

THE STANDARD REUNIFICATION METHOD

REX

REUNIFICATION EXERCISE

Reunification Scenarios Instruction and Exercise Guide

The "I Love U Guys" Foundation



**STANDARD™
REUNIFICATION METHOD**

PEACE

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

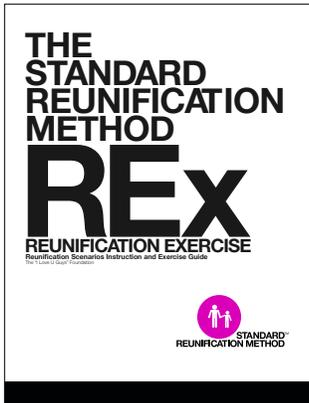
It means to be in the midst of those things and still be calm in your heart.



STANDARD REUNIFICATION METHOD®

CHANGE HISTORY VERSION 1.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	DRAFT 0.1	2021-06-02	Primary Release Version
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The Standard Reunification Method - REX

Standard Reunification Method Reunification Exercise

Version 1.0

ISBN-13:



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.

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SPECIAL THANKS

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

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INTRODUCTION



THE STANDARD REUNIFICATION METHOD

Nearly every day, organizations worldwide experience some kind of incident requiring evacuation from their facilities. These events are often non-violent, such as a gas leak or the heat going out at a building. While at other times, the incident is more nefarious. Whatever the cause, when these events happen at a school or during a school event, school officials must ensure efficient and accurate parent/guardian reunification with their students. The “I Love U Guys” Foundation has developed the Standard Reunification Method (SRM) in response to this need. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification.

The Standard Reunification Method provides organizations with proven tools and procedures to plan and practice successful reunification regardless of the cause. The purpose of these materials and the resulting classroom training, functional demonstrations, and exercises are to prepare organizations to reunify students with their respective parents or guardians.

Successful planning and implementation will also demand partnerships with all responding agencies participating in crisis response. The Standard Reunification

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

Keep in mind that this is an evolving process. While there is a smattering of science in these methods, there is undoubtedly more art. Site-specific considerations will impact how these practices can be integrated into organizational safety plans. Successful planning and implementation will also demand partnerships with all responding agencies involved in crisis response.

EVENT TERMINAL LEARNING OBJECTIVE

By the end of the exercise, participants will be able to establish incident command at a reunification site, assign roles, set up location according to the Standard Reunification Method, appropriately reunite students with parents/guardians, and demobilize.



**STANDARD™
REUNIFICATION METHOD**

SRM-REX WORKSHOP OVERVIEW

CLASSROOM TRAINING, DEMONSTRATION, AND ACTIVITIES (DAY 1)

The Standard Reunification Method Training Seminar and corresponding Reunification Exercise (SRM-REx) are intended to prepare emergency response personnel to handle, organize, and reunite individuals who have experienced an emergent event regardless of the cause. We recommend that the training seminar be completed before running the exercise. The seminar and exercise can be performed on back-to-back days or separated as needed due to the scheduling requirements of your organization.

It is recommended to complete both events during the first year of using the SRM. Following initial implementation, we recommend conducting the exercise annually at a minimum, and the training seminar every three years. Alternatively, you can complete both sessions annually if your scheduling permits. These materials are freely available and can be used without any additional training.

If possible, we recommend that your organization's lead planner attend one of our training events. Your organization's representative will learn best practices from our instructors and partners, which they can bring back and implement or improve upon. Attendees will be taught the concepts contained in the SRM during the training conducted on Day One and perform several reunifications during the exercise on Day Two.

After completing both sessions, the organization's reunification team will be equipped to develop organization-specific reunification plans and training events. It will be necessary to conduct several drills using local policy as guidance before the team is ready to perform a reunification under real-world conditions and during an actual event. Keep in mind that these skills are perishable. Maintaining a schedule of refresher drills and other exercises is vital to ensure skills are not lost.

