



**LOCKOUT**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



**REUNIFY**

# THE STANDARD RESPONSE PROTOCOL

# K12 &

# THE STANDARD REUNIFICATION METHOD

# PK12

# OREGON

A General Guide on Incorporating and Operating  
The Standard Response Protocol and  
The Standard Reunification Method  
within a School Safety Plan  
The "I Love U Guys" Foundation

PACE Version 2.3





## **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.



# STANDARD RESPONSE PROTOCOL™

## SRP/SRP EXTENDED CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	03/02/2009	Original content
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
Tom Kelley (TxSSC)	2.1	12/02/2017	Content, edits, formal inclusion of the Standard Response Protocol Extended (Hold in your classroom). Texas School Safety Center version
John-Michael Keyes	2.2	05/22/2018	Content, edits. Colorado School District Self Insurance Pool version.
John-Michael Keyes	2.3	05/23/2018	Content, edits. OSBA-PACE version.



### A General Guide on Incorporating The Standard Response Protocol and The Standard Reunification Method within a School Safety Plan

The "I Love U Guys" Foundation

OSBA K12 Version 2.3  
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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.

### ABOUT PACE

The Property and Casualty Coverage for Education trust (PACE) is a self-insured risk pool program of the Oregon School Boards Association, made up of Oregon School Districts, Community Colleges, Education Service Districts and Charter Schools. PACE was formed in 2006 with the goal of providing Property, Equipment Breakdown, Comprehensive Liability (including Employment Practices), Auto and Crime Coverage to more than 300 members. PACE is NOT an insurance company; rather, PACE is a risk-sharing pool in which members collectively self-insure their exposures through an intergovernmental agreement. PACE is governed by a nine- member Board of Trustees and contracts with the Oregon School Boards Association (OSBA) and Special Districts Association of Oregon (SDAO) for the day-to-day management and operation of its many programs. For more information about PACE, visit [www.pace.osba.org](http://www.pace.osba.org)

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The Oregon School Boards Association (OSBA) and the Special Districts Association of Oregon (SDAO) are not-for-profit, member-owned associations with long histories of representing public entities in the state of Oregon. OSBA formed Oregon’s first education based property-casualty pool in 1985. Also, since 1985, SDAO has administered a property-casualty risk pool for more than 900 local governmental entities. In 2003, SDAO created their own education based property-casualty pool in an effort to fill a coverage gap created when a major insurer pulled out of the state.

When OSBA and SDAO merged their programs to create PACE, they formed the largest school entity risk pool in the state. No one in Oregon can currently match the expertise and experience which the combination of OSBA and SDAO bring to property-casualty coverage for local public entities.

## TERMS OF USE

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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 the hazard and the safety strategy
  - 2.5. Hold - “In Your Room, Clear the Halls”  
*(Standard Response Protocol Extended)*
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  - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Handouts, cards) are allowable:
  - 4.1. Localization of evacuation events
  - 4.2. Localization of shelter events

### CERTIFICATION PROGRAMS

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

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

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### 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.*

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



# STANDARD RESPONSE PROTOCOL™

## ABOUT THIS BOOK

With Version 2 of the Standard Response Protocol, we introduced “Hold In Your Room, Clear the Halls” to the K12 training materials as an optional fifth action. Since that release we received requests to incorporate it into the SRP.

Rather than replace the SRP's 4 actions, we now offer a choice. Use the original SRP or use the SRP Extended version. Either is a wonderful enhancement to your school safety programs.

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

Please, in your planning, if you see something here that doesn't seem to work in your environment, figure out what does. Let us know.





# STANDARD RESPONSE PROTOCOL™

## 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](http://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.

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## REQUEST FOR COMMENT

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

Suggestions for modification can be made via email at [srp\\_rfc@iloveguys.org](mailto:srp_rfc@iloveguys.org). Please include contact information, district, department or agency, including day time phone.

## SRP REVIEW COMMITTEE

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

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

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

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# STANDARD RESPONSE PROTOCOL™

## INTRODUCTION

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

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

departments retain the “Terms of Art” and “Directives” defined by this protocol.

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

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

New materials and updates can be found online at <http://iloveguys.org>.

## A CRITICAL LOOK

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

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments

## TIME BARRIERS

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

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

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

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

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



*Final Report Of The Sandy Hook Advisory Commission Presented to Governor Dannel P. Malloy State of Connecticut March 6, 2015*

Foundation investigation into past school shootings, where life was lost behind a locked classroom door, two edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel windows, next to the classroom door. In the case of Platte Canyon, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door.

At the time of this writing, the Foundation is still evaluating the Parkland and Santa Fe incidents.

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

## BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by dedicated safety or security personnel. That same, Safety Team, should be responsible for incorporating the SRP into the safety program. Having staff and including students on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

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

## THE STANDARD RESPONSE PROTOCOL

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

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

## SRP AND SRPX ARE ACTION BASED

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

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

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

## ACTIONS

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

## BENEFITS

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

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the Gym and Lockdown," and later "Evacuate to the Bus Zone."

## LOCKOUT VS LOCKDOWN

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

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking outside doors. There are several reasons for not locking perimeter doors during a Lockdown. Risk is increased to students or staff in exposed areas attempting to lock outside doors. Locking outside doors inhibits entry of first responders and increases risk as responders attempt to breach doors.

There may be situations where both Lockdown and Lockout need to be performed, but in this case they are identified individually. "Lockout! Get Inside, Lock Outside Doors. Lockdown! Locks, Lights, out of Sight." would be announced on public address. We are in "Lockdown and Lockout" would be conveyed to emergency services or 911.

## TACTICAL RESPONSES

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

# SRP IN A NUTSHELL



## 4 ACTIONS PLUS 1

The Standard Response Protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.

### SRP OVERVIEW WALL POSTER

This K12 SRP Overview Wall Poster was created for you to print and place on your wall in order to remind everyone of the different SRP actions and allow teachers to start the conversation about SRP with their students.

Placing Posters is an essential step in full implementation of the SRP. The classroom poster should be displayed in every classroom, near all entries, and near the entrances to cafeteria, auditorium and gym. The shelter hazards and safety strategies should be modified for local conditions.



## LOCKOUT

**“Get Inside. Lock outside doors”**

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Teachers** and staff are trained to:

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



## LOCKDOWN

**“Locks, Lights, Out of Sight”**

**Students** are trained to:

- Move away from sight
- Maintain silence

**Teachers** and staff are trained to:

- Recover students from hallway if it is safe to do so
- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door

## SRP EXTENDED

The Standard Response Protocol Extended adds one more action: “Hold in your Classroom.”

Schools may use either the SRP or the SRP-X.



### SRP-X WALL POSTER

For Schools the choose to use the SRP-X, materials are now available.

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

The Foundation has heard accounts of a Lockdown lasting for hours. In one case, a weapon report, the school was in Lockdown for over three hours. In another, an active shooter in the building, it took about an hour, after the issue was resolved, for law enforcement to clear the classrooms.

Some schools have created Lockdown kits. A five gallon bucket, kitty litter, and a shower curtain to accommodate the potential of being unable to use a restroom.

### IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

**LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.**

<p><b>STUDENTS</b> Move away from sight Maintain silence Do not open the door</p>	<p><b>TEACHER</b> Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance</p>
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**LOCKOUT! SECURE THE PERIMETER.**

<p><b>STUDENTS</b> Return inside Business as usual</p>	<p><b>TEACHER</b> Bring everyone indoors Lock perimeter doors Increase situational awareness Business as usual Take attendance</p>
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**EVACUATE! TO ANNOUNCED LOCATION.**

<p><b>STUDENTS</b> Bring your phone Leave your stuff behind Follow instructions</p>	<p><b>TEACHER</b> Lead evacuation to location Take attendance Notify if missing, extra or injured students</p>
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**SHELTER! HAZARD AND SAFETY STRATEGY.**

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

### IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

**LOCKOUT! Get inside. Lock outside doors.**

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

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**LOCKDOWN! Locks, lights, out of sight.**

<p><b>STUDENTS</b> Move away from sight Maintain silence Do not open the door</p>	<p><b>TEACHER</b> Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance</p>
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**EVACUATE! To the announced location.**

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

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**SHELTER! Hazard and safety strategy.**

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

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**HOLD! In your classroom. Clear the halls.**

<p><b>STUDENTS</b> Remain in the classroom until the “All Clear” is announced</p>	<p><b>TEACHER</b> Close and lock classroom door Business as usual Take attendance</p>
---	---



### **EVACUATE** “To a Location”

**Students** are trained to:

- Leave stuff behind
- If possible, bring their phone
- Form a single file line

**Teachers** and staff are trained to:

- Grab roll sheet if possible/take go bag (unless instructed not to take anything with them... dependent on reason for evacuation.)
- Lead students to Evacuation location
- Take roll, account for students
- Report injuries or problems, to first responders using Red Card/ Green Card method.

#### **WHAT ABOUT CELL PHONES?**

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a device. Not just middle and high school, but elementary as well.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 4.)



### **SHELTER** “For Hazard Using a Safety Strategy”

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

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

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Teachers** and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report injuries or problems, to first responders using Red Card/ Green Card method.

#### **ABOUT SHELTER-IN-PLACE**

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

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



### **HOLD** “In Your Classroom”

**Students** are trained to:

- Clear the hallways and remain in your room until all clear is announced
- Do business as usual

**Teachers** and staff are trained in:

- Recover students from the hallway
- Lock classroom door
- Take roll, account for students
- Do business as usual

#### **ONE DEMAND**

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and teachers tell them what’s going on.

Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to assist recovery.

**“An implicit part of the SRP is that authorities and teachers tell the students what’s going on”**

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

# PROTOCOL DETAILS

## SUMMARY

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

## PREREQUISITES

### NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



# FEMA

1. **IS 100.SCa:** Introduction to the Incident Command System for Schools
2. **IS 700.A:** National Incident Management System (NIMS) An Introduction
3. **IS 362.A:** Multihazard Emergency Planning for Schools

These courses are available online, at no cost using the web at <http://training.fema.gov>. Anticipate 1 to 3 hours per course to successfully achieve certification. The courses are offered at no charge.

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

## CREATING TIME BARRIERS

Historical data on active shooters suggests that a locked classroom door is a proven life-saving strategy. Barricading is another option that has a positive track record. These strategies all provide a "Time Barrier" between students, assailants.

"Historical data on active shooters suggests that a locked classroom door is a proven life saving strategy."

## DOORS, LOCKS, STRESS AND FIRE MARSHALS

A consistent observation by first responders is that human beings, under stress, have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lock-down order. Elevated adrenaline levels may result in the loss of fine motor skills and often result in difficulty even inserting a key to lock a door.

Keeping classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter classroom for other reasons, it provides an essential layer of protection against intruders.

## TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modification with local fire authorities. Variances in local Fire Codes and application may determine if it is an option for your schools.

## MEMORANDUMS OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources are critical. It is insufficient to rely on a conversation or handshake between entities to respond to an incident or to provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

**"Establishing a Memorandum of Understanding between stakeholders is critical."**

This SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created by The "I Love U Guys" Foundation in order to guide schools in creating effective MOU's with local first responders.

## THE "I LOVE U GUYS" FOUNDATION MOUs OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to define responsibilities of each party and provide scope, clarity of expectations. Affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

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

Another option is to formally notify the foundation with a "Notice of Intent."

These are included within this material. At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email [srp@iloveuguy.org](mailto:srp@iloveuguy.org) and let them know.



# STANDARD™ RESPONSE PROTOCOL

## THE SRP ACTIONS

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are four specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Lockout, Lockdown, Evacuate and Shelter.



### SRP STUDENT PARENT HANDOUT V2

This K12 SRP Student Parent Handout V2 was created by The "I Love U Guys" Foundation for you to print and send home with your students in order to inform parents that your school is using the SRP and to educate parents on the protocol.



# STANDARD™ RESPONSE PROTOCOL EXTENDED

In 2009, the initial focus of the SRP was in using common language and expectations in a crisis, between students, staff and first responders.

As schools began adopting the SRP the foundation would occasionally receive requests about including an additional action: "Hold in your classroom." This action would be used when hallways needed to be cleared of students.

Since 2015, the foundation offered optional classroom training that included "Hold in your classroom." But with the SRP extending beyond the classroom and into communities, businesses and organizations, "Hold in your classroom" is not a universal action.



