The Standard Reunification Method

Reunification Exercise

Reunification Scenarios Instruction and Exercise Guide

The “I Love U Guys” Foundation
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.
Expanding School Safety

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. 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.
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.

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   2.3. Memorandum of Understanding
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SPECIAL THANKS
Joleen Reefe - City and County of Broomfield (Joleen coined the phrase, “Locks, Lights, Out of Sight.”)
Pat Hamilton - Executive Director of Operations, Adams 12 Five Star Schools
Kent Davies - Emergency Manager, City and County of Broomfield
John McDonald - Executive Director, Safety, Security and Emergency planning, Jefferson County Public Schools
Sergeant Heidi Walts - Broomfield Police
“Recovery starts when the crisis begins.”
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INTRODUCTION

The nation has experienced a number of high profile acts of school violence. In response to this, 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. It turns out that these methods are effective in lower impact, non violent events as well.

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.

The purpose of these materials and the resulting classroom training, functional demonstrations and exercises is to prepare organizations to conduct an actual reunification of students with their respective parents or guardians.

The Standard Reunification Method - Reunification Exercise (SRM-REx) is intended to show emergency response personnel that reside in the district, what capabilities there are for handling, organizing, and reunifying the staff and students that have experienced an emergency event that was man-made, technological, or natural. Some of the exercise material is intended for exclusive use for certain emergency response disciplines, district staff, or specific exercise players. This Reunification Scenarios Instruction and Exercise Guide can be viewed by all Players.
# OPERATION SRM-REx

**TWO DAY STANDARD REUNIFICATION METHOD REUNIFICATION SEMINAR AND FUNCTIONAL EXERCISES**

<table>
<thead>
<tr>
<th>Exercise Name</th>
<th>Operation SRM-REx</th>
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</table>
| Exercise Date | Day 1 Duration: 8 Classroom hours  
Day 2 Duration: 8 Functional exercise hours |

**Scope**

This exercise trains, functionally demonstrates, and functionally exercises the roles and duties used in a reunification:

- School personnel
- District personnel
- Public Safety personnel
- Emergency personnel
- Public Health personnel

**Mission Areas**

Prevention, Protection, Preparedness, Response, and Recovery

**Core Capabilities**

- Understanding Standard Response Protocol (SRP) and relationship to the Standard Reunification Method
- Learning the Standard Reunification Method
- Planning for a student parent reunification event
- Reunifying mock students and mock parents/guardians.

**Objectives**

1. Establish Incident Command
2. To appropriately reunify mock students and mock parents/guardians.
3. To practice all capabilities of the School or District Reunification Team.
4. To educate certified, classified, and administrative job positions about reunification.
5. To educate public safety job positions about reunification.

**Threat**

Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.

**Scenarios**

- Planned Bad Boy. Bad Boy. activity in the area has resulted in the need to reunify students who normally walk home.

**Participating Organizations**

The “I Love U Guys” Foundation

**Sponsoring Organizations**

The “I Love U Guys” Foundation

**Point of Contact**

John-Michael Keyes - Executive Director, The “I Love U Guys” Foundation

**Attending Organizations**

The “I Love U Guys” Foundation
GENERAL INFORMATION

INTRODUCTION
This document is the Two Day Standard Reunification Method Reunification Seminar and Functional Exercise manual for the Operation SRM-REx. This manual provides Players with the goals and objectives of the exercise, scenario details, and general issues for discussion.

OBJECTIVES AND CORE CAPABILITIES
Operation SRM-REx provides instruction and will examine the ability of school, district, and public safety organizations to reunite students with the appropriate parent or guardian. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission areas. The objectives and aligned core capabilities are guided by elected and appointed officials and selected by the Exercise Planning Team.

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<th>Exercise Objective</th>
<th>Core Capability</th>
<th>Core Capability Details</th>
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<td>The Reunification Team receives notification of response.</td>
<td>Response</td>
<td>Exercise the Reunification Team notification system</td>
</tr>
<tr>
<td>The Reunification Team follows pre-arrival and arrival requirements.</td>
<td>Situational Awareness</td>
<td>The responds to the appropriate staging point, assess the scene, and prepares to deploy.</td>
</tr>
<tr>
<td>The Reunification Team contacts school staff for pre-reunification information.</td>
<td>Reunification Planning</td>
<td>The Reunification Team works with school staff and assigns roles and responsibilities,</td>
</tr>
<tr>
<td>The Reunification Team sets up equipment for planned reunification.</td>
<td>Team Operations</td>
<td>The team evaluates/sets up the site for reunification.</td>
</tr>
<tr>
<td>The Reunification Team connects students with proper parents/guardians.</td>
<td>Reunification Team Command</td>
<td>All assigned positions function as an integrated team to complete core mission.</td>
</tr>
<tr>
<td>The Reunification Team accounts for each child in the school.</td>
<td>Team Operations</td>
<td>Accountability position continues to account for all kids</td>
</tr>
<tr>
<td>The Reunification Team packs up all equipment/gear and completes incident.</td>
<td>Reunification Team Demobilization</td>
<td>The Reunification Team retrieves all gear and demobilizes from the scene.</td>
</tr>
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</table>
PARTICIPANT ROLES AND RESPONSIBILITIES

The term participant encompasses many groups of people, not just those playing in the exercise. Groups of Players involved in the exercise, and their respective roles and responsibilities, are as follows:

**FACILITATORS**
Facilitators guide exercise play and are responsible for ensuring that participant discussions remain focused on exercise objectives. They are responsible for making sure everyone feels included in the conversation and has the opportunity to participate. They also provide additional information and resolve questions as required.

**PLAYERS**
Players are personnel who have an active role in discussing their real-world roles and responsibilities related to the issues and hazards presented during the TTX. Players respond to the situation presented based on current plans, policies, and procedures and discuss or initiate actions in response to the simulated emergency.

**EVALUATORS**
Evaluators are responsible for observing and documenting all key decisions and discussion points made throughout the TTX to identify strengths and areas for improvement related to exercise objectives.

**OBSERVERS**
Observers view selected segments of the TTX from a designated observation area and must remain within the observation area throughout the exercise. Observers do not directly participate in the exercise. However, they may support the development of player responses during the discussion by asking relevant questions or providing subject matter expertise.

**SPECTATORS (UNRULY CROWD)**
Spectators will be converted to Observers or provided an opportunity to spectate from across the street.

**SUPPORT STAFF**
The exercise support staff includes individuals who perform administrative and logistical support tasks during the TTX (e.g., registration, catering, etc.).