SESSION 1 - OBJECTIVES

By the end of the training session attendees will be able to:

- Describe the Standard Reunification Method and how it interacts with the SRP
- Develop a roster of reunification team members and associated positions for their organization
- Plan the layout of a reunification site from blueprints or other schematics
- Demonstrate the role of each reunification team member's position

For more information on Session 1 please view our presenter's guide located at <https://iloveguys.org>

OPERATION SRM-REX OVERVIEW

REUNIFICATION FUNCTIONAL EXERCISE (DAY 2)

Exercise Name	Operation SRM-REx
Exercise Date	_____
Scope	This exercise trains and exercises the roles and duties used in a reunification
Mission Areas	Prevention, Protection, Preparedness, Response, and Recovery
Core Capabilities	<ul style="list-style-type: none">• Situational Assessment• Mass Care• Operational Coordination
Objectives	<ol style="list-style-type: none">1. Establish the reunification process at the reunification site in accordance with the SRM Operational Guidance.2. Appropriately reunite mock students and mock parents/guardians utilizing the SRM process outlined in the SRM Operational Guidance.3. Practice the capabilities of the School or District Reunification Team to coordinate with local public safety and emergency response personnel in accordance with local emergency operations plans and agreements.
Threat	An unspecified event that has caused an evacuation of a school to a reunification site.
Scenarios	Reunification team has arrived at the reunification site and needs to implement the Standard Reunification Method to prepare for student and parent/guardian arrival.
Participating Organizations	<ul style="list-style-type: none">• The “I Love U Guys” Foundation• School personnel• District personnel• Public Safety personnel• Emergency personnel• Public Health personnel
Sponsoring Organizations	The “I Love U Guys” Foundation and, _____
Point of Contact	REx Coordinator, The “I Love U Guys” Foundation Phone: 303.426.3100 email: rex@iloveugays.org
Prerequisites	Players should have a basic understanding of the Standard Response Protocol (SRP) or similar all-hazards institutional response. Attendance at Session 1-The SRM Training Seminar will meet these criteria.
Target Audience	Representatives from agencies and organizations involved in reunification to include school and district personnel, public safety, community partners and others.
Number of Participants	For an initial REx training, we recommend no more than 120 participants. This number allows for every participant to experience a reunification from the perspective of a team member, a parent, a student, and an observer. As your reunification team develops, you can perform more advanced training exercises.

GENERAL INFORMATION



INTRODUCTION

This document is the Standard Reunification Method Reunification Functional Exercise Plan for Operation SRM-REx. An ExPlan is used during operations-based exercises to provide players with the goals and objectives of the exercise, scenario details, and general issues for discussion. Exercises are opportunities for organizations to plan, practice, and validate specific capabilities while also providing opportunities to identify areas of improvement. When we refer to exercises we do not mean an evaluation that is pass/fail, but rather a training event that offers the opportunity for team members to conduct

an operation outside of their normal day-to-day responsibilities.

The Reunification Exercise (REx) will give participants the opportunity to participate in and conduct a parent/student reunification. This exercise is composed of multiple operations and will last approximately 8 hours. The event should take place at a reunification site or simulated location. We recommend your jurisdiction conducts one REx per year at a minimum. Ideally, you would be able to conduct more than that.

OBJECTIVES AND CORE CAPABILITIES

The objectives below describe the expected outcomes of the exercise. The objectives are linked to core capabilities, which are distinct for every organization and tied to their mission area. The objectives and aligned core capabilities are guided by elected and appointed officials and selected by the Exercise Planning Team.

Mission Area	Core Capability	Exercise Objective
Response	Situational Assessment	Establish the reunification process at the reunification site in accordance with the SRM Operational Guidance version 3.0
Response	Mass Care	Appropriately reunite student Players and parent/guardian Players utilizing the SRM process outlined in the SRM Operational Guidance version 3.0
ALL	Operational Coordination	To practice all capabilities of the School or District Reunification Team in coordination with local public safety and emergency response personnel in accordance with local emergency operations plans.

PARTICIPANT INFORMATION



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 exercise. 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 exercise to identify strengths and areas for improvement related to exercise objectives.

OBSERVERS

Observers view selected segments of the exercise 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 a distance.