In 2017 the foundation developed materials for The Standard Response Protocol - Extended (SRP-X) that includes the Hold action. So schools now have the option to use the SRP or the SRP Extended.

### SRP-X STUDENT PARENT HANDOUT V2

The Student Parent Handout is another useful tool in implementing the SRP. Many districts request that their schools send a copy home with students at the beginning of the school year and again prior to any planned drill.



**STANDARD™  
RESPONSE PROTOCOL**

**STUDENT SAFETY**  
A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

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

**LOCKOUT** - "Secure the Perimeter"  
**LOCKDOWN** - "Locks, Lights, Out of Sight"  
**EVACUATE** - "To the Announced Location"  
**SHELTER** - "For a Hazard Using a Safety Strategy"

**TRAINING**  
Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at: <http://loveugays.org>

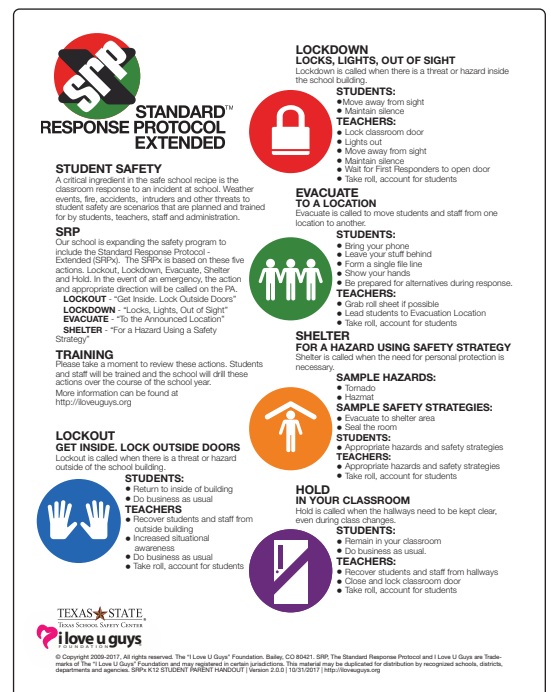
**LOCKOUT**  
**SECURE THE PERIMETER**  
Lockout is called when there is a threat or hazard outside of the school building.  
**STUDENTS:**  
• Return to inside of building  
• Do business as usual  
**TEACHERS:**  
• Recover students and staff from outside building  
• Increased situational awareness  
• Do business as usual  
• Take roll, account for students

**LOCKDOWN**  
**LOCKS, LIGHTS, OUT OF SIGHT**  
Lockdown is called when there is a threat or hazard inside the school building.  
**STUDENTS:**  
• Move away from sight  
• Maintain silence  
**TEACHERS:**  
• Lock classroom door  
• Lights out  
• Move away from sight  
• Maintain silence  
• Wait for First Responders to open door  
• Take roll, account for students

**EVACUATE**  
**TO A LOCATION**  
Evacuate is called to move students and staff from one location to another.  
**STUDENTS:**  
• Bring your phone  
• Leave your stuff behind  
• Form a single file line  
• Show your hands  
• Be prepared for alternatives during response.  
**TEACHERS:**  
• Grid roll sheet if possible  
• Lead students to Evacuation Location  
• Take roll, account for students

**SHELTER**  
**FOR A HAZARD USING SAFETY STRATEGY**  
Shelter is called when the need for personal protection is necessary.  
**SAMPLE HAZARDS:**  
• Tornado  
**SAMPLE SAFETY STRATEGIES:**  
• Evacuate to shelter area  
• Seal the room  
**STUDENTS:**  
• Appropriate hazards and safety strategies  
**TEACHERS:**  
• Appropriate hazards and safety strategies  
• Take roll, account for students

TEXAS STATE  
Texas Science Safety Centers  
I love u guys  
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**STANDARD™  
RESPONSE PROTOCOL  
EXTENDED**

**STUDENT SAFETY**  
A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

**SRP**  
Our school is expanding the safety program to include the Standard Response Protocol - Extended (SRP-X). The SRP-X is based on these five actions: Lockout, Lockdown, Evacuate, Shelter and Hold. In the event of an emergency, the action and appropriate direction will be called on the PA.

**LOCKOUT** - "Get Inside, Lock Outside Doors"  
**LOCKDOWN** - "Locks, Lights, Out of Sight"  
**EVACUATE** - "To the Announced Location"  
**SHELTER** - "For a Hazard Using a Safety Strategy"  
**TRAINING**  
Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at: <http://loveugays.org>

**LOCKDOWN**  
**LOCKS, LIGHTS, OUT OF SIGHT**  
Lockdown is called when there is a threat or hazard inside the school building.  
**STUDENTS:**  
• Move away from sight  
• Maintain silence  
**TEACHERS:**  
• Lock classroom door  
• Lights out  
• Move away from sight  
• Maintain silence  
• Take roll, account for students

**EVACUATE**  
**TO A LOCATION**  
Evacuate is called to move students and staff from one location to another.  
**STUDENTS:**  
• Bring your phone  
• Leave your stuff behind  
• Form a single file line  
• Show your hands  
• Be prepared for alternatives during response.  
**TEACHERS:**  
• Grid roll sheet if possible  
• Lead students to Evacuation Location  
• Take roll, account for students

**SHELTER**  
**FOR A HAZARD USING SAFETY STRATEGY**  
Shelter is called when the need for personal protection is necessary.  
**SAMPLE HAZARDS:**  
• Tornado  
**SAMPLE SAFETY STRATEGIES:**  
• Evacuate to shelter area  
• Seal the room  
**STUDENTS:**  
• Appropriate hazards and safety strategies  
**TEACHERS:**  
• Appropriate hazards and safety strategies  
• Take roll, account for students

**LOCKOUT**  
**GET INSIDE, LOCK OUTSIDE DOORS**  
Lockout is called when there is a threat or hazard outside of the school building.  
**STUDENTS:**  
• Return to inside of building  
• Do business as usual  
• Recover students and staff from outside building  
• Increased situational awareness  
• Do business as usual  
• Take roll, account for students

**HOLD**  
**IN YOUR CLASSROOM**  
Hold is called when the hallways need to be kept clear, even during class change.  
**STUDENTS:**  
• Do business as usual.  
**TEACHERS:**  
• Recover students and staff from hallways  
• Close and lock classroom door  
• Take roll, account for students

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© Copyright 2009-2017. All rights reserved. The "I Love U Guys" Foundation. Baylor, CO 80401. SRP: The Standard Response Protocol and I Love U Guys are Trade-marks of the "I Love U Guys" Foundation and are registered service marks. The material may be distributed for distribution by registered schools, districts, departments and agencies. SRP-X K12 STUDENT PARENT HANDOUT | Version 2.0 | 10/15/2017 | <http://loveugays.org>



## LOCKOUT CONDITION

Lockout is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Lockout uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

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

"Lockout! Get Inside. Lock outside doors.  
Lockout! Get Inside. Lock outside doors."

### ACTIONS

The Lockout Protocol demands bringing students into a secure building, locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes that were held outside, such as gym class, would return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

During a Lockout administration or staff may be required to lock exterior doors or windows. Staff members assigned "Primary Responsibility" for a "Lockout Zone" would follow the designated protocol as well as during a drill. These areas may include doorways, windows, loading docks, and fire escape ladder access points.

The assigned staff is designated as having "Lockout Duty."

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

### REPORTED BY

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

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

## PREPARATION

Identification of perimeter access points that must be locked in the event of a Lockout defines the "Lockout Perimeter."

Lockout Zones are areas of a school or campus where all exterior access points are identified, and protocols established so that each zone can be assigned to staff to ensure that those on "Lockout Duty" secure all areas in their zone.

Lockout Zones should be established and protocols developed to ensure that those on "Lockout Duty" secure all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### DRILLS

Lockout drills should be performed at least twice a year. At least one of these drills should be performed while outdoor activities are in progress.

### CONTINGENCIES

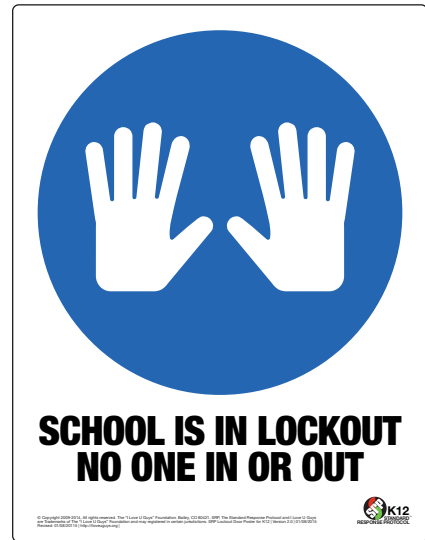
There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Lockout in the modular building. Listen for specific additional directives.

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

### EXAMPLES OF LOCKOUT CONDITIONS

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

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience







## LOCKDOWN CONDITION

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom and school security actions to protect students and staff from threat.

### PUBLIC ADDRESS

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

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

### ACTIONS

The Lockdown Protocol demands locking individual classroom doors, offices and other securable areas, moving room occupants out of line of sight of corridor windows and having room occupants maintain silence.

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

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

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### REPORTED BY

Lockdown is typically reported by students or staff to the school office. The office staff then invokes the public address and informs administration.

It may also be reported to the school office by local emergency dispatch.

### PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door leaving a first responder or school administrator to unlock it.

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

## DRILLS

Lockdown drills should be performed at least twice a year. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every 2 years.

For more information on Lockdown Drills see the Lockdown Drills section of this toolkit.



## CONTINGENCIES

Students and staff who are outside of classrooms when a lockdown is announced, should to get into the first classroom with a teacher or that can be secured. In the event a student or staff cannot get into a room before doors are locked they should be instructed about other options. In this situation students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go, if they evacuate, so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. This may require following additional directives of the SRP.

## EXAMPLES OF LOCKDOWN CONDITIONS

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

1. Dangerous animal within school building
2. Intruder
3. Angry or violent parent or student
4. Active shooter

## RED CARD/GREEN CARD

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

For more information about the use of Red Card/Green Cards see Appendix B of this Toolkit.



## EVACUATE CONDITION

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

### PUBLIC ADDRESS

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

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

### ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. In a police led evacuation, students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

### PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher, and administrator training.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

### DRILLS

Evacuation drills should be performed at least twice a year. Fire drills are required monthly in schools and constitute a valid evacuation drill.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation site.

### STANDARD REUNIFICATION METHOD

The "I Love U Guys" Foundation has developed guidance for reunifying parents with their children. These materials are available at no cost to districts, departments and agencies.

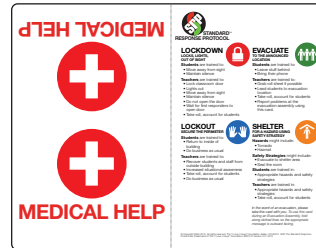
## RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes.

(Select only one of the three card styles below.)

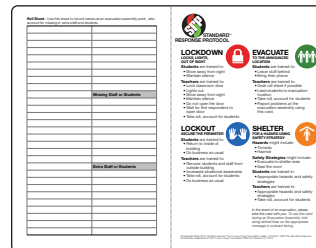
- Green Card (OK) - All students accounted for, No immediate help is necessary
- Red Card (Help) - Extra or missing students, or vital information must be exchanged
- Red and White Cross (Medical Help) - Immediate medical attention is needed

Schools may opt to use the SRP single sheet advisory which can be folded to any visual indicator.



## RED CARD/GREEN CARD/ROLL CARD

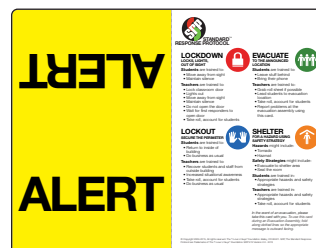
An alternative design to the Red/Green/Med Card is the Red/Green/Roll Card.



## RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.

For more information about the use of these cards see Appendix B of this Toolkit.





## SHELTER CONDITION

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

### PUBLIC ADDRESS

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

“The public addresses for shelter should include the hazard and the safety strategy.”

### HAZARDS MAY INCLUDE

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

### SAFETY STRATEGIES MAY INCLUDE

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

### ACTIONS

The Texas School Safety Center website contains guidance resources for actions associated with severe weather and other threats.

**“Shelter safety strategies should be drilled at least twice a year.”**

Collaboration with local responders, the national weather service, and other local, regional and state resources should

be consulted in developing specific actions for your district response.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

Sheltering requires all students and staff follow response directives. Districts should have procedures for every hazard and threat which include provisions for those individuals with access and functional needs.