**MEDIA PERSONNEL**
Some media personnel may be present as observers, pending approval by the sponsor organization and the Exercise Planning Team.
PLAYER GUIDANCE

PREREQUISITE
Players should have a basic understanding of the Standard Response Protocol (SRP) or similar all-hazards institutional response.

GUIDELINES
The following player guidelines apply to this exercise:

- This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.
- Players should respond to the scenario using their knowledge of current plans, capabilities, and insights derived from relevant training.
- Players should not focus on the details of the scenario, but rather on the “big picture” concepts depicted. The scenario information is intended only to stimulate conversation and not represent all information that would be available in a real-world incident. Treat the scenario as plausible, assume events occur as presented, and accept the scenario information as the full extent of information available to the players at the time.
- Decisions are not precedent-setting and may not reflect an individual organization’s final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions. Creativity is encouraged.
- Issue identification is not as valuable as suggestions and recommended actions that could improve recovery efforts. Focus on problem-solving and identification of solutions, whether structural, program-based, or policy-oriented.
- There is no “hidden agenda” nor are there any trick questions.
EXERCISE ASSUMPTIONS AND ARTIFICIALITIES

OVERVIEW
In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise Players should accept that assumptions and artificialities are in any exercise, and should not allow these considerations to negatively impact their participation.

ASSUMPTIONS
Assumptions constitute the implied factual foundation for the exercise and, as such, are assumed to be present before the exercise starts. The following assumptions apply to the exercise.

No-Fault – The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems and processes will be evaluated.

Events – The exercise scenario is plausible, and events occur as they are presented.

Reacting – Exercise simulation contains sufficient detail to allow players to react to information and situations as they are presented as if the simulated incident were real.

Real World – Participating agencies may need to balance exercise play with real-world emergencies. Real-World emergencies take priority.

ARTIFICIALITIES
During this exercise, time lines are not real-time and may be accelerated to move the scenario towards specific injects that drive discussion and planning relevant to core capabilities.

REUNIFICATION EXERCISE LOGISTICS

SAFETY
Exercise participant safety takes priority over exercise events. The following general requirements apply to the exercise:

Safety Controller is responsible for participant safety; any safety concerns must be immediately reported to the Safety Controller. The Safety Controller has the ability to stop the exercise for any safety reason.

If a scenario encompasses a real world emergency, the phrase “real-world emergency” will be used to determine a difference between a simulated situation and a real world emergency.

SITE ACCESS
Access to the exercise will be controlled by onsite security. Identity card identification/badged personnel will be required for access to the exercise site.
DEBRIEFINGS
Post-exercise debriefings aim to collect sufficient relevant data to support effective evaluation and improvement planning.

PARTICIPANT FEEDBACK FORMS
Participant Feedback Forms provide players with the opportunity to comment candidly on exercise activities and exercise design. Participant Feedback Forms should be collected at the conclusion of the Hot Wash.

AFTER-ACTION REPORT
The AAR summarizes key information related to evaluation. The AAR primarily focuses on the analysis of core capabilities, including capability performance, strengths, and areas for improvement. AARs also include basic exercise information, including the exercise name, type of exercise, dates, location, participating organizations, mission area(s), specific threat or hazard, a brief scenario description, and the name of the exercise sponsor and POC.

IMPROVEMENT PLANNING
Improvement planning is the process by which the observations recorded in the AAR are resolved through development of concrete corrective actions, which are prioritized and tracked as a part of a continuous corrective action program.

AFTER-ACTION MEETING
The After-Action Meeting (AAM) is a meeting held among decision and policy makers from the exercising organizations, as well as the Lead Evaluator and members of the Exercise Planning Team, to debrief the exercise and to review and refine the draft AAR and Improvement Plan (IP). The AAM should be an interactive session, providing attendees the opportunity to discuss and validate the observations and corrective actions in the draft AAR/IP.
Day 1
Seminar and Tabletop Exercises
DAY 1 AGENDA AND CHECK-INS
DAY 1 LECTURE, FUNCTIONAL DEMONSTRATION, TABLETOP EXERCISE

CHECK-IN
Verify attendance on roster.

SCHEDULE
8:30 Welcome, introductions, exercise overview
8:45 Introductions, Foundation history, Standard Response Protocol (SRP) overview
9:45 Break
10:00 Reunification Incident Command, Standard Reunification Method (SRM) overview, a break will be included
11:45 Lunch on your own
13:00 Crisis Communications
14:00 Note: Breaks will be included
1. Overview
2. SRM-REx Adoption Ceremony Exercise - Operation Howdy
3. SRM-REx Functional Demonstration - Operation Show Me
4. SRM-REx Tabletop Exercise - Operation Build the Team
5. SRM-REx Tabletop Exercise - Operation Set it Up
6. SRM-REx Tabletop Exercise - Operation Red and Itchy
16:30 Lessons Learned and Debrief
17:00 Adjourn for day

DAY 1 LOGISTICS

FACILITY
Classroom, ballroom, cafeteria with round top tables

AUDIO VIDEO
2 independent HD projectors and screens, both visible to all Players
Sound reinforcement system
1 wireless lavalier mic
2 wireless handheld mics
2 tables for laptop and projector
AC Power

MANIFEST
Reunification Cards
Pens
Vests
Lanyard and ID
6' Folding Table
2 chairs
Caution Tape
Stanchions

PERSONNEL
Audience
Host
Presenter
Registration Support
Audio Video Technician
Security
Staging
COURSE DETAIL - MORNING

Course Description
Introduced in 2009, the Standard Response Protocol is a proven enhancement to school safety planning. Thousands of schools in the US and Canada have adopted the program.

Introduced in 2012, the Standard Reunification Method fills a critical void in school safety planning: How to reunite students with their parents after a crisis.

Also included in the training is a segment on Incident Command and how it relates to crisis management for educators.

Summary
SRP/SRM Half Day Seminar introduces the concepts and history of the SRP and the SRM and how to implement the programs.

Target Audience
Educators, Administrators, School and District Safety Teams, Campus Supervisors, Law Enforcement, Fire/EMS, Emergency Managers, Victim Advocates

Number of Students
20-100

Unit 1
Introductions
Duration
15 minutes
Scope Statement
In this module, participants will receive an overview and schedule of the SRP/SRM Seminar. Participants will complete administrative requirements including registration and training rosters.

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

Enabling Learning Objectives
At the conclusion of this module, participants will be able to
- state the goal and summarize objectives for the course,
- describe the course schedule and complete administrative requirements, and
- describe how participant performance is evaluated.

Unit 2
The Standard Response Protocol
Duration
90 minutes
Scope Statement
In this module, participants will receive an overview of the Standard Response Protocol.