SUPPORT STAFF

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

MEDIA PERSONNEL

Some media personnel may be present as observers, pending approval by the hosting 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.



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

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

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 the difference between a simulated situation and a real-world emergency.

Anyone who observes a participant who is seriously ill or injured will immediately notify emergency services and the closest controller and, within reason and training, render aid.

WEAPONS POLICY

All participants will follow relevant weapons policies for the jurisdiction the exercise is taking place. Note that law enforcement officers will be participating and may be armed.

SITE ACCESS AND SECURITY

Access to the exercise will be controlled by onsite security. Identity card identification/badged personnel will be required for access to the exercise site.

POST EXERCISE AND EVALUATION ACTIVITIES



DEBRIEFINGS

Post-exercise debriefings (commonly known as Hot Washes) 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

A written 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 point of contact (POC).

IMPROVEMENT PLANNING

Improvement planning is the process by which the observations recorded in the AAR are resolved through the 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 policymakers 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.

AGENDA AND CHECK-IN

CLASSROOM TRAINING, DEMONSTRATION, AND ACTIVITIES (DAY 1)

CHECK-IN

Verify attendance on the roster.

SCHEDULE

7:30-8:00	Check-in
8:00	District/Host Welcome
8:10	Introductions (instructors and attendees)
8:30	Unit 1 - Course overview, Foundation history, Standard Response Protocol (SRP) Overview
9:30	Break
9:45	Unit 2 - SRP Continued
10:45	Break
11:00	Unit 3 - Reunification Incident Command Unit 4 - Standard Reunification Method (SRM) Part 1
12:00	Working Lunch – Crisis Communications & SRM Demonstration Set-Up
13:00	Unit 4 Continued - SRM Part 2
14:00	Break
14:15	SRM Demo/Walk-Through
15:15	Break
15:30-16:00	Tabletop Exercises (as many iterations as time allows)
16:00	Day 1 Debrief
16:30	Adjourn for the day

AGENDA AND CHECK-IN

SRM-REX FUNCTIONAL EXERCISE (DAY 2)

CHECK-IN

Verify attendance on the roster. Give every participant an "I Love U Guys" branded playing card. These cards will be used to determine roles for the first iteration of the training exercise.

SCHEDULE

7:30-8:00	Check-in
8:00	Welcome, Overview and Safety Briefing
8:30	Site set-up and role assignments
9:00	Notification and commence exercise with injects #1 and #2. (Switch participant roles and repeat exercise as time allows)
11:15	Mock Press Briefing (if scheduled)
11:45	Morning Lessons Learned and Debrief
12:00	Lunch
13:00	*Change layout of reunification site* Notification and commence exercise (new layout) with injects #1 and #2. (Switch participant roles and repeat exercise as time allows)
14:00	Afternoon Lessons Learned and Debrief
17:00	Demobilize and Adjourn

SAFETY BRIEFING

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 following information be covered.

Participant safety takes priority over exercise events. All participants 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 Identification

- All Controllers will also serve 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 remain 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 surroundings 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 prescribed by policy and/or appears to be experiencing adverse effects from wearing the PPE.

SITE SET-UP AND ROLE ASSIGNMENTS



After conducting the welcome, discussing participant information, and giving the safety brief, the site set up and role assignments will start.

INSTRUCTIONS

1. Break participants into their four groups of Parent role Players, Student role Players, reunification team members, and Observers.
2. Parent and students will participate in “Operation Howdy”.
3. Following “Operation Howdy,” Parent Players will move to a staging location to await the call to pick up their student.
4. Following role assignments, Student Players will move to a staging location with the class leader to await reunification.
5. Once all roles have been assigned and the site is set, the training events will commence.
6. Exercise commences with Inject #1 (see below)
7. Reunification team members will begin to assess the reunification site and develop a site layout.
8. Observers will observe and take notes as necessary.
9. Once the reunification team has completed setup and is ready, inject #2 will notify parents of the situation.
10. Following inject #2 parents will arrive at the parking area and the reunification team will begin to process them through.