### PREPARATION

Identification and marking of facility shelter areas.

### DRILLS

Shelter safety strategies should be drilled at least twice a year.

## SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter directive and stating the hazard, allows for understanding of the threat and the associated protective actions. Most often, shelter directive is utilized for tornadoes or severe weather, in which case the directive would include where students and staff should shelter and be ready to take a protective posture. Sheltering for a Hazmat spill or release, is very different. In the case of a Hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

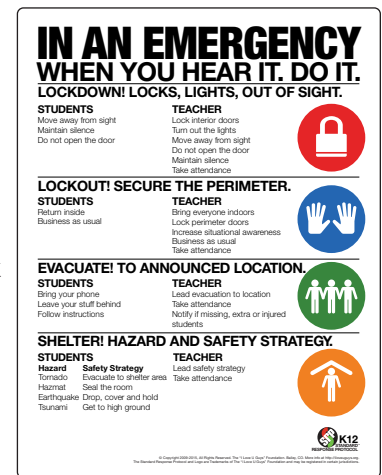
### PLAIN LANGUAGE

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

### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster.

Original, digital artwork can be provided to organizations that have signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.



Please note: Depending on the content, original artwork is only provided in the following formats for Mac OS X:

- QuarkXPress® 2016
- Pages 6.4 for Mac OS X, iOS, or iWork for iCloud
- Autodesk Graphic, version 3.0.1
- Affinity Designer, version 1.5.1
- Affinity Photo, version 1.6.0

Currently, artwork is not available for Microsoft Word. See Appendix A: FAQs.



## **HOLD HOLD IN YOUR CLASSROOM**

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

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your classroom" and is repeated twice each time the public address is performed. Be aware if there is a need to add additional directives for any students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your classroom. Hold in your classroom."

### **ACTIONS**

Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating an Hold. There may be instances where a teacher or staff member recommends it to administration.

### **PREPARATION**

Student, teacher, and administrator training.

### **DRILLS**

Hold should be drilled at least once a year.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they should try to identify the nearest classroom and join that class for the duration of the Hold.

### **PUBLIC ADDRESS PROTOCOL**

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

The following represents the Public Address for The Standard Response Protocol:

- Lockout! Get Inside. Lock outside doors
- Lockdown! Locks, Lights, out of Sight
- Evacuate! To a Location
- Shelter! For Hazard Using Safety Strategy
- Hold! In your classroom

While SRP is an all hazard approach, the protocol suggests placement of scenario, public address posters near all reasonable public address systems.

### **CLASSROOM POSTERS**

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.

Downloadable templates are available for production of the posters at <http://iloveguys.org> at no charge.

### **CELL PHONES**

It is not uncommon for school administrators to ban cell phone use during a lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications.

There is also an opportunity to ask the students to text their parents with crafted messages. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID."

### **TRAINING RESOURCES**

The Foundation can provide on site training and has worked with a number of organizations in providing train the trainer sessions.

### **PROGRAM REVIEW**

Reviewers of this material are available at <http://iloveguys.org>

### **SRP REVIEW COMMITTEE**

The SRP is locked at version 2.1. Substantive changes can now only made after committee review. Change requests can be emailed to [srp\\_rfc@iloveguys.org](mailto:srp_rfc@iloveguys.org). Please include all contact information.



## **CERTIFY ADVANCED AND BASIC CERTIFICATION PROGRAMS**

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

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

### **WHY CERTIFY?**

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

### **WHAT DOES CERTIFICATION COST?**

The Basic Certification cost is \$300 per organization and must be renewed every two years. The Advanced Certification cost is \$1,000 in addition to training costs and demands on site training and evaluation by Foundation certified personnel.

Organizations are classified as follows:

- Public School District
- Community College Campus
- University Campus
- Private School Network
- Independent Private School
- Catholic Diocese
- Sheriff’s Office
- Local Police
- Special Jurisdiction
- Tribal Police
- State Police/Highway Patrol
- Fire Protection District/Department
- Business Site
- Hospital Site

## **WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?**

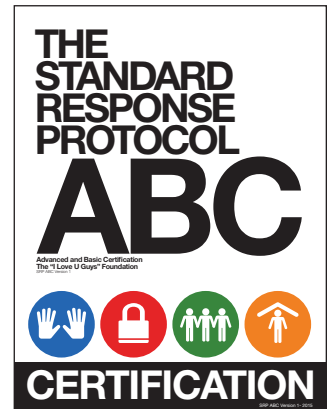
For full details see our certification guides available online at [iloveguys.org](http://iloveguys.org), but in general include presence of an organization safety team, regular drills, training, public address protocols, partnerships between organizations and first responders and outreach to the organization’s community.

Within those general guidelines are specific program objectives and procedures.

Advanced Certification includes all outcomes from the Basic Certification but also requires on-site training and evaluation.

### **ARE THERE ANY GRANTS AVAILABLE?**

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





## **DRILLS INTRODUCTION TO LOCKDOWN DRILLS**

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

### **PREPARATION**

Prior to drilling, students, staff and administration should review the SRP Training Presentation (available at <http://iloveguys.org>).

Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window covering or alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

### **PARTNERSHIPS**

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

### **THE EMERGENCY RESPONSE TEAM**

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience, specialized training and skills for use in district emergency operations.

### **THE LOCKDOWN DRILL TEAM**

During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include district safety representatives, law enforcement, and those administrators from another school.

### **STAFF NOTIFICATION**

When Lockdown Drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

## **SPECIAL NEEDS CONSIDERATIONS**

It is critical to identify any specific issues that may cause challenges for special needs students and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided to special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

### **THE PRE-DRILL BRIEFING**

Prior to the Lockdown Drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and classroom conversation
4. Potential student or staff distress

### **ANNOUNCING THE LOCKDOWN DRILL**

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

“Lockdown. Locks, Lights, Out of Sight. This is a drill.”

### **CONDUCTING THE DRILL**

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as “Scribe” and documents each classroom response.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point a member of the team unlocks the classroom door and announces their name and position.

This Lockdown Response Worksheet was created by The “I Love U Guys” Foundation to assist you in conducting and documenting your lockdown drills.

### **THE CLASSROOM CONVERSATION**

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed. Any issues should be addressed gently but immediately.

### **WINDOWS**

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

### **THE LOCKDOWN DRILL TEAM DEBRIEF**

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after action review process. Refer to EOP.



## TEACHERS AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is

provided as guidance for a conversation with students.

### TALKING TO KIDS AND TEENS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

### BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started. Emphasize that the rules; no phones, silence, lights out, out of sight, locked doors, are all absolutes. Talking, poking each other, texting, will all result in a trip to administration and a requirement to redo the drill during lunch or after school until it is done perfectly.

### THIS IS SERIOUS.

You are drilling to save lives. A phrase I found useful is, "I'm trying to keep you safe. I am not going to apologize for trying to save you."

Be sure the students know someone may come by to try the door. They are to maintain silence.

### SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

**IN AN EMERGENCY WHEN YOU HEAR IT. DO IT. LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.**

<b>STUDENTS</b> Move away from sight Maintain silence Do not open the door	<b>TEACHER</b> Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Take attendance	
<b>STUDENTS</b> Return inside Business as usual	<b>TEACHER</b> Bring everyone indoors Lock perimeter doors Increase observational awareness Business as usual Take attendance	
<b>STUDENTS</b> Bring your phone Leave your stuff behind Follow instructions	<b>TEACHER</b> Lead evacuation to location Take attendance Notify if missing, extra or injured students	
<b>STUDENTS</b> Hazard: Safety Strategy Hazard: Evacuate to shelter area Hazard: Lock the room Earthquake: Drop, cover and hold Tsunami: Get to high ground	<b>TEACHER</b> Lead safety strategy Take attendance	

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### DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

### AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?"

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

### WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

### WHAT IF I AM AT LUNCH?

The same procedure applies.

### WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

### WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

### WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lockdown.

Let the cops do their job. If you need help go to a teacher.

**OREGON REVISED STATUTE (ORS)  
336.071 EMERGENCY DRILLS AND  
INSTRUCTION; MAINTENANCE OF EXIT  
DOORS.**

1. All schools are required to instruct and drill students on emergency procedures so that the students can respond to an emergency without confusion or panic. The emergency procedures shall include drills and instruction on:
  - (a) Fires;
  - (b) Earthquakes, which shall include tsunami drills and instruction in schools in a coastal zone; and
  - (c) Safety threats.
2.
  - (a) Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.
  - (b) Drills and instruction on earthquake emergencies shall include the earthquake emergency response procedure known as “drop, cover and hold on.” A school may drill earthquake emergency response procedures in addition to “drop, cover and hold on” when the school determines, based on evaluation of specific engineering and structural issues related to a building, that “drop, cover and hold on” may not be the most effective earthquake emergency response procedure to prevent or limit injury or loss of life.
  - (c) Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake when appropriate or after a tsunami warning to protect students against inundation by tsunamis.
  - (d) Drills and instruction on safety threats shall include appropriate actions to take when there is a threat to safety, such as lockdown procedures if those procedures are appropriate to the safety threat.
3.
  - (a) At least 30 minutes in each school month shall be used to instruct students on the emergency procedures described in subsection (1) of this section.
  - (b) At least two drills on earthquakes shall be conducted each year.
  - (c) At least two drills on safety threats shall be conducted each year.
  - (d) In schools in a coastal zone, at least three drills on earthquakes and tsunamis shall be conducted each year.
4. All schools shall maintain all exit doors so that the doors can be opened from the inside without a key during school hours.
5. Units of local government and state agencies associated with emergency procedures training and planning shall:
  - (a) Review emergency procedures proposed by schools; and
  - (b) Assist schools in the instruction and drilling of

students in emergency procedures.

6. As used in this section, “school” means any:
  - (a) Kindergarten through grade eight public or private school; or
  - (b) Educational institution having an average daily attendance of 50 or more students. [1995 c.312 §2 (enacted in lieu of 336.072); 1997 c.521 §9; 2013 c.463 §1]

**OREGON ADMINISTRATIVE RULES (OAR)  
581-022-1420 EMERGENCY PLANS AND  
SAFETY PROGRAMS**

The school district shall maintain a comprehensive safety program for all employees and students which shall:

1. Include plans for responding to emergency situations.
2. Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.
3. Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
4. Require necessary safety devices and instruction for their use.
5. Require that an accident prevention inservice program for all employees be conducted periodically and documented.
6. Provide assurance that each student has received appropriate safety instruction.
7. Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
8. Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.
9. In schools operated by the district that are occupied by students, the district must ensure that all students are instructed and have drills on emergency procedures in compliance with ORS 336.071. The emergency procedures shall include drills and instruction on:
  - (a) Fires;
  - (b) Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and
  - (c) Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

*Stat. Auth.: ORS 326.051*

*Stats. Implemented: ORS 336.071*

*Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 28-2015, f. & cert. ef. 12-22-15*



## **POLICY SAMPLES**

The following policy samples should be presented to the school board for discussion, modifications and final adoption. The policies CANNOT be adopted in their current formats. A choice must be made for all text in brackets and the school board must make a choice regarding any red-line and strikeout text.

### **THREATS OF VIOLENCE\*\***

Code: **JFCM**

Adopted:

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence he/she has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting, any student who has threatened to injure another person or to severely damage district property;
2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting.

The principal shall ensure notification is provided to:

1. The parent of any student in violation of this policy and the disciplinary action imposed;
2. The parent of a student when the student's name appears on a targeted list that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student;
3. Any district employee whose name appears on a targeted list threatening violence or harm to the district employee [and when threats of violence or harm are made by a student or others].

Notification to the above shall be attempted by telephone or in person within 12 hours of discovery of a targeted list or learning of a threat. Regardless, a written follow-up notification shall be sent within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, he/she may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.

[As a part of the district's proactive safety efforts, the superintendent will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.]

### **END OF POLICY**

Legal Reference(s):

*ORS 161.015*  
*ORS 166.210 - 166.370*  
*ORS 332.107*  
*ORS 339.115*  
*ORS 339.240*  
*ORS 339.250*  
*ORS 339.327*  
*ORS 809.060*  
*ORS 809.260*

*OAR 581-021-0050 to -0075*  
*OAR 581-053-0010(5)*  
*OAR 581-053-0230(9)(k)*  
*OAR 581-053-0330(1)(r)*  
*OAR 581-053-0430(17)*  
*OAR 581-053-0531(16)*  
*OAR 581-053-0630*

# FREQUENTLY ASKED QUESTIONS

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

## **SERIOUSLY, WHAT DOES IT REALLY COST?**

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

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

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

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

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

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

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document.