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

Enabling Learning Objectives
At the conclusion of this module, participants will be able to
- state a brief history of SRP,
- understand the reasoning behind the program,
- recognize how it can be used in managing daily operational school-based events, and
- recognize the need for standard practices.

Unit 3
Reunification Incident Command
Duration
45 minutes
Scope Statement
This was developed to give participants a top-level, general understanding of the Incident Command System. It is based on the online training IS-100c available from FEMA.

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

Enabling Learning Objectives
At the conclusion of this module, participants will be able to
- state a brief history of NIMS,
- understand basic Incident Command Structure, and
- recognize how it can be used in managing school-based events.

Unit 4
The Standard Reunification Method
Duration
90 minutes
Scope Statement
In this module, participants will receive an overview of the Standard Reunification Method, explore case studies, and understand roles and expectations.

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

Enabling Learning Objectives
At the conclusion of this module, participants will be able to
- state a brief history of SRM
- understand the reasoning behind the program, and
- understand how to plan and conduct a student/parent reunification.
COURSE DETAIL - CRISIS COMMUNICATION

COURSE DESCRIPTION
Whether or not your current duties involve communicating with the media, there may come a point in time that you will be point or supporting Public Information. Crisis Communications provides students with tools and strategies for effective public information delivery.

SUMMARY
Learn vital strategies for effective public information delivery.

TARGET AUDIENCE
Educators, Administrators, School and District Safety Teams, Campus Supervisors, Law Enforcement, Fire/EMS, Emergency Managers, Victim Advocates

NUMBER OF STUDENTS
20-100
OPERATION HOWDY
SRM-REx ADOPTION CEREMONY EXERCISE OVERVIEW

Exercise Name  Operation Howdy

Exercise Info  Duration 10-15 Minutes

Scope  This exercise establishes actors representing student and parent/guardians. It should be accomplished within 10 to 15 minutes.

Mission Areas  Prevention, Protection, Preparedness, Response, and Recovery

Core Capabilities  Exercise preparedness

Objectives  Actors are assigned IDs that are used throughout the rest of the exercise. Student actors are also assigned to Class Leaders and class locations

Threat  The artifice of using exercise Players to represent students and parents demands both explanation and supporting materials.

Scenario  N/A

OPERATION HOWDY GUIDANCE

The purpose of this exercise is to establish student and parent actors. The artifice used are Identification Cards that correspond to unique student parent relationships. The identities on the Identification Cards correspond to respective “Classes or Classrooms.”

FACILITATOR INSTRUCTIONS
1. Identify and segregate actors into two groups using a 1, 2, 1, 2, etc. count among the players.
2. Establish a third group of “Class Leaders.” Each Identification Card page has a corresponding classroom roster.
3. Ask the Class Leader to observe your actions
4. Separate the first pair of Parent and Student IDs from the Identification Card sheet.
5. Hand first group 1 and first group 2 their respective IDs and state the parent's first name as printed on the ID card has adopted the student's first name as printed on the ID card. Example: “Randy. Congratulations, you’ve adopted Clair.”
6. Ask them to exchange text message information. This is how they will communicate later in the exercise.
7. Distribute remaining Identification Cards and associated Roster to a Class Leader, and ask them to repeat the process.
8. Repeat with the remaining Class Leader, Student, and Parent actors.
9. Note: There are 5 student/parent identities per sheet and roster. Class Leaders may be able to accommodate up to 20 total students.

STUDENT INSTRUCTIONS
Student Actors are adopted by Parent Actors. Exchange contact information and report to your Class Leader.

PARENT INSTRUCTIONS
Adopt your student and await instructions for initial exercise location deployment. (Typically back to their seats in the audience.)

CLASS LEADER INSTRUCTIONS
Perform adoption ceremony for each student/parent pair on your roster. When complete stage to Student Assembly Area with Students.
OPERATION SHOW ME
SRM-REx ROLE DEMONSTRATION EXERCISE OVERVIEW

Exercise Name: Operation Show Me
Exercise Info: Duration 20-30 Minutes. Repeat as time allows
Prerequisite: Operation Howdy determines student and parent actors and class leader players
Scope: This exercise functionally demonstrates the following roles used in a reunification:
- Parent Check-in Leader
- Greeter
- Checker
- Accountant
- Reunifier
- Class Leader
Mission Areas: Prevention, Protection, Preparedness, Response, and Recovery
Core Capabilities: Reunifying mock students and mock parents/guardians.
Objectives: 1. To demonstrate the physical process of reunify mock students and mock parents/guardians.
Threat: Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents or guardians.
Scenario: Any event that would demand reunification

OPERATION SHOW ME FACILITATOR GUIDANCE
The purpose of this exercise is to demonstrate the personnel and processes needed to manage a parent’s experience during a reunification.

FACILITATOR INSTRUCTIONS
1. Stage the presentation area for a demonstration of the roles.
   1. Enlist two players to set up a folding table and chair as a check-in area and create a pedestrian corridor with caution tape
   2. Identify a Parent Greeting Area
   3. Identify a Check-in Area
   4. Identify a Reunification Area
   5. Identify a Student Assembly Area
2. Identify Reunification Parent Check-in Leader
   1. Parent Check-in Leader selects Greeter, Checker, Reunifier, and Accountant
   2. Issue Reunification Cards, Pens, Vests, Lanyards with Role IDs, Identifier Bracelet
   3. Stage team at respective locations
3. Instruct Class Leader to bring students to the Student Assembly Area
4. Instruct Class Leader to take attendance, note the time, and issue Identifier Bracelets to Students
5. When all is staged notify Parents to come to the Parent Greeting Area
6. Greeters explain process and provide reunification cards to the Parents as they arrive
7. Parents advance to Parent Check-in Area and provide ID to Checker
8. Checker splits card and returns bottom to Parent and Top to Accountant
9. Parent proceeds to Reunification Area and hands slip to Reunifier
10. Reunifier brings student to parent verifying student is comfortable going home with parent
11. Hugs
Exercise Name | Operation Build the Team
---|---
Exercise Info | Duration 30-45 Minutes.
Scope | This exercise functionally demonstrates the creation and roles associated with:
• a school personnel reunification team
• a school and district personnel reunification team
• a regional reunification team
• a special needs population reunification team.
Mission Areas | Prevention, Protection, Preparedness, Response, and Recovery
Core Capabilities | Identification of personnel for a variety of roles necessary for a variety of reunification scenarios
Objectives | 1. To identify day to day operational role correlation with school, district and public safety reunification teams.
Threat | Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.
Scenarios | • Partial student population reunification at a school
• On-site reunification of entire student population
• Off-site reunification of entire student population
• Off-site reunification of special needs student population