Injects

1. **Announcement For Reunification Team:** “Exercise, Exercise, Exercise. The school has implemented the *Evacuate protocol*. All students and staff are being transported to the reunification site. All reunification team members report to the reunification site immediately for assignments. This is an exercise.”
2. **Parent phone call and text message:** “Exercise, Exercise, Exercise. Hello, “We are implementing the *Evacuate protocol*. All students are being transported to our off-site reunification facility. Please travel to the location and follow the posted signs and directions of school or public safety officials. No students or staff have been injured and this evacuation is precautionary. This is an exercise.”

OPERATION HOWDY

The purpose of this event is to establish Student and Parent Players. The artifice used is Identification Cards that correspond to unique student-parent relationships. The identities on the Identification Cards correspond to respective "Classes or Classrooms."

INSTRUCTIONS

1. Participants should be familiar with this activity from Session 1. Assign a Class Leader to identify and segregate participants 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. The Class Leaders will separate the Parent and Student IDs from the Identification Card sheet and hand the Players their respective IDs.
4. Remember the adoption ceremony! Example: "Randy. Congratulations, you've adopted Clair."
5. Ask them to exchange text message information. This is how they will communicate later in the exercise.

Note: There are 5 student/parent identities per sheet and roster. Class Leaders may be able to accommodate up to 25 total students.

CLASS LEADER INSTRUCTIONS

Perform an adoption ceremony for each student/parent pair on your roster. When complete:

- Stage to Student Assembly Area with Students
- Don Safety Vest and Green Wristband
- Take attendance using Student Roster
- Affix Green Wristbands to Students

STUDENT INSTRUCTIONS

Parent Players adopt Student Players—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.)

OPERATION HOWDY MANIFEST		Quantity
Student Roster		1 Set
Student ID Cards		1 Set
Parent ID Cards		1 Set
Green Wristbands		1 Set
Safety Vest		1

PARENT ID

Randy Adams
Your student's name is:
Clare Adams
Student's birthday: 01/02/2011

STUDENT ID

Clare Adams
Your parent's name is:
Randy Adams
Your birthday is: 01/02/2011

PARENT ID

Merle Allen
Your student's name is:
Casey Allen
Student's birthday: 01/10/2011

STUDENT ID

Casey Allen
Your parent's name is:
Merle Allen
Your birthday is: 01/10/2011

PARENT ID

Kennedy Anderson
Your student's name is:
Bailey Anderson
Student's birthday: 01/18/2011

STUDENT ID

Bailey Anderson
Your parent's name is:
Kennedy Anderson
Your birthday is: 01/18/2011

PARENT ID

Steph Bailey
Your student's name is:
Haven Bailey
Student's birthday: 01/26/2011

STUDENT ID

Haven Bailey
Your parent's name is:
Steph Bailey
Your birthday is: 01/26/2011

PARENT ID

Raven Baker
Your student's name is:
Cody Baker
Student's birthday: 02/03/2011

STUDENT ID

Cody Baker
Your parent's name is:
Raven Baker
Your birthday is: 02/03/2011

Adams - Baker

Last	Student	Parent	Birthday	Notes
Adams	Clare	Randy	01/02/2011	
Allen	Casey	Merle	01/10/2011	
Anderson	Bailey	Kennedy	01/18/2011	
Bailey	Haven	Steph	01/26/2011	
Baker	Cody	Raven	02/03/2011	

1

SRM MEDIA RELATIONS PLAYBOOK

During a reunification, the Foundation offers the following guidance for Media Relations:

- Keep Media off the property
- Establish Press Briefing Area near the property, but control sight lines
- Acknowledge the importance of Media coverage and community communication
- Provide timely and accurate information
- Don't Name Them
- SOCO - Single Overriding Communication Objective
- Bridge - When Media questioning goes adrift

MEDIA BRIEFING SCHEDULE AND EXPECTATIONS

Below is a sample of how to conduct a media briefing if the media is going to be on-site during your exercise.

INTRODUCTION TO MEDIA PEOPLE

“Welcome to the Standard Reunification Method - Reunification Exercise (SRM-REx). 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.