## **DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?**

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

## **ARE THE SOURCE MATERIALS AVAILABLE?**

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork ’09. It may be compatible with Pages 5.x for Mac OS X, iOS, or iWork for iCloud. Newer materials may have been created in Adobe InDesign CC, 2015 release.

## **CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?**

No. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

## **DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?**

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

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

## **DO I HAVE TO SEND A NOTICE OF INTENT?**

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

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

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

## **CAN I PUT OUR LOGO ON YOUR MATERIALS?**

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

## **WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.**

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding. But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.

## **DOES THE SRP WORK WITH “RUN, HIDE, FIGHT?”**

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

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

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

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

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





# THE STANDARD REUNIFICATION METHOD

# SRM

# V2

A Practical Method to Unite Students with  
Parents After an Evacuation or Crisis.  
The “I Love U Guys” Foundation  
OSBA-PACE SRM Version 2.3





## **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.



# STANDARD™ REUNIFICATION METHOD

## CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	0.9.0	09/17/2011	Preliminary Draft
John-Michael Keyes	0.9.1	10/01/2011	First Final Content Revision
Ellen Stoddard-Keyes	0.9.2	10/16/2011	Preliminary Edits
Lee Shaughnessy	0.9.3	10/26/2011	Preliminary Edits
Joseph Majsak. SVP & Chief Marketing Officer, Genesis Mgmt. & Ins. Services Corp.	1.0	11/16/2011	Continuity and Final Edits
John-Michael Keyes	1.1	06/08/2016	Additional Content
John-Michael Keyes Will Schwall Michelle Brady Russ Deffner Carolyn Mears	2.0	03/02/2017	Reunifier replaces Runner Additional Content Edits
John-Michael Keyes	2.1	06/22/2018	Modified Students with Disabilities Guidance

### 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.iloveuguy.org](http://www.iloveuguy.org) and donate now. Your help makes a difference to our students, teachers, first responders, and the communities in which we live and work.



### A Practical Method to Unite Students with Parents After an Evacuation or Crisis

The “I Love U Guys” Foundation

Version 2.1

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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.

### 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. Notification of use is provided to The “I Love U Guys” Foundation through one of the following:
  - 2.1. Email notice of use to [srm@iloveguys.org](mailto:srm@iloveguys.org)
  - 2.2. Notice of Intent
  - 2.3. Memorandum of Understanding
3. The following modification to the materials (handouts, cards) are allowable:
  - 3.1. Localization

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 Reunification Method (SRM). The certification program is optional and is not required to use the SRM within your organization.

### COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of 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.

### WHAT’S NEW IN THIS VERSION

There’s tons of new stuff, but the only change in language is that the term *Reunifier* replaces *Runner*. Feedback from Emergency Managers encouraged the change.

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**“Recovery starts when  
the crisis begins.”**

***“Reunification is the first step in the recovery process.”***

*– John McDonald, Executive Director of Safety and Emergency Planning, Jeffco R1, Colorado*

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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*



## STANDARD<sup>TM</sup> REUNIFICATION METHOD

### ABOUT THIS BOOK

In 2012, The “I Love U Guys” Foundation introduced the Standard Reunification Method. At the time, we saw a void in school safety planning regarding student/parent reunification after a crisis. We were certain this was a true need, but few schools or districts actually had reunification plans and practices in place. Fewer still had actually drilled or practiced.

Was it truly a need? The answer lies in the widespread adoption of the SRM. Since 2012, thousands of schools in the US and Canada have implemented the Standard Reunification Method as a means to safely reunite students and families after a crisis.

Recovery starts when the crisis begins. Reunification is the first step in that recovery.

This is Version 2.0 of the Standard Reunification Method. But notice, we use the word *method*. Not *protocol*. Not *procedure*. Method.

What that means is that we provide you with some tactics. Things we know. But the event, your reunification site, your environment, will ultimately dictate what you do.

Please, in your planning, if you see something here that doesn't seem to work in your environment, figure out what does. Let us know.



**“Cops own the crime.  
Fire owns the flames.  
Schools own the kids.”**

***“But Paramedics own the patient.”***

*And that may be an area of conflict during an event.  
Your reunification plans and methods must be  
communicated with first responders prior to a crisis.*



## REUNIFICATION

The nation has experienced high profile acts of school violence. In response to this and the everyday types of crisis, The “I Love U Guys” Foundation develops programs to help districts, departments and agencies respond to incidents.

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event a controlled release is necessary. The Standard Reunification Method provides school and district safety



teams proven methods for planning, practicing and achieving a successful reunification. Keep in mind though, this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will impact how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.

### WHY BOTHER?

Crisis recovery starts with the crisis, not after. Simply “winging it” when reuniting ignores not only the mental health demands that accompany a crisis, but the responsibility of the school and the district to maintain the chain of custody for every student.

No school is immune to stuff hitting the proverbial fan. Wildland or structural fires, hazardous materials, floods, tornados, blizzards, power outages, tsunamis, bomb threats, acts of violence, acts of terror... these just start the list of events that may necessitate a controlled reunification and release for a school or district.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse emotion escalating at the site.

There is a hidden side effect of implementing the Standard Reunification Method. Going through the planning and training process may help strengthen district relationships with first responders. Often law enforcement is very active in partnering with schools and districts. Less often is the fire department. The SRM may be a vector into strengthening relationships with fire agencies as well.

## WHAT DOES IT COST?

Implementing the Standard Reunification Method concepts and planning stages take a certain amount of time. But in the grand scheme of school safety, the level of effort is modest. There will be some staff hours committed to the planning, training and practice of these concepts. There will be some cost in printing and in creating the “go kits” necessary for a successful reunification. Since some of this activity is happening at the district level, the cost of “go kits” can be spread among all of the schools in the district.

### ADAMS 12, FIVE STAR SCHOOLS METHOD

The core concept of the Adams 12 Reunification Method rests on accountability achieved through a process based on managing the physical location of students, staff and of incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a reunifier retrieves the child.

The methods detailed in the first version of the Standard Reunification Method are based on the practices developed at the Adams 12, Five Star School District, Thornton, Colorado, by Pat Hamilton, Executive Director of Operations, and also at Jefferson County School District, Golden, Colorado, by John McDonald, Executive Director of Security and Emergency Planning.

Since its introduction in 2012, other districts and agencies have also contributed.

The Job Action Sheets in this book were inspired by the work of Michelle Brady, Emergency Planning Coordinator, Hillsboro School District, Hillsboro, Oregon.

Other aspects of the Job Action Sheets in this book were inspired by the work of Kevin Sutherland, Emergency Planning Coordinator, Beaverton School District, Beaverton, Oregon.

Other materials were sourced from the phenomenal work of Will Schwall, Emergency Manager, Hays County Sheriff’s Office, San Marcos, Texas.

### OBJECTIVES

The objective of this manual is to help districts develop, train and mobilize a district reunification team, and implement tangible, on-site and off-site reunification plans. Inherent in this objective is creating or strengthening partnerships with first responder agencies – police, fire and medical. By having district and school personnel build a well designed draft plan, it becomes easier to engage the first responders and other key participants in the planning process. During this process, a core philosophy is essential:

*Cops own the crime.*

*Fire owns the flames.*

*Schools own the kids.*

*Paramedics own the patient.*

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an incident. Tabletop exercises and live exercises should be scheduled and performed.

## THE PROCESS IN A NUTSHELL

The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers student from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

## WHEN TO INITIATE A REUNIFICATION

Initiating a reunification can be a result of anything abnormal at the school or in the area: power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school.

In some cases it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school.



## KEEP PARENTS OUTSIDE

The process works best when you can keep the parents outside of the building. If weather or circumstance dictate parents should be inside the building, give special attention to walking flows and sightlines. Caution tape is a secret “force field” when establishing the parent staging areas within a building.

## WHY USE CARDS?

Many schools use electronic rosters or campus information systems. Wouldn’t that be easier? The reality is a little different. First and foremost is access to data. Foundation research indicates that in any high profile incident, and even many local ones, internet and cell service become intermittent or even unresponsive. Often school WiFi is impacted as well.

## THE CARD

The Reunification Card does a ton of work. Its primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. The card is perforated and gives parents a sense of progress as they go through the process.

### Reunification Information

(PLEASE PRINT CLEARLY)  
Have photo identification out and ready to show school district personnel.

---

Student Name .....

Student Grade ..... Student Cell Phone Number .....

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 completes:**

Print Student Name Again .....

Student Grade .....

Student Birthday .....

School personnel completes upon release of student

TIME      INITIALS      OTHER

## A LITTLE SOCIAL ENGINEERING

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

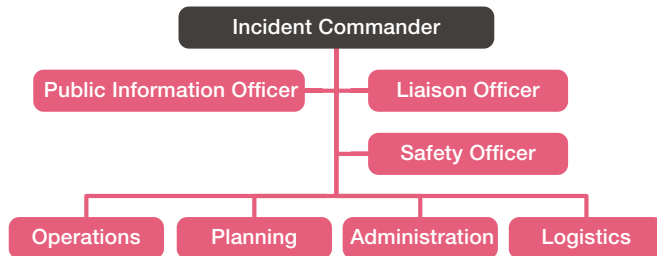


The cards also bring anxiety down a notch. Asking a parent to complete the form is a familiar activity and will demand the parent slow down and perform a cognitive action, “Here, read the instructions on back, and we’ll get things started,” might be the first step in lowering parental blood pressure.



## INCIDENT COMMAND SYSTEM

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire and medical teams will be involved in the school or district's reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome. With that in mind, district and school safety teams must understand and use the Incident Command System.



## NOT SO WEIRD ADVICE

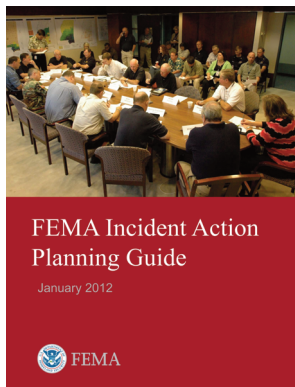
At first blush, this bit of advice may sound weird to educators: "Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100 SCA Introduction to Incident Management for Schools." The course takes about an hour and a half to complete and introduces some basic emergency response principles in the context of school safety.

Here's why this advice isn't as weird as it sounds. Every first responder agency that partners with schools uses "Incident Command" during a crisis. The "Incident Command System" (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.

District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of Incident Command removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

## PRIORITY, OBJECTIVE, STRATEGY, TACTIC

A valuable FEMA resource is the *Incident Action Planning Guide*, and it's a good start in understanding how first responders manage an incident.



From a school or district perspective, it's important to understand that the incident commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command.

If the school or district personnel don't exhibit any knowledge of the process, their input may be marginalized.

**Source:** <https://www.fema.gov/media-library/assets/documents/25028>

## ARTICULATE YOUR P.O.S.T.

The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

### Priorities:

- Student and staff safety and well being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

### Objectives:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

### Strategies:

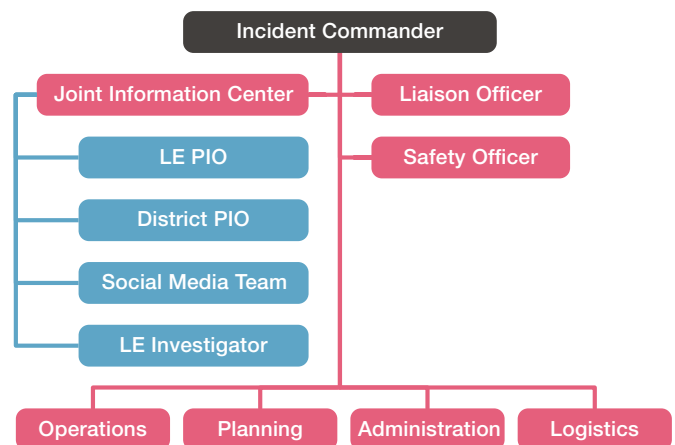
- The Standard Reunification Method

### Tactics:

- Tactics will vary based on the event and the environment, but look at the typical lifecycles on page 16 for a jumpstart.