OPERATION BUILD THE TEAM FACILITATOR GUIDANCE
## OPERATION SET IT UP
### SRM-REx TABLETOP EXERCISE #2 OVERVIEW

<table>
<thead>
<tr>
<th>Exercise Name</th>
<th>Operation Set It Up</th>
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<tbody>
<tr>
<td>Exercise Info</td>
<td>Duration 20-30 Minutes.</td>
</tr>
<tr>
<td>Scope</td>
<td>This exercise functionally demonstrates staging a site for reunification:</td>
</tr>
<tr>
<td>Mission Areas</td>
<td>Prevention, Protection, Preparedness, Response, and Recovery</td>
</tr>
<tr>
<td>Core Capabilities</td>
<td>Reunifying mock students and mock parents/guardians.</td>
</tr>
</tbody>
</table>
| Objectives          | 1. Identify locations for various functions used in a reunification  
                     | 2. Determine pedestrian flows                              
                     | 3. Determine traffic flows                                 |
| Threat              | Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians. |
| Scenarios           | Stage a school for a partial student population for reunification  
                     | Stage a community partner for full student population for reunification |
OPERATION RED AND ITCHY
SRM-REx TABLETOP EXERCISE #3 OVERVIEW

Exercise Name: Operation Red and Itchy

Exercise Info: Duration 30-45 Minutes.

Scope: This exercise examines the response of a hazmat incident resulting in an offsite reunification.


Core Capabilities: Reunifying mock students and mock parents/guardians.

Objectives:
1. To appropriately reunify mock students and mock parents/guardians.
2. To practice all capabilities of the School or District Reunification Team.
3. To educate certified, classified, and administrative job positions about reunification.
4. To educate public safety job positions about reunification.

Threat: Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.

Scenario: Contact with a powerful irritant by some students and staff has resulted in an evacuation and offsite reunification of students with appropriate parents or guardians.
Day 2
Functional Exercise
DAY 2 AGENDA AND CHECK-INS
DAY 2 FUNCTIONAL EXERCISE

CHECK-IN
Verify attendance on roster. Rather than traditional role/color coded labels that inevitably end up stuck to the pavement rather than your clothing, pre-printed tyvek wristbands will be provided at check-in indicating roles associated with the exercise.

- Actor
- Controller
- Evaluator
- Facilitator
- Media
- Observer
- Player
- Safety Controller
- Support Staff
- Spectator

SCHEDULE

8:30  Check-in

9:00  Overview and safety briefing

9:15  Players Operation Reunification Team Mobilize - Stage the site

9:15  Actors Operation Howdy Again

9:45  Notification and commence scenario Operation Bad Boy. Bad Boy. (Partial student population reunification)

         Repeat as time allows

11:15  Mock Press Briefing

11:15  Lessons Learned and Debrief

11:45  Lunch

13:00  Notification and commence scenario Operation What’s that Smell?

14:00  Lessons Learned and Debrief

17:00  Demobilize and Adjourn
The Safety Officer should present the safety brief to all exercise participants (e.g., players, observers, controllers, evaluators, media) prior to the start of exercise play. Dependent upon the exercise schedule and number of venues, it may be necessary to repeat the safety brief a number of times to ensure that all participants receive the brief. Planners should edit and/or expand the brief as appropriate for your jurisdictional specific exercise, however, it is recommended that at a minimum the below information be covered.

- Participant safety takes priority over exercise events. All players, observers, and exercise staff (e.g., controllers, evaluators, support staff) share the responsibility to ensure the safety of all involved in the exercise and have the power to stop exercise play if a safety problem is identified and cannot be immediately resolved.

Safety Officer Name

is serving as the Exercise Safety Officer and can be identified by

Safety Officer Identifying Feature

- All Controllers will also service as safety observers during exercise play.
- If exercise play needs to be stopped for any reason, the phrase "stop exercise" will be communicated via available communication tools. The Exercise Director and Safety Officer are responsible for determining if and when exercise play can resume and informing participants of such.
- In the event of an emergency or injury, the phrase "real world emergency" should be used and exercise play stopped immediately. Those observing the emergency should render aid as appropriate for their level of training and/or call 9-1-1 as warranted. A controller should be notified of the situation as soon as feasible.
- All communications should begin and end with the phrase "this is an exercise." Given the nature of the exercise subject, it is critical to ensure that anyone who may overhear exercise related communications does not misinterpret the communication as related to a real-world incident.
- Observers and media may not enter the areas of exercise play without prior authorization. Non-players must remain in areas designated for their use.
- Law enforcement personnel will remained armed for the duration of the exercise. There are no exercise injects for challenging the authority of law enforcement personnel. All challenges to law enforcement personnel will be considered real-world, with law enforcement personnel responding accordingly. (If this statement does not reflect your jurisdiction’s policy regarding law enforcement remaining armed during the exercise, be sure to change the statement to accurately reflect your weapons policy.)
- Be cognizant of your surrounding and vigilant to avoid slips, trips, and falls.
- Be sure to remain hydrated throughout the exercise.
- Basic personal protective equipment (PPE), i.e., mask or respirator usage, is governed by local health department guidelines.
- If your role in the exercise requires the donning and wearing of additional personal protective equipment, all pre-donning physical assessments (e.g., vital signs) and post-doffing physical assessments and rehab must be completed per your organization’s existing policy.
- A controller will monitor the length of time that each player wears PPE and stop exercise play if a player is noted to be wearing PPE uninterrupted for longer than and/or appears to be experiencing adverse effects from wearing the PPE.
## EXERCISE PERSONNEL SCHEDULE AND REQUIREMENTS