There is mutual interest in a media story covering the school, district, and public safety efforts to prepare for a safe, accountable reunification of students with appropriate parents or guardians after an event or crisis impacts a school. 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

As invited Media, there are a few expectations and ground rules. Please remain in the media staging area. If you would like to film from other locations please get permission from the PIO. Every effort will be made to provide opportunities for interviews with select facilitators, Players, and observers.

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>

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. There have been several instances of inaccurate reunification site reporting that led to confusion among parents. The media needs to ensure they are reporting the correct locations. Usually, this information will come from the school or district, most likely the PIO or superintendent, and not from law enforcement.

Mock Press Briefing

At 11:15 there will be an opportunity for the Media to participate in a mock press briefing. This will simulate an actual briefing. (We rarely encounter press motivation in this area but we like to leave the door open in case they choose to participate)

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.

MEDIA REUNIFICATION EXERCISE SCHEDULE



Start	Activity	Media Interest
10:00	Media Check-in and safety briefing	Mandatory
10:00	Notification and commence scenario Operation Bad Boy. Bad Boy. (Partial student population reunification) Repeat as time allows	High
11:15	Mock Press Briefing	High
11:30	Lessons learned and debrief	High
11:45	Lunch Break - Interview opportunities with facilitators	High

MANIFEST-EXERCISE FACILITATOR

REx Box Manifest (Provided by "I Love U Guys")	Quantity
Decks Playing Cards	3
Vests	25
Lanyards Red	50
Lanyards Green	5
Reunification Cards	200
Caution Tape	1
Badge Holders	50
Pens	12
Large Clipboard	1
Small Clipboard	4
Wristbands Green	150
Wristbands Pink	150
Safety Scissors	2
First Aid Kit	1
Role IDs Set of 66, Attendance Sheets, Master Roster	3
GMRS Radios	3
Reunification Job Action Sheet Packs	4
Impacted Site Job Action Sheet Packs	4
Set Directional Poster Representations (8.5 x 11)	1
Process Book	1
Impacted Site Instructions Book	1
Reunification Site Instructions Book	1
Parent Student ID Sheets	
Attendance Sheet	
Master Roster	

MANIFEST-EXERCISE HOST

SRM-REx Host Organization Manifest	Quantity
Bottled Water Palette	1
Sound reinforcement (i.e. Bull horn/Portable PA)	1
Emergency contact hardcopy	2
Extra bull horn batteries	4
Extra flashlight batteries	12 Sets
Flashlights	12
Folding chairs	12
Folding table (6 foot)	4
Podium	
Popup tent	2
Sandwich Boards	6
Sunscreen Lotion	2

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 to 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.

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:

LAW ENFORCEMENT

Command Staff Visibility and participation in management of a reunification.

Sergeants Large scale reunification will demand span of control

Detectives (optional) Detectives may be used to interview students or staff following an event. While we are not simulating an event it may be beneficial for detectives to be familiar with the process.

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

Traffic Control Additional officers and variable message signage may be needed for public roads near site

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.

EMERGENCY MANAGEMENT

Emergency Managers Assist schools and districts in planning, exercising and executing reunification

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 ongoing services or establishment of Family Assistance Centers

DEFINITIONS AND ACRONYMS

CORE CAPABILITY DEFINITIONS:

Core capabilities are distinct critical elements necessary for an organization to achieve its mission goals.

Situational Assessment - Provide all decision-makers with decision-relevant information regarding the nature and extent of the hazard, any cascading effects, and the status of the response.

Mass Care - Provide life-sustaining and human services to the affected population, including hydration, feeding, sheltering, temporary housing, evacuee support, reunification, and distribution of emergency supplies.

Operational Coordination - Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

ACRONYMS

POC - Point of Contact

REx - Reunification Exercise

SOCO - Single Overriding Communication Objective

SRM - Standard Reunification Method

SRP - Standard Response Method

TTX - Tabletop Exercise

ADDITIONAL RESOURCES

Below are some additional resources to help with the facilitation, planning, and lead-up to the exercise.