## JOINT INFORMATION CENTER AND THE SOCIAL MEDIA TEAM

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead Public Information Officer, releasing any information to social media outlets. Twitter especially seems to have the highest level of activity during an event.



If possible, Public Information Officers (PIO) from all of the responding departments or agencies and the district PIO should be physically together with the Social Media Team. If it's a criminal event, there is a growing trend for law enforcement to assign a detective or investigator to the JIC to monitor social media for evidentiary information.

It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the initial incident.

## TWO TEAMS: TRANSPORT AND REUNIFICATION

With an offsite reunification, the district reunification team will deploy to the reunification site. Other responsibilities need to be managed at the impacted school. Regardless of criminal activity, law enforcement resources will be required.

There are two teams the district must field for an offsite reunification. The team at the impacted school facilitates transport and initiates accountability processing.

The reunification team deploys to the reunification site for staging and ultimately student/parent reunification, and return transportation of teachers and staff.



### IMPACTED SCHOOL: TRANSPORT TEAM

The team at the impacted school has these priorities:

- Assemble a master student roster, teacher roster and guest roster
- Identify and notify reunification site
- Provide safe transport of students and staff to reunification site
- If there are injuries, additional district personnel assign to the receiving care facilities.

### LAW ENFORCEMENT SUPPORT

At the impacted site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

In the event of criminal activity, LE will typically take the lead in Unified Command.

At the secure assembly area, law enforcement may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media.

### TRANSPORTATION DIRECTOR

Whether the district runs its own buses or service is contracted out, the Transportation Director should be involved in all planning, drilling and training for reunification.

## TRANSPORT OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Transportation Team. For detailed tasks see the Job Action Sheets.

**Transport Incident Commander** Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy, reunification of students with parents.

**Public Information Officer** Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages

**Social Media Team** Monitor social media. Use Twitter to communicate with parents and press, if appropriate.

**Safety Officer** Observe site and remedy safety concerns.

**Liaison Officer** Communicate with Fire, Medical or Law Enforcement.

**Operations Chief** Establish and manage operational staff.

**Planning Chief** Establish and manage planning staff.

**Finance/Administration Chief** Establish and manage administrative staff.

**Logistics Chief** Establish and manage logistical staff.

**Student Assembly Director** Establish and manage the Student Assembly Area.

**Leads** For span of control, some roles may need leads.

**Victim Advocates/Counselors** Standby unless needed.

**Kid Wranglers** Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

**Scribe** Document events. A yellow pad is sufficient.

**Runner** Assist Incident Command if needed.

**Transportation** Direct transportation needs.

**Communications** Facilitate radio and other communication needs.

**Facilities** Coordinate any physical plant needs.

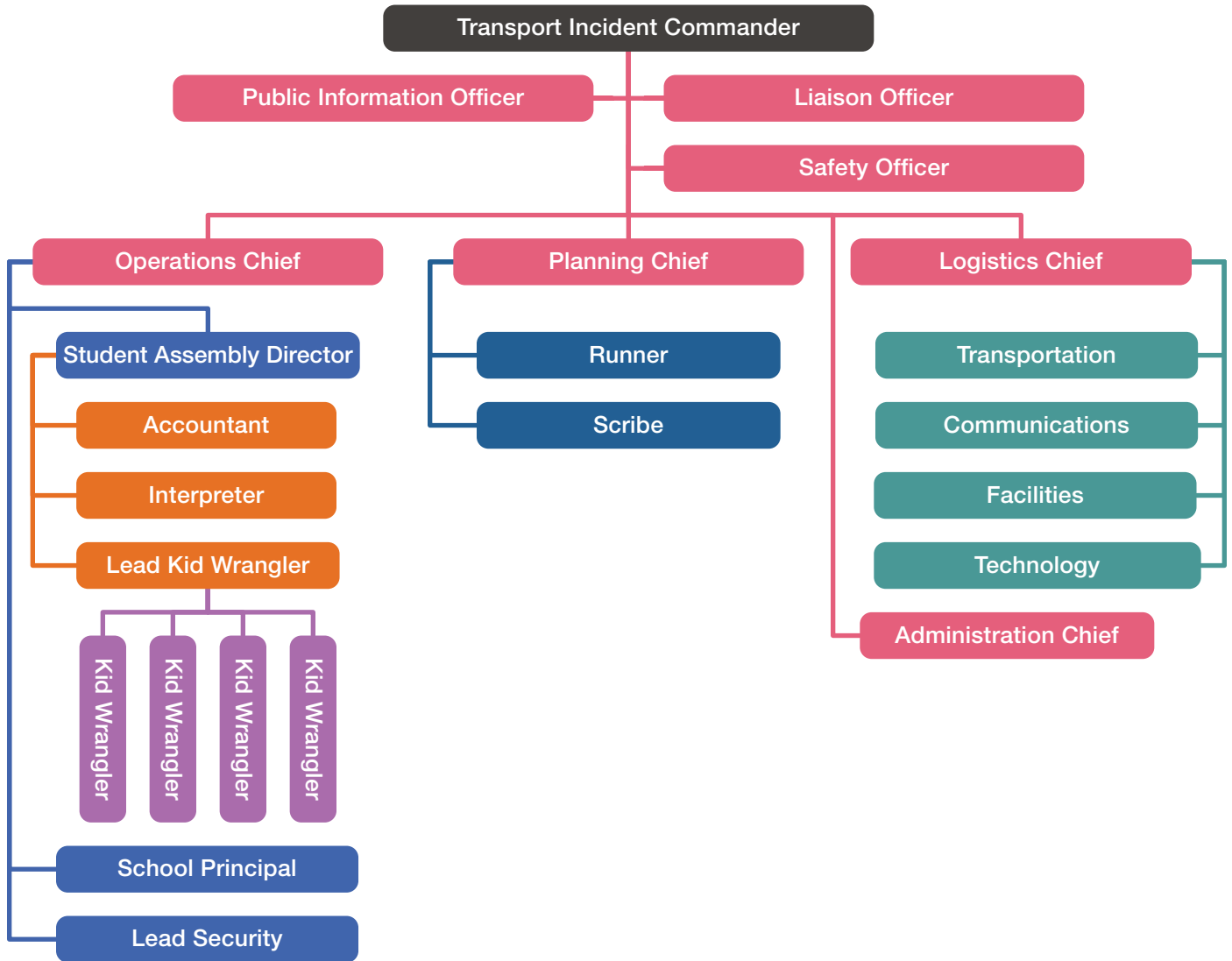
**School Principal** High priority for transport to the reunification site. Be present at Parent reunification site.

**Superintendent** Verify reunification site and notification.

### TEACHERS: STAY WITH YOUR STUDENTS

Interviews with safety directors directly impacted by crisis reveal a common thread. Often teachers will group together in the immediate aftermath, or assume their job is done when police arrive on scene. It's important to emphasize that teachers should remain with their students and aren't done until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

# SAMPLE TRANSPORT ORGANIZATION CHART



## THE DISTRICT REUNIFICATION TEAM

Most often the Reunification Team is populated by district personnel. There are several reasons for this:

- Training can be more readily coordinated.
- Experienced teams are more proficient.
- School based teams may initially be unavailable.

Smaller districts may recruit from various schools' administrators in order to populate the team. Extremely small districts may recruit volunteers from the community to staff the Reunification Team. A good rule of thumb for team size is one per hundred students, plus another five members.

Once school staff are at the reunification site, there are roles that the school staff will assume. It's important to train school staff in their role during a reunification.



## WHO ARE VICTIM ADVOCATES?

Many law enforcement agencies, district attorneys, and prosecutors have victim advocates on staff and a cadre of volunteers. They often deploy when there is a crisis. Very often they are trained in Psychological First Aid and can be helpful with crisis counseling, if needed, during a reunification. Recruit and train these community partners.

## INCLUDING FIRST RESPONDERS

It is absolutely imperative that as the reunification plan is developed, first responders are brought into the process. Meeting with command staff, including PIOs, both law enforcement and Fire/EMS will generate two outcomes. First, they will look at your plan from their perspective. Second, they have suggestions you might not have thought of.

During a Standard Reunification Method workshop, conducted by The Foundation, a fire chief requested the training for every fire station in his city. When questioned why, he replied, "We are going to be on scene. If we're not actively engaged in fire or EMS, we can help with the reunification process."

## LAW ENFORCEMENT SUPPORT

At the reunification site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

## OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Reunification Team. For detailed tasks see the Job Action Sheets.

**Reunification Incident Commander** Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.

**Public Information Officer** Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages.

**Social Media Team** Monitor social media. Tweet parents and press, if appropriate.

**Safety Officer** Observe site and remedy safety concerns.

**Liaison Officer** Communicate with Fire, Medical or Law Enforcement.

**Operations Chief** Establish and manage operational staff.

**Planning Chief** Establish and manage planning staff.

**Finance/Administration Chief** Establish and manage administrative staff.

**Logistics Chief** Establish and manage logistical staff.

**Parent Check-in Director** Establish and manage the check-in process.

**Student Assembly Director** Establish and manage the Student Assembly Area.

**Leads** For span of control, some roles may need leads.

**Greeters** Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID.

**Checkers** Verify ID and possibly custody rights of parents or guardians. Direct parents to Reunification Area.

**Reunifier** Take bottom of Reunification Card to Assembly Area, locate student and bring to Reunification Area. Ask student, "Are you okay going home with this person?"

**Flow Monitor** Observe and remedy process hiccups.

**Victim Advocates/Counselors** Standby unless needed.

**Kid Wranglers** Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

**Entertainment Director** At the elementary level, deploying a projector and screen can reduce student stress. With middle and high school students, consider turning on a television and tuning to local news if appropriate.

**Scribe** Document events. A yellow pad is sufficient.

**Runner** Assist Incident Command if needed.

**Transportation** Directs transportation needs.

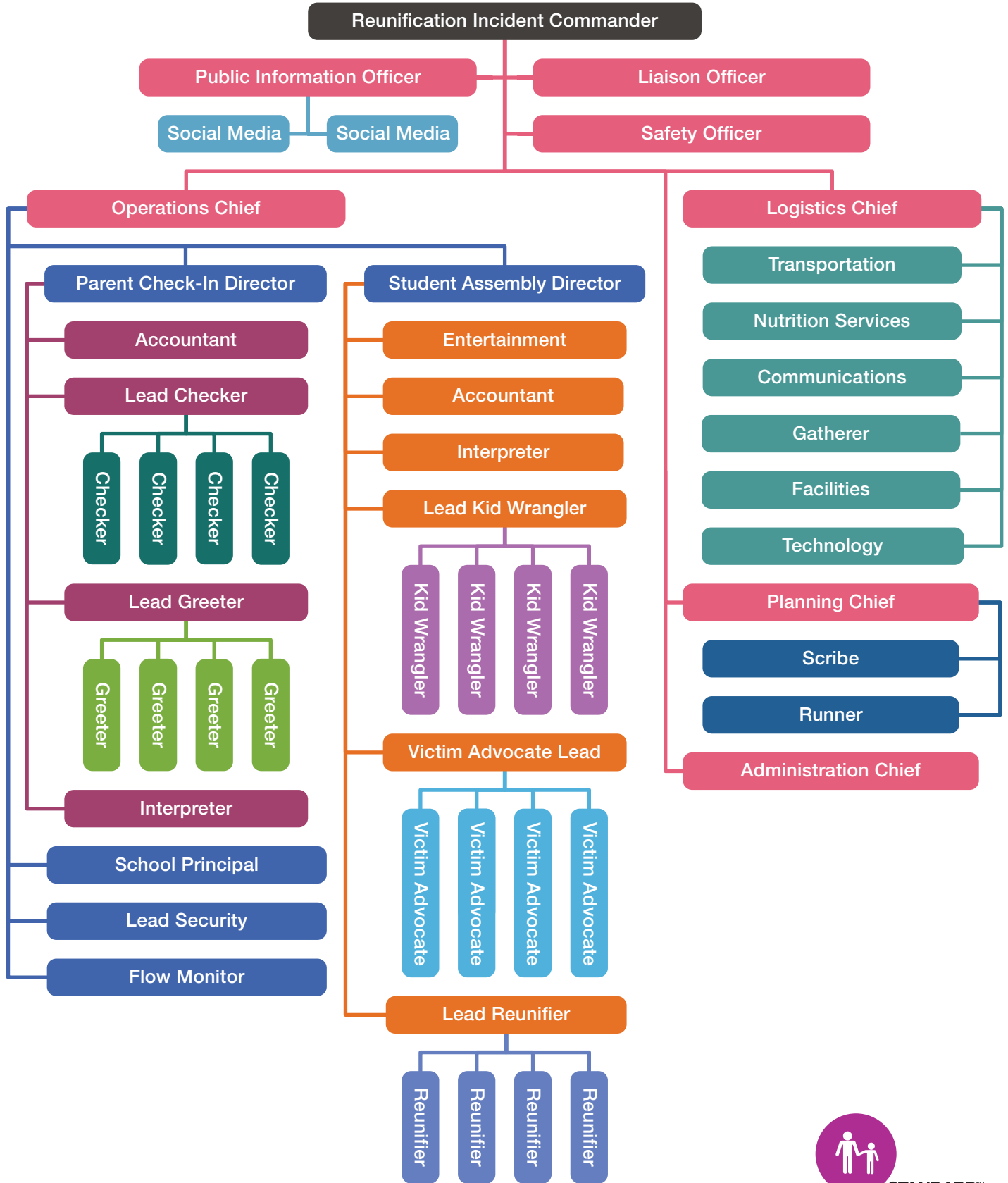
**Nutrition Services** Provide snacks and water.

