projector lamp.



This is a second RGB verification. If any of the colors are black, then replace the lamp or projector.



Photo test. The purpose is to get another look at the color representation, sharpness and focus.



One more opportunity, this time in white on black, to verify proportions and color. The circle should be a circle, the square should be a square and if they are an oval and a rectangle, you may be able to adjust it by changing the refresh rate or resolution of the display, on the computer or by turning off widescreen on the projector.

It's also a good time to adjust the keystone on the projector.



The reasoning behind having several photo slides is to give you ample opportunity to spot problems. If you have adequate time, step around the room and see if there are any issues.



This also gives you an opportunity to test the range of the remote control or slide advance clicker.



The reasoning behind having several photo slides is to give you ample opportunity to spot problems. If you have adequate time, step around the room and see if there are any issues. This also gives you an opportunity to test the range of the remote control or slide advance clicker.



When you have an AV or IT person assisting with the setup, it's about here when they ask about audio. These slides allow you to test if both channels are working.



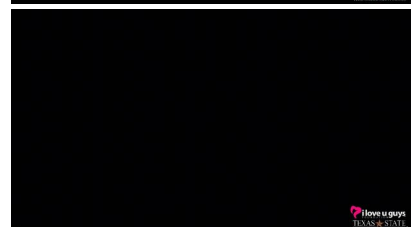
For this presentation, don't worry if you can only hear the left or the right. All audio in this presentation is monophonic. As long as you have one of the two channels you'll be ok.



Tina Thompson, Aspen PD
Paul Huffnagel, Pitkin County Sheriff



This is a neat snippet from the Aspen PD and Pitkin County Sheriff's Office in Colorado. But it let's you test your video.



End Setup