SAMPLE DISTRICT REUNIFICATION TEAM ROSTER

Position	Name	Day-to-Day Role	Phone Number	Email Address
Reunification Site Incident Commander				
Parent Check-In Supervisor				
Greeter Supervisor				
Reunification Area Supervisor				
Student Assembly Area Supervisor				
Exit Director				
Public Information Officer				
Reunification Site Transportation Supervisor				
Bus Controller				
Victim Advocate				
Entertainment Director				
Greeters				
Checkers				
Reunifiers				
Impacted School Incident Commander				
Impacted Site Transportation Supervisor				
Impacted Site Student Assembly Area Supervisor				

RECOMMENDED ATTENDEES

We have found that a minimum of 50 participants is the ideal minimum needed to effectively run the training exercises. Any less than that does not allow for all the roles to be filled (parents, students, reunification team, etc.) If you have to conduct the training with less you can, just get creative.

The maximum number of roles within the exercise is 100. We have effectively run training events with an additional 25 observers, the observers will eventually rotate into active roles. However, anything over 25 observers turns into an unruly crowd so 125 participants are the absolute max for an effective training event.

Below is our list of recommended attendees.

Note: You may not be able to accommodate all of these individuals in a single training event. However, they should become familiar with the process either through additional training with us or through information seminars provided by your organization.

SCHOOL PERSONNEL

If the training is district-wide we recommend having representation from each level i.e. elementary, middle, and high school.

- Administrators
- Facilities Personnel
- Safety & Security/SROs
- Food Services
- Administrative Staff
- Counselors
- Nurses
- Teachers

DISTRICT PERSONNEL

- Superintendent
- School Board
- Cabinet
- Information Technology
- Communications
- District Dispatch
- Mental Health
- Student Services
- Facilities
- Safety & Security
- Food Services
- Transportation
- Additional Staff

COMMUNITY RESOURCES

- Public Health (Town/City/County/Region)
- Community Mental Health
- Victim Advocates
- Youth Services (YMCA, Boys & Girls Clubs, Community Centers, etc.)
- Department of Human Services
- Hospitals
- Local Media

PUBLIC SAFETY

- Fire
- EMS
- Police
- Sheriff
- Emergency Managers (Town/City/County/Region)
- Dispatch

SAMPLE PARTICIPANT INVITATIONS

Coordinating Organizations

Dear Sir/Ma'am,

In our effort to continuously improve our safety and security protocols the District has created a Reunification Team to assist our schools when student and parent/guardian reunification is required. Our goal is to reunite students with parents/guardians as quickly and efficiently as possible. We will be conducting a training exercise to allow our team to practice the reunification process. We would like for you and your team members to be a part of the training event.

You would be helping the School District with enhancing procedures for reunification and also our coordination efforts between organizations. As you know, it is better to practice our response before an event rather than during one. We will be setting up informational and planning meetings prior to the exercise and would appreciate it if a representative from your organization could attend.

Thank you for helping to keep the students of the District safe and secure.

Respectfully,

Parent/Guardians and Students*

Dear School/District Families,

In our effort to continuously improve our safety and security protocols the District has created a Reunification Team to assist our schools when something happens at one of our buildings rendering it unsafe to stay in, and student pickup is required at a different time and/or place than normal. When that happens, a student and parent/guardian reunification is required.

Our goal is to reunite students with parents/guardians as quickly and efficiently as possible. We will be conducting a training exercise to allow our team to practice the reunification process. 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. Thank you for helping to keep the students of the District safe and secure.

Respectfully,

*It is our recommendation to limit participation in the initial exercises to adults and organization staff personnel. As your team becomes more advanced and prepared you may wish to invite select student groups or parents to participate.

EVALUATORS WORKSHEET

This form would be used by an evaluator or outside observer

Did the reunification team appear to recognize the need to stage in the area of the possible incident site?	Yes	No
Did the reunification team appear to use proper signage to help direct parents/guardians to the proper location?	Yes	No
Did the team seek out the school staff as soon as possible?	Yes	No
Did the team plan and assess the reunification site?	Yes	No
Were team positions properly assigned and identified?	Yes	No
Were interruptions in workflow identified?	Yes	No
Were all students accounted for?	Yes	No
Did the reunification team leave any equipment behind?	Yes	No
In your own words, please account for all components of the exercise.		
What could be done to improve participant experience?		

