

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Schools, Districts, Departments and Agencies
The "I Love U Guys" Foundation

SRP K12 Version 2.0



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

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.



CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol - V2 An Overview of What's New in the Standard Response Protocol

ABOUT PACE

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

ABOUT OSBA AND SDAO

The Oregon School Boards Association (OSBA) and the Special Districts Association of Oregon (SDAO) are not-for-profit, member-owned associations with

long histories of representing public entities in the state of Oregon. OSBA formed Oregon's first education based property-casualty pool in 1985. Also, since 1985, SDAO has administered a property-casualty risk pool for more than 900 local governmental entities. In 2003, SDAO created their own education based property-casualty pool in an effort to fill a coverage gap created when a major insurer pulled out of the state.

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

THE "I LOVE U GUYS" FOUNDATION AND PACE

In the Summer of 2014 The "I Love U Guys" Foundation and the The Property and Casualty Coverage for Education Trust entered into a Memorandum of Understanding to provide districts in Oregon with materials and training specific to Oregon.



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

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THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?" Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

MISSION

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

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1. Materials are not re-sold.
2. Core actions and directives are not modified.
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 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *followed by a Location*
 - 2.4. Shelter - *followed by a hazard and safety strategy*
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
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 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

CERTIFICATION PROGRAMS

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

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

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REQUEST FOR COMMENT

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

Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department or agency, including day time phone.

SRP REVIEW COMMITTEE

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

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

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

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INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating

SRP IS NOT A REPLACEMENT... IT'S AN ENHANCEMENT TO YOUR EXISTING SAFETY PLANS.

this protocol into a school safety plan, for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the "Terms of Art" and "Directives" defined by this protocol.

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

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

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

BEFORE YOU BEGIN

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

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

A CRITICAL LOOK

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

TIME BARRIERS

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

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

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

Finally, the most powerful time barrier in an active shooter event is a locked classroom door. Foundation investigation into past school shootings reveals that no person behind a locked classroom door has ever been physically harmed by an active shooter.

THE STANDARD RESPONSE PROTOCOL

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

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

SRP IS ACTION BASED

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

1. **Lockout** is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within the building.
2. **Lockdown** is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
3. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. **Shelter** is always followed by a hazard and a safety strategy and is the protocol for group and self protection.

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

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

BENEFITS

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

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

LOCKOUT VS LOCKDOWN

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

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

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

TACTICAL RESPONSES

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

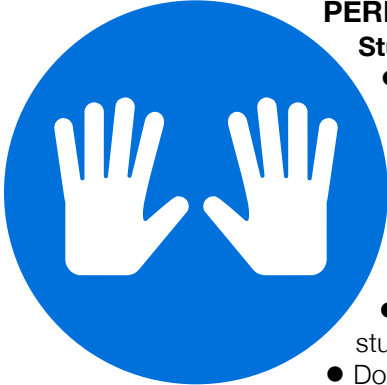


SRP IN A NUTSHELL

4 ACTIONS

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

LOCKOUT - “SECURE THE PERIMETER”



Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

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

LOCKDOWN - “LOCKS, LIGHTS, OUT OF SIGHT”



Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Take roll, account for students

EVACUATE - “TO A LOCATION”

Students are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to Evacuation location
- Take roll, account for students



SHELTER - “FOR HAZARD USING A SAFETY STRATEGY”

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Teachers are trained in:

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



1 DEMAND

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

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

PROTOCOL DETAILS

SUMMARY

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

PREREQUISITES

NIMS CERTIFICATION

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

1. **IS 100** SCA Introduction to Incident Management for Schools
2. **IS 362** School Safety Planning

These courses are available online at <http://training.fema.gov>.

Anticipate 1 to 3 hours per course to successfully achieve certification.

The courses are offered at no charge.

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

SCHOOL SAFETY PROGRAM

Schools incorporating SRP must have written safety plans and ongoing safety programs as identified in the the safety plan.