### TIME AND PERSONNEL

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Activity</th>
<th>Exercise Personnel</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:30</td>
<td>Site Sweep</td>
<td>2 Officers</td>
<td>Varied</td>
</tr>
<tr>
<td>8:30</td>
<td>17:00</td>
<td>Site Security</td>
<td>2 Officers</td>
<td>Varied</td>
</tr>
<tr>
<td>8:30</td>
<td>17:00</td>
<td>Safety Officer</td>
<td>1 Worker</td>
<td>Varied</td>
</tr>
<tr>
<td>8:30</td>
<td>17:00</td>
<td>Standby Workers</td>
<td>2 Workers</td>
<td>Varied</td>
</tr>
<tr>
<td>8:30</td>
<td>12:00</td>
<td>Media Coordinators</td>
<td>2 PIOs</td>
<td>Varied</td>
</tr>
<tr>
<td>8:30</td>
<td>9:00</td>
<td>Participant/Observer/Worker Check-in</td>
<td>2 Workers</td>
<td>Exercise Check-in</td>
</tr>
<tr>
<td>8:30</td>
<td>9:00</td>
<td>Media Check-in</td>
<td>1 PIO</td>
<td>Exercise Check-in</td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td>Overview and safety briefing</td>
<td>Facilitators</td>
<td>Meeting Area</td>
</tr>
<tr>
<td>9:15</td>
<td></td>
<td><strong>Players</strong> Reunification Team Mobilize and Stage the site</td>
<td>Players and Actors</td>
<td>Reunification Site</td>
</tr>
<tr>
<td>9:15</td>
<td></td>
<td><strong>Actors</strong> Operation Howdy Again</td>
<td>Players and Actors</td>
<td>Meeting Area</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td>Notification and commence scenario</td>
<td>Players and Actors</td>
<td>Reunification Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operation Bad Boy. Bad Boy. (Partial student population reunification)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat as time allows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td></td>
<td>Mock Press Briefing</td>
<td>Players and Actors</td>
<td>Press Briefing Area</td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td>Lessons learned and debrief</td>
<td>Facilitators</td>
<td>Meeting Area</td>
</tr>
<tr>
<td>11:45</td>
<td></td>
<td>Lunch</td>
<td></td>
<td>On your own</td>
</tr>
<tr>
<td>13:00</td>
<td></td>
<td>Participant/Observer/Worker Check-in</td>
<td>2 Workers</td>
<td>Exercise Re-check-in</td>
</tr>
<tr>
<td>13:05</td>
<td></td>
<td>Notification and commence scenario</td>
<td></td>
<td>Reunification Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operation What’s that Smell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:20</td>
<td>16:00</td>
<td>School Bus Availability</td>
<td>1 Bus Driver</td>
<td>Reunification Site</td>
</tr>
<tr>
<td>16:00</td>
<td></td>
<td>Lessons Learned</td>
<td>Facilitators</td>
<td>Meeting Area</td>
</tr>
<tr>
<td>16:30</td>
<td>17:00</td>
<td>Demobilize and Adjourn for day</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>
MEDIA BRIEFING, SCHEDULE AND EXPECTATIONS

INTRODUCTION
Welcome to the Standard Reunification Method - Reunification Exercise (SRM-REx). As invited Media, there are a few expectations and ground-rules, but there is a strong commitment for Media to get a good story that represents school, district and public safety efforts in a safe, accountable reunification of students with appropriate parents or guardians after a event or crisis impacts a school.

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Keep in mind, this is an exercise. The point of these exercises is to reveal flaws in pre-planning that can only be revealed in a practical exercise of the plan. Exercises also test the capacity of responding organizations and respective personnel.

MEDIA GROUND RULES AND PARTICIPATION IN REUNIFICATION EXERCISE
Every effort will be made to provide opportunity for interviews with select facilitators, Players, and observers.

MOCK PRESS BRIEFING
At 11:15 there will be an opportunity for Media to participate in a mock press briefing. This will simulate an actual briefing.

MEDIA’S ROLE DURING A REUNIFICATION
The Media has a critical role in the aftermath of an event or crisis at a school. Communities rely on timely, accurate information from the Media.

DON’T NAME THEM
Participation and coverage of this event is dependent on Media agreeing to not name perpetrators of active violence events in the coverage or background of this exercise. https://dontnamethem.org

BACKGROUND – 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?”

Today, The “I Love U Guys” Foundation’s programs for crisis response and post-crisis reunification are used in more than 30,000 schools, districts, departments, agencies, organizations and communities around the world.

They are created through the research-based best practices of school administrators, psychologists, public space safety experts, families, and first responders.

STANDARD REUNIFICATION METHOD MEDIA RELATIONS PLAYBOOK
During a reunification, the Foundation offers the following guidance for Media Relations:
• Keep Media off property
• Establish Press Briefing Area near property, but control sight lines
• Acknowledge importance of Media coverage and community communication
• Provide timely accurate information
• Don’t Name Them
• SOCO - Single Overriding Communication Objective
• Bridge - When Media questioning goes adrift

THE REUNIFICATION EXERCISE SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>Activity</th>
<th>Media Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Media Check-in and safety briefing</td>
<td>Mandatory</td>
</tr>
<tr>
<td>10:00</td>
<td>Notification and commence scenario Operation Bad Boy. Bad Boy. (Partial student population reunification)</td>
<td>High</td>
</tr>
<tr>
<td>11:15</td>
<td>Mock Press Briefing</td>
<td>High</td>
</tr>
<tr>
<td>11:30</td>
<td>Lessons learned and debrief</td>
<td>High</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch Break - Interview opportunities with facilitators</td>
<td>High</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Bottled Water Palette</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bull horn</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bungee cords</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Duct/Gaffers Tape</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Emergency contact hardcopy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>English reunification cards</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Extra bull horn batteries</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Extra flashlight batteries</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Flashlights</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Folding chairs</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Folding table (6 foot)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Inventory Sheet</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Job Action Sheet Sets</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mock Roster Set</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mock Student Parent ID Sets</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Parent check in banner</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pens - 24 count boxes</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Podium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popup tent</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Role ID Sets</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Safety vests</td>
<td>50</td>
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<tr>
<td>Set of laminated alphabet sheets (A - Z)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Set of laminated grade sheets (K - 12) Numbered plastic bins with lids</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School Bus</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sandwich Boards</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Signage</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sound Reinforcement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spanish (or another language) reunification cards</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Suntan Lotion</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
OPERATION HOWDY AGAIN
SRM-REx HOWDY AGAIN EXERCISE OVERVIEW

Exercise Name  Operation Howdy Again
Exercise Info  Duration 10-15 Minutes
Scope  This exercise establishes actors representing student and parent/guardians. It should be accomplished within 10 to 15 minutes.
Mission Areas  Prevention, Protection, Preparedness, Response, and Recovery
Core Capabilities  Exercise preparedness
Objectives  Actors are assigned IDs that are used throughout the rest of the exercise. Student actors are also assigned to Class Leaders and class locations
Threat  The artifice of using exercise Players to represent students and parents demands both explanation and supporting materials.
Scenario  N/A

OPERATION HOWDY AGAIN MANIFEST

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Roster</td>
<td>1 Set</td>
</tr>
<tr>
<td>Student ID Cards</td>
<td>1 Set</td>
</tr>
<tr>
<td>Parent ID Cards</td>
<td>1 Set</td>
</tr>
<tr>
<td>Green Wristbands</td>
<td></td>
</tr>
</tbody>
</table>
OPERATION HOWDY AGAIN PLAYER GUIDANCE

The purpose of this exercise is to establish student and parent actors. The artifice used are Identification Cards that correspond to unique student parent relationships. The identities on the Identification Cards correspond to respective “Classes or Classrooms.”