PARTICIPANT FEEDBACK FORM TEMPLATE

Thank you for participating in this exercise.

Your observations, comments, and input are greatly appreciated and provide invaluable insight that will better prepare our jurisdiction to conduct safe and efficient reunification. Any comments provided will be treated in a sensitive manner and all personal information will remain confidential. Please keep comments concise, specific, and constructive.

Part 1: Participant Information					
Name (optional):					
Agency/organization:					
Position Title:					
Years of Experience in Current Role:					
Number of Exercises Previously Participated in: (please circle the appropriate selection)	0	1-5	6-10	11-15	16
Part 2: Exercise Design (please circle the appropriate selection)	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
Pre-exercise briefings and trainings were informative and provided the necessary information.	1	2	3	4	5
Exercise participants included the correct mix of representatives from organizations, disciplines, and positions.	1	2	3	4	5
Participants were actively involved in the exercise	1	2	3	4	5
Exercise participation was appropriate for someone in my field with my level of experience/training.	1	2	3	4	5
The exercise increased my understanding and familiarity with the capabilities and resources of other participating organizations.	1	2	3	4	5
After this exercise, I am better prepared to conduct a reunification.	1	2	3	4	5

Part 3: Improvement Recommendations (please write recommendations)

1. With regard to the mix of attendees what other exercise participants could/should have been included?

2. What exercise/training materials were most helpful? Please list any additional materials or resources that would be useful for future exercises.

3. Please provide any additional comments or recommendations on how this exercise or future exercises can be improved or enhanced.

SRM-REx CORRESPONDING TABLETOP EXERCISES

Duration

1 Hour 30 minutes (40 minutes for “Operation Build the Team,” 40 minutes for “Operation Set It Up,” and a 10 minute break between exercises)

Overview

These tabletop exercises will give participants the opportunity to talk through the reunification personnel needs and location requirements for a wide variety of situations.

Terminal Learning Objective

By the end of these tabletop exercises, participants will be able to develop reunification team rosters and site layouts for violent and non-violent events, both on and off-site.

OPERATION BUILD THE TEAM OVERVIEW

REUNIFICATION TABLETOP EXERCISE

Exercise Name	Operation Build The Team
Exercise Date	_____
Scope	This exercise allows participants the chance to identify the personnel required for a variety of reunification scenarios.
Mission Areas	Response and Recovery
Core Capabilities	Planning, Situational Assessment, and Operational Coordination
Objectives	<ol style="list-style-type: none">1. Identify the roles needed to conduct various types of reunification in accordance with the SRM Operational Guidance2. Identify differences in reunification site needs and personnel support requirements for various types of reunification events according to SRM Operational Guidance.
Threat	An unspecified event has caused a need for student and parent/guardian reunification
Scenarios	<p><u>Scenario 1 - On-site reunification of a partial student population</u> Students who normally walk home need to be reunified with a parent or guardian.</p> <p><u>Scenario 2 - On-site reunification of the entire student population</u> Students need to be released before normal dismissal time.</p> <p><u>Scenario 3 -Off-site reunification of the entire student population</u> A full evacuation of the building has occurred and off-site reunification is needed.</p> <p><u>Scenario 4 - Off-site reunification of special needs student population</u> Off-site reunification involving special needs students.</p>
Participating Organizations	<ul style="list-style-type: none">• The “I Love U Guys” Foundation• School personnel• District personnel• Public Safety personnel• Emergency personnel• Public Health personnel
Sponsoring Organizations	The “I Love U Guys” Foundation and, _____
Point of Contact	REx Coordinator, The “I Love U Guys” Foundation Phone: 303.426.3100 email: rex@iloveugays.org
Prerequisites	Players should have a basic understanding of the Standard Response Protocol (SRP) or similar all-hazards institutional response. Attendance at Session 1-The SRM Training Seminar will meet these criteria.
Target Audience	Representatives from agencies and organizations involved in reunification to include school and district personnel, public safety, and community partners and others.
Number of Participants	For an initial REx training, we recommend no more than 120 participants. This number allows for every participant to experience a reunification from the perspective of a team member, a parent, a student, and an observer. As your reunification team develops you can perform more advanced training exercises.