**Communications** Facilitate radio and other communication needs.

**Facilities** Coordinate any physical plant needs.

**School Principal** Serve as the "Face of the school" at the Reunification Area.

# SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



# SRP Lifecycle with



## EXAMPLE 1: LOCKOUT

**Scenario:** Criminal activity in the area has resulted in the school going into Lockout. Students were brought into the building. Business as usual inside, but no one is let in or out.

Law enforcement has indicated that a normal release of the students can occur, but the situation outside isn't resolved.

**Considerations:** With criminal activity in area of the school, it's decided that students who walk home should have their parents pick them up.

**Reunification Incident Command:** Because there was no criminal or safety issue in the school, Reunification Incident Command would be led by the school safety team. Coordination with Law Enforcement Incident Command of the criminal activity would be needed.

**Public Information Officer:** Because the school was not directly involved in criminal activity, the school or district would lead public information within the school community. District PIO would inform LE PIO of the media messaging.

**Notifications:** Depending on the situation, parents and media may be notified that the school has been placed in Lockout. Additional notification will be made to parents who would need to pick up their students.

**Police Role in Reunification:** With criminal activity in the area, but not directly near the school, officers may be asked to assist with reunification. Some duties might include assisting with parent identification (for the parents without ID), traffic control, or simply uniformed presence. Patrol resources may also be relocated near the school.

## LOCKOUT LIFECYCLE

- School is placed in Lockout.
- Parents are notified.
- Business goes as usual within the school.
- Law enforcement presence around the school is increased
- The Standard Reunification Method is utilized for the students that walk home at the end of school day.



## EXAMPLE 2: LOCKDOWN

**Scenario:** At the middle school, an armed intruder is seen in the building. Students and staff immediately lock classroom doors, turn out the lights, and remain out of sight. Law enforcement arrives on scene.

**Considerations:** Because it is still an active law enforcement response and investigation, the decision is made to transport the students to a nearby community center for reunification.

**Unified Command:** Because it is an active crime scene, law enforcement would lead Unified Command at the middle school site.

**Reunification Incident Command:** At the reunification site, a command structure is established to manage the reunification.

**Joint Information Center:** Because it is an active crime scene, the law enforcement PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

**Notifications:** Parents and media are notified that the school has been placed in Lockdown. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

**Police Role in Reunification:** While the school has become an active crime scene, some officers will be assigned to the reunification site. Depending on the site, police may decide to sweep the area prior to students arriving. In addition to the duties outlined in the Lockout example, detectives may be on scene for witness interviews and statements.

## LOCKDOWN LIFECYCLE

- School is placed in Lockdown.
- Multiple law enforcement agencies arrive on scene.
- Students and staff are evacuated classroom by classroom to the Secure Assembly Area. In this case, the gym is secured by law enforcement.
- Parents begin to arrive outside of the police perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services become intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of location.
- The Standard Reunification Method is utilized.

# Reunification



## EXAMPLE 3: EVACUTE

**Scenario:** An unknown cause has resulted in thick smoke in the middle school. Students successfully evacuate to the football field.

**Considerations:** Because it is still an active fire response and investigation, the decision is made to transport the students to a nearby high school for reunification.

**Unified Command:** Because it is an active fire event, the fire department would lead Unified Command at the middle school site.

**Reunification Incident Command:** At the reunification site, a command structure is established to manage the reunification.

**Joint Information Center:** Because it is an active fire event, the fire department PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

**Notifications:** Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

**Police Role in Reunification:** While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.

## EVACUATE LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.



## EXAMPLE 4: SHELTER

**Scenario:** A nearby wildland fire has resulted in mandatory neighborhood evacuations. The Red Cross is requesting the high school as a designated shelter.

**Considerations:** Due to the community value of the high school as a Red Cross shelter, the decision is made to accept the request. With area residents arriving, and bus routes affected, the decision is made to transport students to a school outside of the impacted area.

**Unified Command:** Because it is an active fire event, the fire department would lead Unified Command, but shelter is only one aspect. The Red Cross would establish their command structure division at the shelter high school.

**Reunification Incident Command:** At the reunification site, a command structure is established to manage the reunification.

**Joint Information Center:** Because it is a large scale event, managed by Unified Command, the most experienced PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

**Notifications:** Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

**Police Role in Reunification:** The school which is the reunification site requests assistance from law enforcement. Officers are assigned to the reunification site.

## SHELTER LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.

# SRM Staging the

## STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



**Priorities:** Student and staff safety and wellbeing  
Student and staff whereabouts and condition  
Assemble affected school command staff  
Integrate with Unified Command  
Joint Information Center established

**Objectives:** Safe transport of students and staff to reunification site

**Strategy:** The Standard Reunification Method

**Tactics:** Will be determined by the environment

## STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

### STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



# SRM Actions and

## COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



## REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

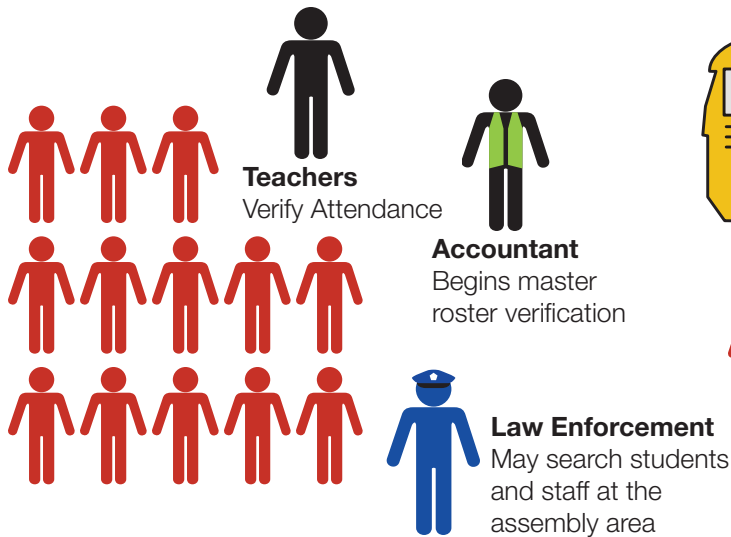




# School for Transport

## STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



## STEP 4 STUDENT AND STAFF TRANSPORT

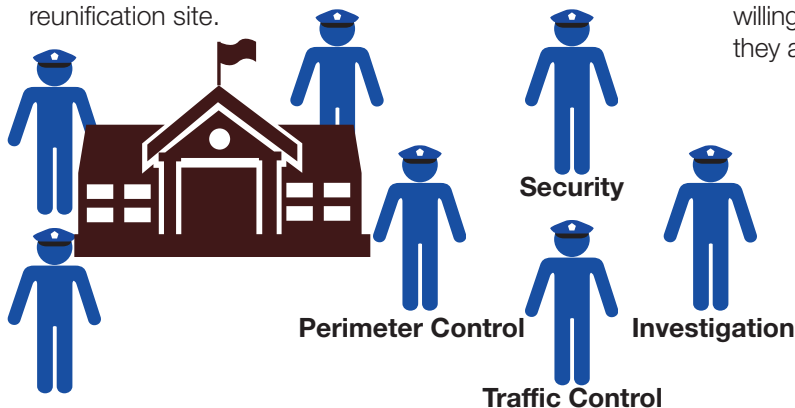
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



# Considerations

## LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



## FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



# SRM Staging the

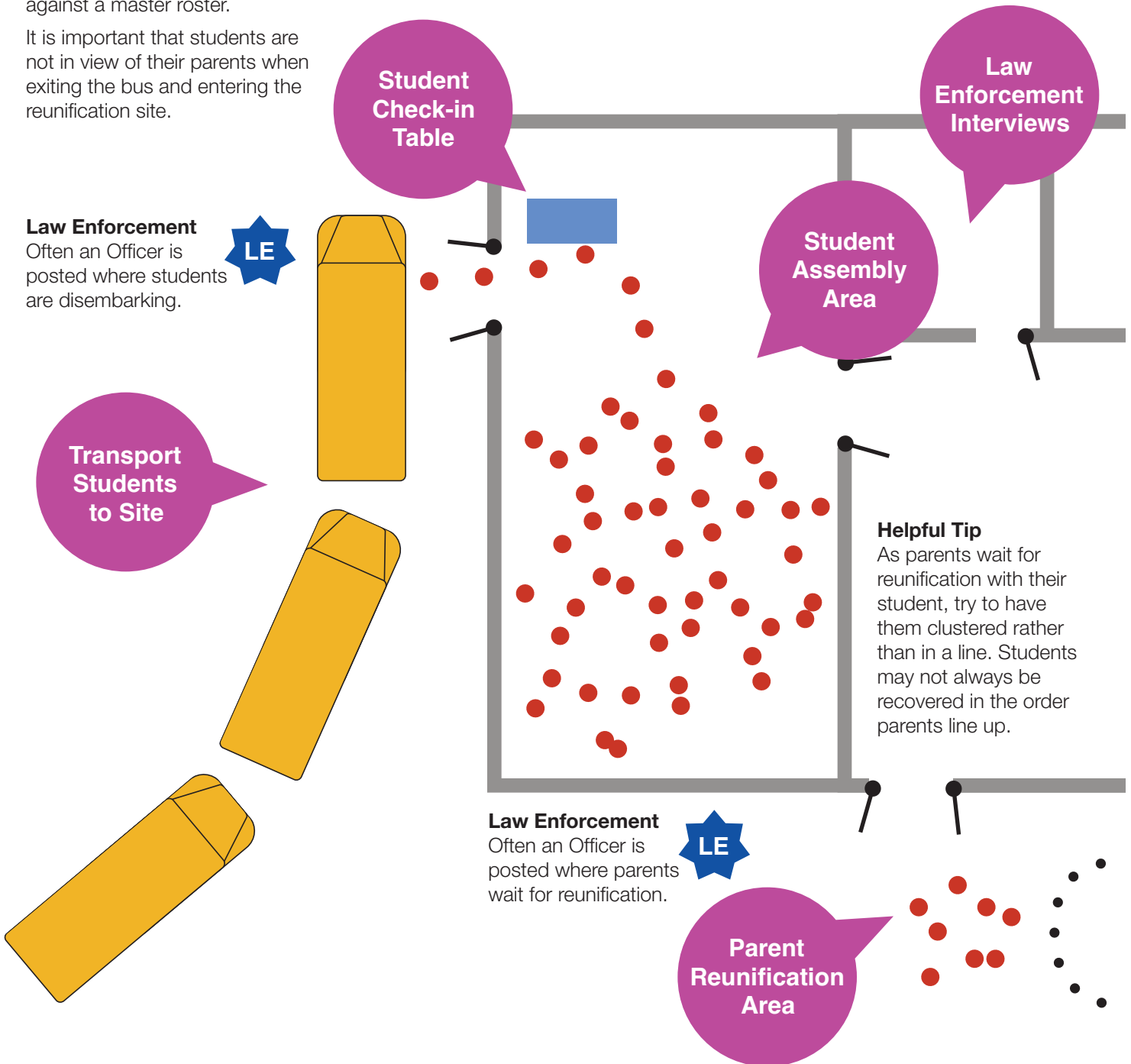
## ASSEMBLY AREA STUDENTS ENTER OUT OF PARENTAL VIEW

Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

## GREETING AREA PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.



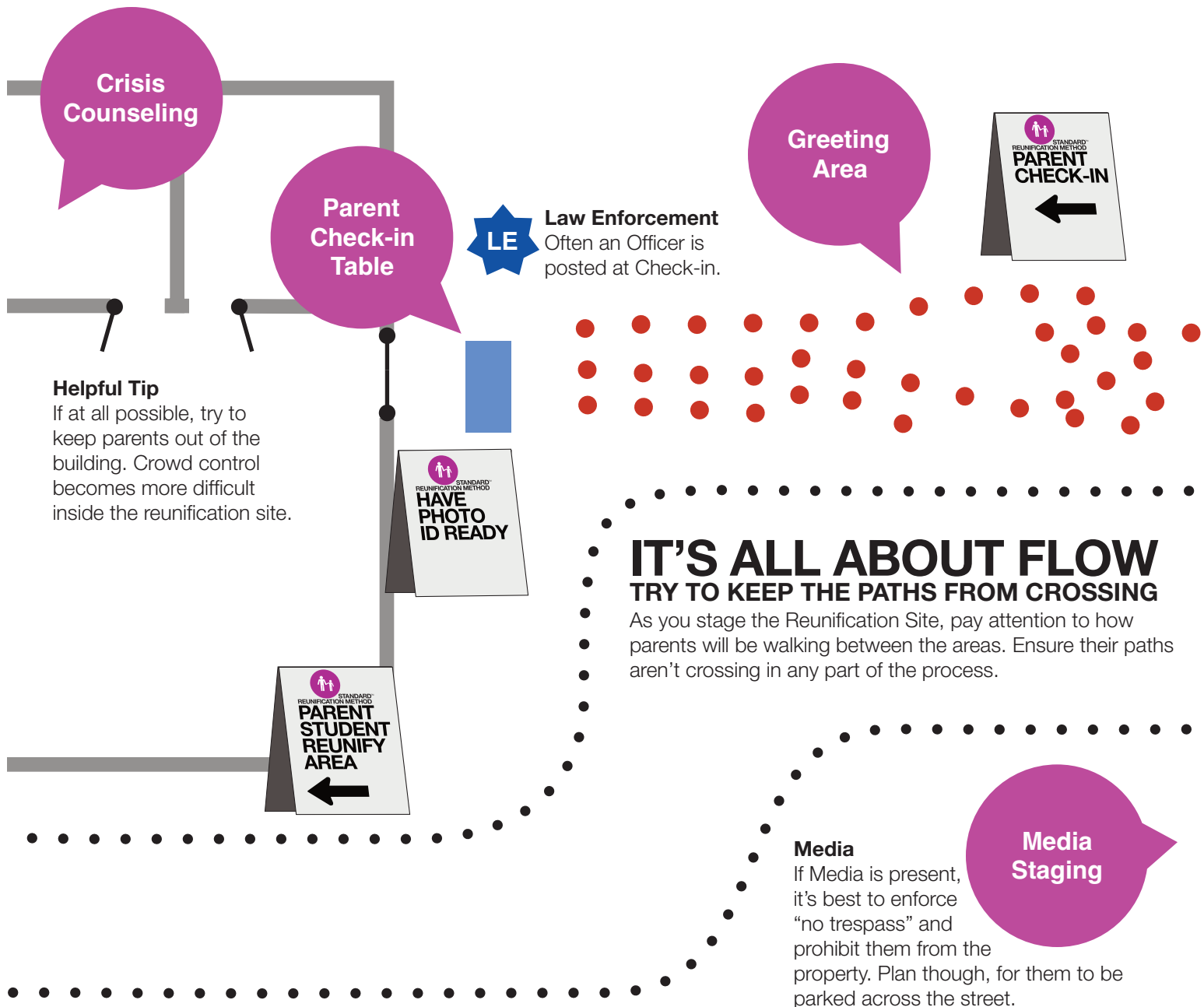
# Reunification Site

## CHECK-IN TABLE SET UP MULTIPLE LINES

Establish parallel check-in lines based on first initial of last name. Checkers verify ID and custody.

## REUNIFICATION AREA PARENT STUDENT REUNIFICATION

As their tasks are completed, Greeters and Checkers can be reassigned as Reunifiers.



# SRM The Process

## STEP 1 GREETINGS

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.

**Reunification Information** (PLEASE PRINT CLEARLY)  
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 completes:  
 Print Student Name Again \_\_\_\_\_ School personnel completes upon release of student  
 Student Grade \_\_\_\_\_  
 Student Birthday \_\_\_\_\_

## STEP 2 PARENTS FILL OUT CARD

Parents complete the information requested on the card, and begin to self-sort into lines.

**Reunification Information** (PLEASE PRINT CLEARLY)  
Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith Student Cell Phone Number \_\_\_\_\_  
 Student Grade 8th Name of person picking up student John Smith  
 Signature John Smith  
 Phone number of person picking up student 720-554-7123  
 Relationship to student being picked up Parent  
 Photo identification matches name of person picking up student? Y or N \_\_\_\_\_

Parent completes:  
 Print Student Name Again Suzie Smith School personnel completes upon release of student  
 Student Grade 8th  
 Student Birthday July 4th 2004

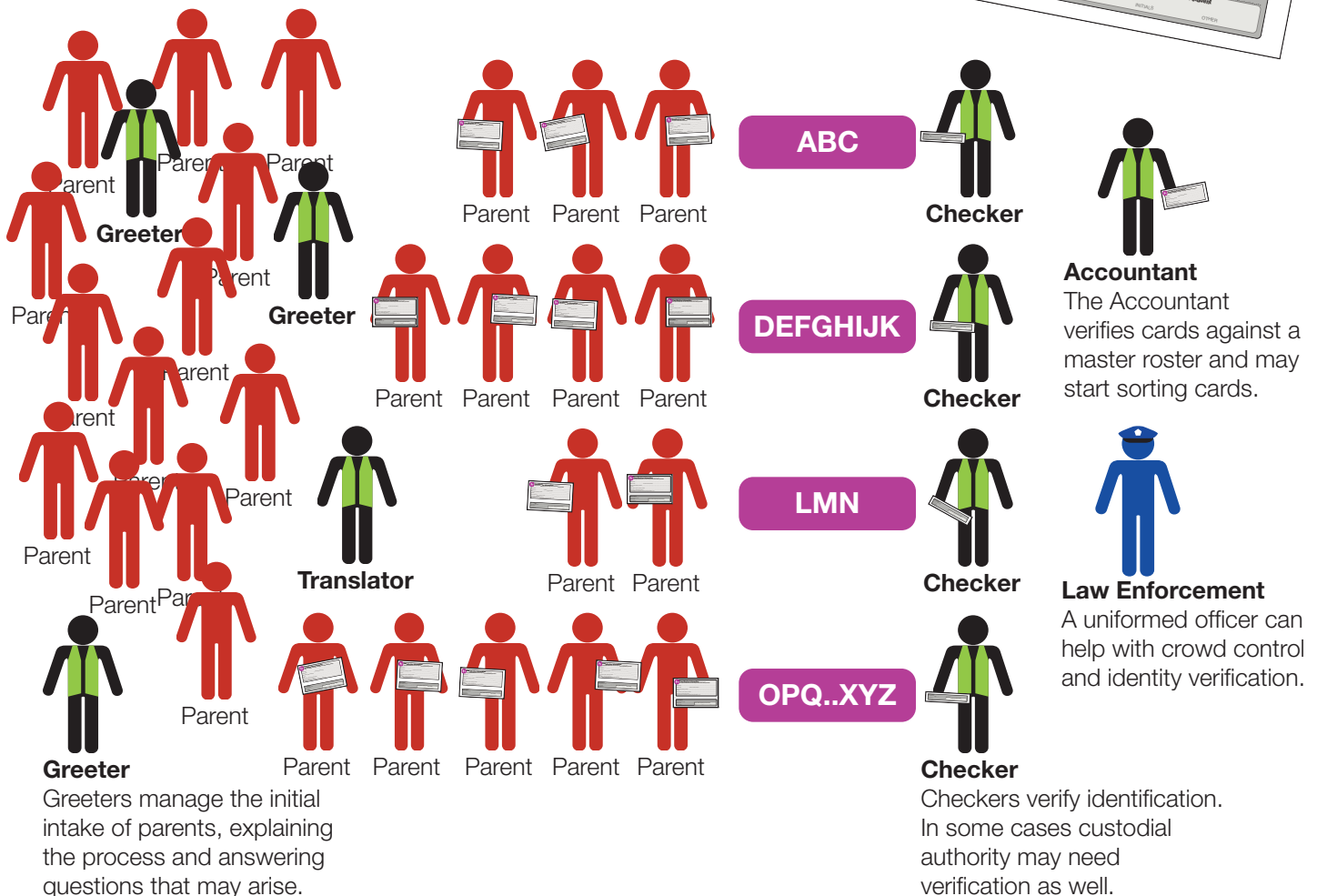
## STEP 3 CHECKERS VERIFY ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.

**Reunification Information** (PLEASE PRINT CLEARLY)  
Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith Student Cell Phone Number 720-554-1212  
 Student Grade 8th Name of person picking up student John Smith  
 Signature John Smith  
 Phone number of person picking up student 720-554-7123  
 Relationship to student being picked up Parent  
 Photo identification matches name of person picking up student? Y or N \_\_\_\_\_

Parent completes:  
 Print Student Name Again Suzie Smith School personnel completes upon release of student  
 Student Grade 8th  
 Student Birthday July 4th 2004



# in 6 Easy Steps

## STEP 4 REUNIFICATION AREA

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to get the student.

Parent completes: <u>Suzie Smith</u>	School personnel completes upon release of student
Print Student Name Again: <u>Suzie Smith</u>	
Student Grade: <u>8th</u>	
Student Birthday: <u>July 4th 2004</u>	TIME INITIALS OTHER

## STEP 5 STUDENT REUNIFICATION

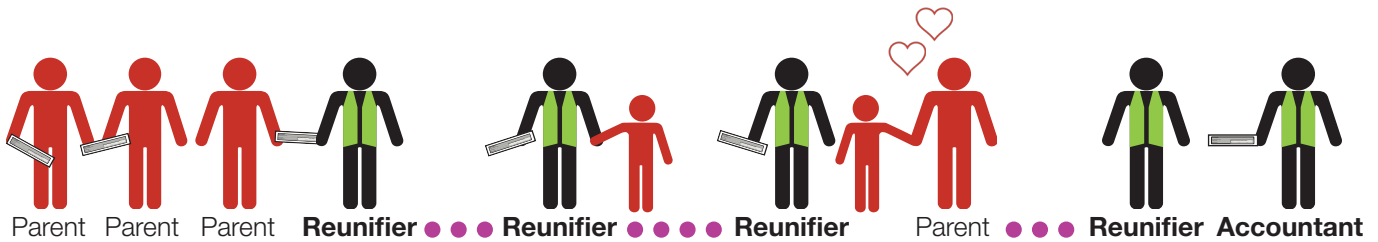
The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time and initial the bottom of the card.

Parent completes: <u>Suzie Smith</u>	School personnel completes upon release of student
Print Student Name Again: <u>Suzie Smith</u>	
Student Grade: <u>8th</u>	
Student Birthday: <u>July 4th 2004</u>	TIME: <u>15:25</u> INITIALS: <u>PH</u> OTHER

## STEP 6 ACCOUNTABILITY

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.

Parent completes: <u>Suzie Smith</u>	School personnel completes upon release of student
Print Student Name Again: <u>Suzie Smith</u>	
Student Grade: <u>8th</u>	
Student Birthday: <u>July 4th 2004</u>	TIME: <u>15:25</u> INITIALS: <u>PH</u> OTHER



### Principal

It may be beneficial to have the school principal in the area where students and parents are reunified.

## WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent completes: <u>Suzie Smith</u>	School personnel completes upon release of student
Print Student Name Again: <u>Suzie Smith</u>	
Student Grade: <u>8th</u>	
Student Birthday: <u>July 4th 2004</u>	TIME INITIALS OTHER

## SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and takes them to a private location.



### Law Enforcement

A uniformed officer can help with crowd control and keep the peace.



# SRM The Card

## REUNIFICATION INFORMATION CARDS

The Standard Reunification Method was created to manage not just the students, but the parental experience of reunification as well. The Reunification Card is an essential element of the method.