FACILITATOR INSTRUCTIONS

1. Segregate actors into two groups using a 1, 2, 1, 2, etc. count among the players.
2. Establish a third group of “Class Leaders.” Each Identification Card page has a corresponding classroom roster.
3. Ask the Class Leader to observe your actions.
4. Separate the first pair of Parent and Student IDs from the Identification Card sheet.
5. Hand first group 1 and first group 2 their respective IDs and state the parent’s first name as printed on the ID card has adopted the student’s first name as printed on the ID card. Example: “Randy. Congratulations, you’ve adopted Clair.”
6. Ask them to exchange text message information. This is how they will communicate later in the exercise.
7. Distribute remaining Identification Cards and associated Roster to a Class Leader, and ask them to repeat the process.
8. Repeat with the remaining Class Leader, Student, and Parent actors.

Note: There are 5 student/parent identities per sheet and roster. Class Leaders may be able to accommodate up to 20 total students.

STUDENT INSTRUCTIONS

Student Actors are adopted by Parent Actors. Exchange contact information and report to your Class Leader.

PARENT INSTRUCTIONS

Adopt your student and await instructions for initial exercise location deployment.

CLASS LEADER INSTRUCTIONS

Perform adoption ceremony for each student parent pair on your roster. When complete take attendance and keep your student.
OPERATION BAD BOY, BAD BOY

SRM-REx BAD BOY, BAD BOY OVERVIEW

Exercise Name  Operation Bad Boy, Bad Boy. - Planned warrant service in the neighborhood

Exercise Info  Duration 60 Minutes. Repeat as time allows

Scope  This exercise functionally demonstrates the following roles used in a on-site reunification:
- Parent Check-in Leader
- Greeter
- Checker
- Accountant
- Reunifier
- Class Leader
- Public Information Officer

Mission Areas  Prevention, Protection, Preparedness, Response, and Recovery

Core Capabilities  Reunifying mock students and mock parents/guardians.

Objectives
1. Demonstrate the Standard Response Protocol Secure Protocol
2. To appropriately reunify mock students and mock parents/guardians.
3. To practice all capabilities of the School or District Reunification Team.
4. To educate certified, classified, and administrative job positions about reunification.
5. To educate public safety job positions about reunification.

Threat  Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.

Scenario  Planned warrant service activity in the area has resulted in the school establishing the SRP Secure protocol and necessitating the need to reunify students who normally walk home.

OPERATION SRM-REx BAD BOY, BAD BOY MANIFEST

Role IDs  1 Set

Reunification Cards
Pens
Signage

DRAFT
OPERATION HOWDY AGAIN
SRM-REx HOWDY AGAIN EXERCISE OVERVIEW

Exercise Name        Operation Howdy Again
Exercise Info        Duration 10-15 Minutes
Scope                This exercise establishes actors representing student and parent/guardians. It should be accomplished within 10 to 15 minutes.
Mission Areas        Prevention, Protection, Preparedness, Response, and Recovery
Core Capabilities    Exercise preparedness
Objectives           Actors are assigned IDs that are used throughout the rest of the exercise. Student actors are also assigned to Class Leaders and class locations
Threat               The artifice of using exercise Players to represent students and parents demands both explanation and supporting materials.
Scenario             N/A

OPERATION HOWDY AGAIN MANIFEST

Student Roster       1 Set
Student ID Cards     1 Set
Parent ID Cards      1 Set
Green Wristbands     1 Set
OPERATION HOWDY AGAIN PLAYER GUIDANCE

The purpose of this exercise is to establish student and parent actors. The artifice used are Identification Cards that correspond to unique student parent relationships. The identities on the Identification Cards correspond to respective “Classes or Classrooms.”

FACILITATOR INSTRUCTIONS
1. Segregate actors into two groups using a 1, 2, 1, 2, etc. count among the players.
2. Establish a third group of “Class Leaders.” Each Identification Card page has a corresponding classroom roster.
3. Ask the Class Leader to observe your actions
4. Separate the first pair of Parent and Student IDs from the Identification Card sheet.
5. Hand first group 1 and first group 2 their respective IDs and state the parent’s first name as printed on the ID card has adopted the student’s first name as printed on the ID card. Example: “Randy. Congratulations, you’ve adopted Clair.”
6. Ask them to exchange text message information. This is how they will communicate later in the exercise.
7. Distribute remaining Identification Cards and associated Roster to a Class Leader, and ask them to repeat the process.
8. Repeat with the remaining Class Leader, Student, and Parent actors.

Note: There are 5 student/parent identities per sheet and roster. Class Leaders may be able to accommodate up to 20 total students.

STUDENT INSTRUCTIONS
Student Actors are adopted by Parent Actors. Exchange contact information and report to your Class Leader.

PARENT INSTRUCTIONS
Adopt your student and await instructions for initial exercise location deployment.

CLASS LEADER INSTRUCTIONS
Perform adoption ceremony for each student parent pair on your roster. When complete take attendance and keep your student.
OPERATION BAD BOY, BAD BOY
SRM-REx BAD BOY, BAD BOY OVERVIEW

Exercise Name
Operation Bad Boy, Bad Boy. - Planned warrant service in the neighborhood

Exercise Info
Duration 60 Minutes. Repeat as time allows

Scope
This exercise functionally demonstrates the following roles used in a on-site reunification:
- Parent Check-in Leader
- Greeter
- Checker
- Accountant
- Reunifier
- Class Leader
- Public Information Officer

Mission Areas
Prevention, Protection, Preparedness, Response, and Recovery

Core Capabilities
Reunifying mock students and mock parents/guardians.

Objectives
1. Demonstrate the Standard Response Protocol Secure Protocol
2. To appropriately reunify mock students and mock parents/guardians.
3. To practice all capabilities of the School or District Reunification Team.
4. To educate certified, classified, and administrative job positions about reunification.
5. To educate public safety job positions about reunification.

Threat
Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.

Scenario
Planned warrant service activity in the area has resulted in the school establishing the SRP Secure protocol and necessitating the need to reunify students who normally walk home.