FACILITATOR INSTRUCTIONS - OPERATION BUILD THE TEAM

1. We recommend you have the participants bring a list of reunification team members to the training.
2. Working as a group, instruct the participants to discuss the needed reunification personnel for each scenario.
3. If they have pre-completed forms have them discuss who each person is, their role, and why they are in that role.
4. If they do not have pre-completed forms they will develop draft rosters for their districts. (Reunification role forms are included in the references section of this packet)
5. The groups will identify who will be on the reunification team for each scenario

Scenarios and Example Facilitator Questions

A. Partial student population reunification at a school.

Those students who normally walk are kept at school and need to be reunified with a parent or guardian.

1. Who will be involved in this scenario?
2. Does the district get involved or only school officials?
3. Where will reunification take place?
4. Will it be beneficial to have a law enforcement presence at the reunification site?

B. On-site reunification of the entire student population

Students need to be released before normal dismissal time.

1. Who will be involved in this scenario?
2. Does the district get involved?
3. Where will reunification take place?
4. Will it be beneficial to have a law enforcement presence at the reunification site?

C. Off-site reunification of the entire student population

A full evacuation of the building has occurred and off-site reunification needs to take place.

1. Who will be involved in this scenario?
2. What is different for an off-site reunification vs. on-site?
3. Who is the point of contact for transportation?

D. Off-site reunification of special needs student population

Off-site reunification involving special needs students

1. Do special needs students go to the same location as the rest of the student body?
2. What are the transportation requirements? Are there any different personnel requirements? Either additional or fewer?

OPERATION SET IT UP OVERVIEW REUNIFICATION TABLETOP EXERCISE

Exercise Name	Operation Set It Up
Exercise Date	_____
Scope	This exercise allows participants the chance to talk through and sketch a reunification site
Mission Areas	Response and Recovery
Core Capabilities	Planning, Situational Assessment, and Operational Coordination
Objectives	<ol style="list-style-type: none">1. Identify locations for various types of reunification in accordance with the SRM Operational Guidance2. Using blueprints, sketches, or images, determine pedestrian flows for reunification sites in accordance with the SRM Operational Guidance3. Using blueprints, sketches, or images, determine vehicle traffic flows for reunification sites in accordance with the SRM Operational Guidance
Threat	An unspecified event has caused a need for student and parent/guardian reunification
Scenarios	<p>Scenario 1 - On-site reunification of a partial student population Students who normally walk home need to be reunified with a parent or guardian.</p> <p>Scenario 2 -Off-site reunification of the entire student population A full evacuation of the building has occurred and off-site reunification is needed.</p>
Participating Organizations	<ul style="list-style-type: none">• The “I Love U Guys” Foundation• School personnel• District personnel• Public Safety personnel• Emergency personnel• Public Health personnel
Sponsoring Organizations	The “I Love U Guys” Foundation and, _____
Point of Contact	REx Coordinator, The “I Love U Guys” Foundation Phone: 303.426.3100 email: rex@iloveguys.org
Prerequisites	Players should have a basic understanding of the Standard Response Protocol (SRP) or similar all-hazards institutional response. Attendance at Session 1-The SRM Training Seminar will meet these criteria.
Target Audience	Representatives from agencies and organizations involved in reunification to include school and district personnel, public safety, and community partners and others.
Number of Participants	For an initial REx training, we recommend no more than 120 participants. This number allows for every participant to experience a reunification from the perspective of a team member, a parent, a student, and an observer. As your reunification team develops you can perform more advanced training exercises.

FACILITATOR INSTRUCTIONS - OPERATION SET IT UP

1. Have the participants work in groups to discuss potential reunification sites in their jurisdiction
2. Participants will sketch building diagrams and talk through possible reunification setups
3. Have groups discuss the differences, both logistically and needed completion time, between an on-site partial reunification and an off-site full reunification.