Some might initially protest, “What! More Paperwork?” And the answer is “Yes. Precisely.” Beyond providing a mechanism for accountability, the card demonstrates to parents that there is a process for this. It shows that school or district has a plan and a method.

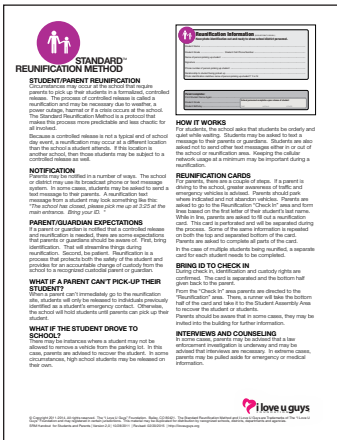


The psychology behind the process begins to offer the parent some measure of order in what might be a stressful time. Filling the card out, then separating the top from the bottom, handing the card to the Reunifier, gives the parent feedback, demonstrating progress in the process. The bottom of the card also provides proxy identification for the parent, removing the need to ID them at every phase.

## SEND IT HOME IN ADVANCE?

The question often comes up on whether the school should send the cards home in advance and request parents fill out and return them. Certainly an option, but it creates unnecessary work in

collecting the cards and diminishes the parent experience. One alternative is to send the cards home, with the handout, and ask parents to complete the card and put it in their car. This gives parents an expectation of the process and some parents will complete the request. The handout is available on the website and is also reprinted on page 28 of this book.



## AVAILABLE IN SPANISH

The Reunification Card is also available in Spanish. Check the website for new translations.

**Información de Reunificación** (POR FAVOR IMPRIMA CLARAMENTE)  
Tenga identificación con foto disponible para mostrarle al personal del distrito escolar.

Nombre del Estudiante .....

Grado del Estudiante..... Número del Celular del Estudiante .....

Nombre de la persona que recoge al estudiante .....

Firma .....

Número de teléfono de la persona que recoge al estudiante .....

Relación al estudiante recogido.....

¿La identificación de foto encaja con el nombre de la persona que recoge al estudiante? Sí o No

---

**Para completar por el padre:**  
Imprima el Nombre del Estudiante Otra Vez .....

Grado del Estudiante..... El personal escolar completa tras la liberación del estudiante.

Cumpleaños del Estudiante..... OTRO TIEMPO INICIALES

**Reunificación**  
Primero, queremos agradecerle su paciencia durante esta reunificación. Compartimos la misma meta durante este proceso: Reunirlo a Ud. y a su estudiante lo más rápido posible. La razón por la cual estamos haciendo esto es que un acontecimiento ha ocurrido en la escuela que nos manda a juntarle personalmente con su niño.

**Instrucciones**

1. Por favor complete la información del otro lado de esta tarjeta.
2. Prepare su identificación (si usted no tiene identificación con usted, por favor muévase al lado de la línea/fila, puede tomar un poco verificar su identidad.)
3. Seleccione la fila de registro basada en apellido del estudiante o grado del estudiante.
4. Después del registro, el personal partirá esta tarjeta en dos y un corredor será enviado para traer a su estudiante. Por favor camine hacia la ubicación de reunificación.
5. Si ha habido una lesión u otras preocupaciones, puede pedirse reunirse con un consejero.
6. Por favor no le grite al personal de la escuela o del distrito. Completaremos esto lo más rápido posible.

---

**Firma del Padre o Tutor**  
He leído y entiendo estas instrucciones.

Imprima su Nombre.....Fecha.....

Firma.....

## PRESS READY ARTWORK

The Reunification Cards are press ready for your printer. The artwork is set up for *Work and Tumble*<sup>1</sup> on 8 1/2" x 11" index card stock. Ask your printer for a strong perforation. There is little worse than a “bad per” on reunification day.

<sup>1</sup> “In prepress and printing, an imposition or layout in which one plate contains all the images (pages) to be printed on both sides of a sheet. When one side of a job has been printed, the pile of printed sheets is turned over, the edge of the sheet that was the gripper edge for the first side becoming the back edge for the second side. After printing, the sheet is cut in half, yielding two identical units.”

Source: PrintWiki – the Free Encyclopedia of Print. <http://printwiki.org>



# Reunification Information (PLEASE PRINT CLEARLY)

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

Student Name .....

Student Grade ..... Student Cell Phone Number .....

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 completes:

Print Student Name Again .....

Student Grade .....

Student Birthday .....

School personnel completes upon release of student		
TIME	INITIALS	OTHER

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

**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. Prepare 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 either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover 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.



# STANDARD™ REUNIFICATION METHOD

## STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

## NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

## PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

## WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

## WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

**Reunification Information** (PLEASE PRINT CLEARLY)

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

---

Student Name .....

Student Grade ..... Student Cell Phone Number .....

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 completes:**

Print Student Name Again .....

Student Grade ..... School personnel completes upon release of student

Student Birthday ..... TIME      INITIALS      OTHER

## HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

## REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

## BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

## INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.





# SRM Signage



## READY TO PRINT SIGNAGE

Available on the website are downloadable signs. These are sized at 24" x 32" comfortably fitting in most sandwich board curb sign frames.



# SRM Planning

## GETTING STARTED

Planning for a reunification involves creating documents geared toward a number of audiences. There is a District plan, individual school plans, and plans for first responders.

As with any school safety plan, the concept of plan evolution is ever-present. Events may occur or lessons may be learned that impact these roles or procedures. Emergency planners should also remain vigilant and familiarize themselves with emerging trends regarding school safety and crisis response management in particular.

Additionally, depending on the type of event, plans may suggest Districts ask law enforcement to help evaluate and secure evacuation locations prior to moving students.

## THE DISTRICT REUNIFICATION PLAN HAS THE FOLLOWING COMPONENTS:

- Introduction
- Objectives
- Planning team acknowledgment and contact information
- Definitions
- Contact information
- Incident Command structure
- Attendance procedures
- Local site floor plan
- Primary walking evacuation site floor plan
- Primary walking evacuation routes with emergency services routes
- Secondary walking evacuation site floor plan
- Secondary walking evacuation routes with emergency services routes
- Transport plan
- Primary bus evacuation site floor plan
- Primary bus evacuation routes
- School, district, law enforcement, fire, medical, legal and insurance acknowledgment sign-offs
- Emergency services routes
- Secondary bus evacuation site floor plan
- Secondary bus evacuation routes with emergency services routes
- (Optional tertiary bus site information)
- District/School “go kits”
- Notification procedures
- Media management
- Time of day contingencies
- Type of incident contingencies
- Reunification Setup roles and procedures
- Reunification Process roles and procedures
- Reunification Teardown roles and procedures
- Debriefing guidance
- Exercise schedule
- Special needs considerations
- Memorandums of Understanding

## FLOOR PLANS AND SITE MAPS

It's important to include on- and off-site floor plans in the reunification plan. If the off-site evacuation location is another school, it's usually a reciprocal case. Given that condition, advance communication and distributed effort can result in both schools having each other's floor plans.

There may be different versions of the floor plan for each reunification location.

- A floor plan with no annotation
- A floor plan annotating student locations during an on-site reunification
- A floor plan annotating both home and guest student locations during an off-site reunification. Occupancy limits should be noted on all rooms used during an off-site reunification.
- A floor plan annotating occupancy in the case of an off-site location not being a school
- A site map with traffic responsibilities
- A site map with the locations of students, check-in and reunification

In the event of criminal activity, witness interview rooms and crisis counselor rooms should be annotated.

In the event of law enforcement debriefing needs, it is strongly suggested that a separate facility be used. While it may initially appear expeditious to conduct law enforcement or SWAT debriefings at the reunification location, further consideration may reveal that recovery of all participants may be impacted by co-mingling first responders and civilians.

## EVACUATION ROUTES

In mapping both walking and bus evacuation routes, it's important to identify potential traffic issues and first responder ingress and egress paths. The routes from the nearest fire station and the routes to the nearest hospitals must be considered. Are walking paths crossing streets that will be used by first responders? Are there some predictable streets that would be common for parents to use?

## SEXUAL OFFENDERS

It is also beneficial to determine the nature of the neighborhood around schools or other evacuation sites. Most states provide a mapping utility to locate sexual offenders. These maps often link to a database that provides name, address and photo of the convicted felon. It is important to identify these individuals and their proximity to the site. There are many documented cases of sexual predators using a crisis as an opportunity for sexual predation.

## ROUTE MAP CHECKLIST

These considerations should be included when mapping routes:

- Evacuation routes
- Incident Command Post locations
- Incoming district responder routes
- Incoming fire routes
- Incoming medical routes
- Outgoing medical routes
- Incoming parent routes
- Outgoing parent routes
- Staging area
- Landing zone
- Media staging
- Reunification signage locations
- Parent check-in location
- Possible road block sites
- Possible neighborhood evacuation perimeter
- Sexual offender locations
- Security perimeter
- Long perimeter

## NOTIFICATION PROCEDURES

In the event of a reunification, parent/guardian notification is a necessary first step. Many schools or districts have mass notification systems to bulk call and/or text information to the parent population. It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is okay, or to minimize the number of injuries, this First Message not only begins the recovery process, it may be evidentiary for purposes of liability. Rather than saying "All students are safe," it is probably more accurate to report that, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents will, in all likelihood, be the first to arrive at the impacted school. Prepare for the fact that this may occur prior to the transmission of any official notification by the school or the district.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While anything written in advance may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements can be vetted with the district public information officer and legal counsel as part of the planning process. Other notifications should be considered. Contacting district legal counsel, as well as the district's insurance providers, should be part of the notification process.

## SPECIAL NEEDS CONSIDERATIONS

Schools are encouraging parents of students with special medication needs to consult their physicians about medication Go Kits. The medication Go Kit may include extra dosages that are not in the school medicine locker. If it's determined that the school does create a medication Go Kit, security and chain of custody should be part of the plan and procedure.

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.

## TIME OF DAY CONTINGENCIES

Time of day may impact how a reunification evolves. A crisis at the end of the day, when buses are already on site, may actually require a controlled release reunification. It is not beneficial to immediately release students who have witnessed a traumatic incident, even though the buses are there and it's the end of the school day. Mental health concerns might dictate a controlled release so that crisis counseling can be made available. This mandates a site plan that includes bus staging areas.

## PARENTS ARE CAPABLE

There may be circumstances where some of the early arrival parents can be given a task. This is situational, but consider that, when given a job, parents are now helping with the crisis. This has important psychological benefits in addition to distributing labor. "Can you help set up this table?" or "Could you help me by placing these signs along Elm street?" Both are necessary tasks, and can enlist the parent into being part of the solution.

## GO KITS FOR REUNIFICATION

Reunification Go Kits contain specialized items that are unique to the reunification process, such as caution tape, clip boards and pens, signage, and reunification cards). Consequently, these kits are different than school evacuation Go Kits. Since reunification is often managed by District personnel, reunification Go Kits aren't necessary at each school, rather the kits can stay with District response teams. Larger districts may have several kits, one at the district office and others in the trunks or backs of vehicles used by District responders. Smaller Districts may have only two kits. One at the District office, and one with the primary District responder. (Two is a suggested minimum: redundancy is important.) Inventories and locations should be audited once a quarter.

## THE REUNIFICATION OPERATION KIT

Available on the website are templates to create a Reunification Operation Kit.

# FAQs

## **FREQUENTLY ASKED QUESTIONS**

Since introducing the Standard Reunification Method in 2012, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

### **SERIOUSLY, WHAT DOES IT REALLY COST?**

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

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

### **DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?**

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

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

### **CAN I MODIFY MATERIALS?**

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

### **ARE THE SOURCE MATERIALS AVAILABLE?**

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, we are migrating from Pages on the Mac to QuarkXPress. (Adobe InDesign made our eyes bleed. Depending on the material original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09.

### **CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?**

With the exception of the Runification Operation Kit, no. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

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

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

### **DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?**

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

### **DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?**

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

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

### **DO I HAVE TO SEND A NOTICE OF INTENT?**

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

### **DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRM?**

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

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

### **CAN I PUT OUR LOGO ON YOUR MATERIALS?**

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states we have co-branding agreements with "umbrella" organizations. In those states we ask that you also include the umbrella organizations branding.

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

### **WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.**

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

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



KEEP  
CALM  
AND  
REUNIFY  
ON