OPERATION SRM-REx BAD BOY, BAD BOY MANIFEST

Role IDs
1 Set

Reunification Cards

Pens

Signage
**OPERATION WHAT’S THAT SMELL?**

**SRM-REx OPERATION WHAT’S THAT SMELL? OVERVIEW**

<table>
<thead>
<tr>
<th>Exercise Name</th>
<th>Operation What’s that Smell? Gas leak forces school evacuation and off-site reunification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise Info</strong></td>
<td>Duration 90-120 Minutes. Repeat as time allows</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>This exercise functionally demonstrates the following roles used in a Standard Response Protocol Hold protocol evolving into a transport of students to an off-site reunification:</td>
</tr>
<tr>
<td></td>
<td>• Incident Command</td>
</tr>
<tr>
<td></td>
<td>• Parent Check-in Leader</td>
</tr>
<tr>
<td></td>
<td>• Greeter</td>
</tr>
<tr>
<td></td>
<td>• Checker</td>
</tr>
<tr>
<td></td>
<td>• Accountant</td>
</tr>
<tr>
<td></td>
<td>• Reunifier</td>
</tr>
<tr>
<td></td>
<td>• Class Leader</td>
</tr>
<tr>
<td></td>
<td>• Transportation</td>
</tr>
<tr>
<td></td>
<td>• Liaisons</td>
</tr>
<tr>
<td></td>
<td>• Public Information Officer</td>
</tr>
<tr>
<td><strong>Mission Areas</strong></td>
<td>Prevention, Protection, Preparedness, Response, and Recovery</td>
</tr>
<tr>
<td><strong>Core Capabilities</strong></td>
<td>Reunifying mock students and mock parents/guardians.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>1. Demonstrate the SRP Hold protocol To appropriately reunify mock students and mock parents/guardians.</td>
</tr>
<tr>
<td></td>
<td>2. To practice all capabilities of the School or District Reunification Team.</td>
</tr>
<tr>
<td></td>
<td>3. To educate certified, classified, and administrative job positions about reunification.</td>
</tr>
<tr>
<td></td>
<td>4. To educate public safety job positions about reunification.</td>
</tr>
<tr>
<td><strong>Threat</strong></td>
<td>Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians.</td>
</tr>
<tr>
<td><strong>Scenario</strong></td>
<td>A ruptured natural gas line in the area has resulted in the need to evacuate and transport students offsite for a full student parent reunification</td>
</tr>
</tbody>
</table>
Operation Howdy Again

Exercise Name: Operation Howdy Again

Exercise Info: Duration 10-15 Minutes

Scope: This exercise establishes actors representing student and parent/guardians. It should be accomplished within 10 to 15 minutes.

Mission Areas: Prevention, Protection, Preparedness, Response, and Recovery

Core Capabilities: Exercise preparedness

Objectives: Actors are assigned IDs that are used throughout the rest of the exercise. Student actors are also assigned to Class Leaders and class locations.

Threat: The artifice of using exercise Players to represent students and parents demands both explanation and supporting materials.

Scenario: N/A

Operation Howdy Again Manifest

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Roster</td>
<td>1 Set</td>
</tr>
<tr>
<td>Student ID Cards</td>
<td>1 Set</td>
</tr>
<tr>
<td>Parent ID Cards</td>
<td>1 Set</td>
</tr>
<tr>
<td>Green Wristbands</td>
<td>1 Set</td>
</tr>
</tbody>
</table>
OPERATION HOWDY AGAIN PLAYER GUIDANCE
The purpose of this exercise is to establish student and parent actors. The artifice used are Identification Cards that correspond to unique student parent relationships. The identities on the Identification Cards correspond to respective “Classes or Classrooms.”

FACILITATOR INSTRUCTIONS
1. Segregate actors into two groups using a 1, 2, 1, 2, etc. count among the players.
2. Establish a third group of “Class Leaders.” Each Identification Card page has a corresponding classroom roster.
3. Ask the Class Leader to observe your actions
4. Separate the first pair of Parent and Student IDs from the Identification Card sheet.
5. Hand first group 1 and first group 2 their respective IDs and state the parent’s first name as printed on the ID card has adopted the student’s first name as printed on the ID card. Example: “Randy. Congratulations, you’ve adopted Clair.”
6. Ask them to exchange text message information. This is how they will communicate later in the exercise.
7. Distribute remaining Identification Cards and associated Roster to a Class Leader, and ask them to repeat the process.
8. Repeat with the remaining Class Leader, Student, and Parent actors.

Note: There are 5 student/parent identities per sheet and roster. Class Leaders may be able to accommodate up to 20 total students.

STUDENT INSTRUCTIONS
Student Actors are adopted by Parent Actors. Exchange contact information and report to your Class Leader.

PARENT INSTRUCTIONS
Adopt your student and await instructions for initial exercise location deployment.

CLASS LEADER INSTRUCTIONS
Perform adoption ceremony for each student parent pair on your roster. When complete take attendance and keep your student.

---

Master Roster By Student First Name

<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>Parent First Name</th>
<th>Parent Last Name</th>
<th>Birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>Abi</td>
<td>Hunter</td>
<td></td>
<td>03/01/2004</td>
</tr>
<tr>
<td>Johnson</td>
<td>Addison</td>
<td>Jaden</td>
<td></td>
<td>07/29/2003</td>
</tr>
<tr>
<td>Williams</td>
<td>Alex</td>
<td>Jamie</td>
<td></td>
<td>05/12/2004</td>
</tr>
<tr>
<td>Jones</td>
<td>Alpha</td>
<td>Jaswinder</td>
<td></td>
<td>08/06/2003</td>
</tr>
<tr>
<td>Brown</td>
<td>Altair</td>
<td>Jordan</td>
<td></td>
<td>02/19/2003</td>
</tr>
<tr>
<td>Davis</td>
<td>Angel</td>
<td>Justice</td>
<td></td>
<td>04/24/2003</td>
</tr>
<tr>
<td>Miller</td>
<td>Austyn</td>
<td>Kassidy</td>
<td></td>
<td>10/01/2003</td>
</tr>
<tr>
<td>Wilson</td>
<td>Autumn</td>
<td>Kelly</td>
<td></td>
<td>05/20/2004</td>
</tr>
<tr>
<td>Moore</td>
<td>Avery</td>
<td>Kelsey</td>
<td></td>
<td>10/17/2003</td>
</tr>
<tr>
<td>Taylor</td>
<td>Avi</td>
<td>Kendall</td>
<td></td>
<td>03/17/2004</td>
</tr>
<tr>
<td>Anderson</td>
<td>Bailey</td>
<td>Kennedy</td>
<td></td>
<td>01/18/2003</td>
</tr>
<tr>
<td>Thomas</td>
<td>Blair</td>
<td>Kim</td>
<td></td>
<td>03/25/2004</td>
</tr>
<tr>
<td>Jackson</td>
<td>Bliss</td>
<td>Lark</td>
<td></td>
<td>07/21/2003</td>
</tr>
<tr>
<td>White</td>
<td>Bo</td>
<td>Lauren</td>
<td></td>
<td>05/04/2004</td>
</tr>
<tr>
<td>Harris</td>
<td>Brady</td>
<td>Lee</td>
<td></td>
<td>01/21/2004</td>
</tr>
<tr>
<td>Garcia</td>
<td>Brier</td>
<td>Lindsay</td>
<td></td>
<td>05/18/2003</td>
</tr>
<tr>
<td>Martinez</td>
<td>Brin</td>
<td>Logan</td>
<td></td>
<td>09/23/2003</td>
</tr>
<tr>
<td>Robinson</td>
<td>Brook</td>
<td>London</td>
<td></td>
<td>01/21/2004</td>
</tr>
<tr>
<td>Clark</td>
<td>Cadence</td>
<td>Lore</td>
<td></td>
<td>03/15/2003</td>
</tr>
</tbody>
</table>
### OPERATION BAD BOY, BAD BOY