CREATING TIME BARRIERS

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

DOORS, LOCKS, STRESS AND FIRE MARSHALS

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

Keeping classroom doors locked during class, however, has proven to be disruptive, especially in high school classrooms. Propping a locked door might challenge some jurisdictions' fire code.

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

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

TALK TO THE FIRE MARSHAL

It's important to talk to local fire authorities regarding this "Life Safety" solution. It may be relegated to only buildings with sprinkler systems. Code interpretation varies between authorities.

MEMORANDUMS OF UNDERSTANDING

Establishing Memorandums of Understanding (MOUs) between stakeholders is imperative. In many districts there is a handshake between the Superintendent and the Sheriff or Fire Marshal. Formalized MOUs are a requirement for full adherence to the SRP and should be reviewed and renewed on a scheduled basis.

LIAISONS AND OTHER MOUS

Schools and/or Districts should have a dedicated liaison and a Memorandum of Understanding with city, county or parish law enforcement agencies, fire departments, emergency medical services and emergency managers.

THE "I LOVE U GUYS" FOUNDATION MOUS OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized MOU with The "I Love U Guys" Foundation. Sample MOUs are provided in this material for that purpose. The purpose of this MOU is to confirm adherence to the protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

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

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

These are included within this material.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveguys.org and let know.





LOCKOUT CONDITION

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

PUBLIC ADDRESS

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

ACTIONS

The Lockout Protocol demands bringing students into the main building and locking all outside access points.

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

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

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

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

Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office.

The front office should field information from the classrooms regarding missing or extra students in the classroom.

REPORTER

Lockout is typically reported by emergency dispatch to the school operator. The operator then informs administration and invokes the public address.

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

PREPARATION

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

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

Some campuses may have campus perimeters in addition to building perimeters, such as gates and fences. There may be conditions where the campus perimeter would or would not be affected by Lockout.

Individual Lockout Duty Checklists should be created for each person assigned with either Primary or Secondary Lockout Duty.

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

DRILLS

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

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Lockout. An example would be a campus where

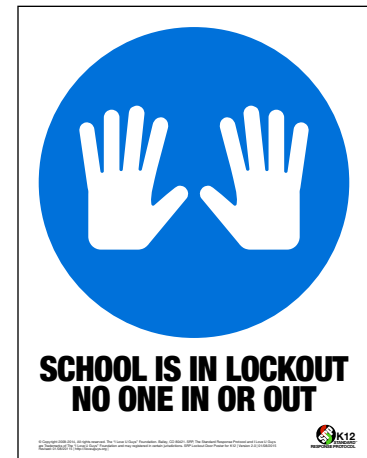
modular building are present. It may be best for students in modular buildings to Evacuate to the main building rather than going to Lockout in the modular building.

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

EXAMPLES OF LOCKOUT CONDITIONS

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

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience





LOCKDOWN CONDITION

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

PUBLIC ADDRESS

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

ACTIONS

The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.

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

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER

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

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

PREPARATION

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

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

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

DRILLS

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



CONTINGENCIES

Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom.

In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.

If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made. Evacuation to a non usual location may be required.

EXAMPLES OF LOCKDOWN CONDITIONS

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

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Active shooter

RED CARD/GREEN CARD

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

Please see the section on Red Card/Green Card/Med Card.



EVACUATE CONDITION

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

PUBLIC ADDRESS

The public address for Evacuate is: **“Evacuate! To a Location”** and is repeated twice each time the public address is performed. For

instance **“Evacuate! To the Flag Pole. Evacuate! To the Flag Pole.”**

ACTIONS

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

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

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

REPORTER

Evacuate is typically called by the school operator or in the case of a police led evacuation, by the responding officer.