**SRM-REx BAD BOY, BAD BOY OVERVIEW**

<table>
<thead>
<tr>
<th>Exercise Name</th>
<th>Operation Bad Boy, Bad Boy. - Planned warrant service in the neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Info</td>
<td>Duration 60 Minutes. Repeat as time allows</td>
</tr>
</tbody>
</table>
| Scope         | This exercise functionally demonstrates the following roles used in a on-site reunification:  
  - Parent Check-in Leader  
  - Greeter  
  - Checker  
  - Accountant  
  - Reunifier  
  - Class Leader  
  - Public Information Officer |
| Mission Areas | Prevention, Protection, Preparedness, Response, and Recovery              |
| Core Capabilities | Reunifying mock students and mock parents/guardians.                              |
| Objectives    | 1. Demonstrate the Standard Response Protocol **Secure** Protocol  
  2. To appropriately reunify mock students and mock parents/guardians.  
  3. To practice all capabilities of the School or District Reunification Team.  
  4. To educate certified, classified, and administrative job positions about reunification.  
  5. To educate public safety job positions about reunification. |
| Threat        | Accountability errors, process errors, and extensive wait times during the reunification of mock students and mock parents/guardians. |
| Scenario      | Planned warrant service activity in the area has resulted in the school establishing the SRP Secure protocol and necessitating the need to reunify students who normally walk home. |

### OPERATION SRM-REx BAD BOY, BAD BOY MANIFEST

<table>
<thead>
<tr>
<th>Role IDs</th>
<th>1 Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reunification Cards</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td></td>
</tr>
<tr>
<td>Signage</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE POSITION SHEET
REUNIFICATION PLAYERS

Accountant Assembles rosters and assists in identifying missing students or staff

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

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

Communications Facilitate radio and other communication needs.

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.

Facilities Coordinate any physical plant needs.

Finance/Administration Chief Establish and manage administrative staff.

Flow Monitor Observe and remedy process hiccups.

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

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

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Logistics Chief Establish and manage logistical staff.

Nutrition Services Provide snacks and water.

Operations Chief Establish and manage operational staff.

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

Planning Chief Establish and manage planning staff.

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

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

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

Runner Assist Incident Command if needed.

Safety Officer Observe site and remedy safety concerns.

School Principal Serve as the “Face of the school” at the Reunification Area.

Scribe Document events. A yellow pad is sufficient.

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

Student Assembly Director Establish and manage the Student Assembly Area.

Transportation Directs transportation needs.

Victim Advocates/Counselors Standby unless needed.

LAW ENFORCEMENT

Command Staff Visibility and participation in management of a reunification.

Sergeants Large scale reunification will demand span of control

Patrol Deputies or Officers Both small and large reunification events often have Patrol assistance.

School Resource Officers Both small and large reunification events often have SRO assistance.

Dispatch Essential communications during lead up and reunification.

Victim Services/Advocates Support for adversely impacted parents, students or families.

FIRE/EMS

Command Staff Visibility and participation in management of a reunification.

Professional and Volunteer Firefighters Can assist with active roles in reunification. Sometimes, simply filling some ICS roles that the school or district cannot.

Professional and Volunteer EMS Can establish first aid during both an exercise and an event.

PUBLIC HEALTH

Hospital Emergency Planners In the case of mass casualty events, reunification may extend to hospitals.

Mental Health Some events may demand on going services or establishment of Family Assistance Centers

PUBLIC SAFETY POSITIONS

The role of Public Safety professionals and volunteers is an essential aspect in both exercising and executing a successful reunification of students with their appropriate parents or guardians. Suggested participation in the exercise as follows:

EMERGENCY MANAGEMENT

Emergency Managers Assist schools and districts in planning, exercising and executing reunification
SAMPLE PARTICIPANT INVITATIONS
The School District has put together a specific Reunification Team to respond to schools after an incident has happened. Our goal is to reunite students and parents/adults in an efficient manner. We would like for you and your child to be a part of the exercise. You would be helping the School District with enhancing procedures for reunification. A parent/teacher informational meeting will be set up prior to the exercise to answer all questions.

In our effort to continuously improve our safety and security protocols the District has created a crisis Reunification Team to assist our schools when parent reunification is required. Our goal is to reunite students with parents/guardians as quickly and efficiently as possible. We are asking for you and your child to help us practice reunification to ensure we’re ready when the protocol is required. A parent/teacher informational meeting will be set up prior to the exercise to answer all questions. Thank you for helping to keep the students of the District safe and secure.

DISTRICT REUNIFICATION TEAM ROSTER
BASE/Nutrition
Security
Finance
Purchasing
Property Management/Training Facilities
Operations
Transportation
Intervention Services
Email CC Supervisors

BRIEFINGS
Site Security
Health
Senior Leader Brief
Controller and Evaluator Brief
Actor Brief
Player Brief
Observer Brief

REUNIFICATION EXERCISE SCRIPT
10:30 – Reunification Team Put on Stand-By for possible mock incident.
11:00 – Reunification Team Arrives at Meridian Elementary.
12:20 – Reunification Team is in Reunification Positions at Meridian Elementary.
12:30 – Mock Evacuation begins at Meridian Elementary.
12:55 – All evacuees are returned to Meridian Elementary for mock Reunification.
13:05 – Reunification begins.
13:40 – Reunification is complete.
**EVALUATORS WORKSHEET**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the reunification team appear to recognize the need to stage in the area of the possible incident site?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did the reunification team appear to use proper signage to help direct parents/guardians to the proper location?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did the team seek out the school staff as soon as possible?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did the team plan and assess the reunification site?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were team positions properly assigned and identified?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were interruptions in workflow identified?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Were all students accounted for?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did the reunification team leave any equipment behind?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>In your own words, please account for all components of the exercise.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>