PREPARATION

Evacuation preparation involves the identification of facility Evacuation Points, as well as student, teacher, and administrator training for both normal and police led evacuations

EVACUATION ASSEMBLY

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

DRILLS

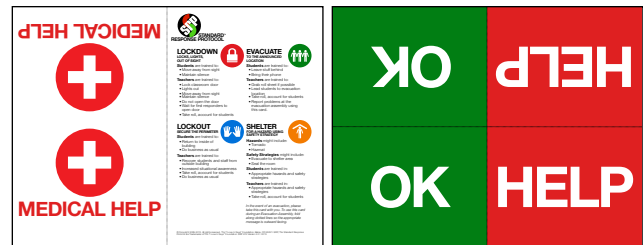
Evacuation drills should be performed twice a year. Fire drills constitute a valid evacuation drill. (Note: Fire Codes often mandate more frequent fire drills.)

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RED CARD/GREEN CARD/MED CARD

After taking roll the Red/Green/Med Card system is employed for administration or first responders to quickly, visually identify the status of the teachers' classes. (Select only one of the three card styles.)

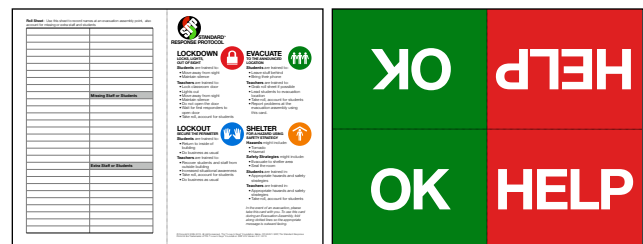


- **Green Card (OK)** - All students accounted for, No immediate help is necessary
- **Red Card (Help)** - Extra or missing students, or vital information must be exchanged
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

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

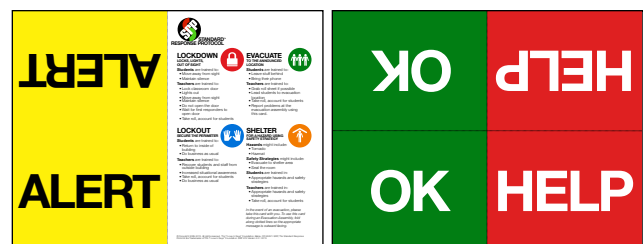
RED CARD/GREEN CARD/ROLL CARD

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



RED CARD/GREEN CARD/ALERT CARD

Another alternative the Red/Green/Alert Card.



(Select only one of these three card styles.)

CONTINGENCIES

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

Special needs evacuation plans should be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

STANDARD REUNIFICATION METHOD

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



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

PUBLIC ADDRESS

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

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

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

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

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected populations.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09. It may be compatible with Pages 6.x for Mac OS X, iOS, or iWork for iCloud beta. Currently, artwork is not available for Microsoft® Word. See FAQs.

1. Our promise to you: Writing you can understand - <https://www.fema.gov/plain-language-act> (URL still active January 2015)



HOLD IN YOUR CLASSROOM

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

The focus of the SRP was in using common language and expectations in a crisis, between students, staff and first responders. While we looked at “Hold in your Classroom” as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. (Although a medical emergency might warrant the action.)

With the mandate of “Keep it Simple,” the decision was made to **not** make “Hold in your classroom” an SRP action at this time. That said, we received requests to include the concept and integrate it into classroom training and materials. While there are numerous variations the following guidelines have been established.

PUBLIC ADDRESS

The public address for Hold is: **“Hold in your classroom”** and is repeated twice each time the public address is performed.

ACTIONS

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

SRP V2 EXPANDED AUDIENCE

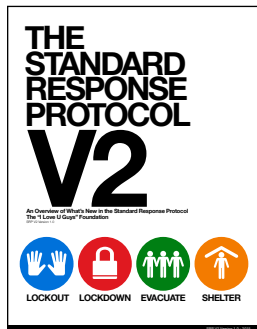
The old adage “Build a better mouse trap and they’ll beat a path to your door,” is apparently true. In developing the original Standard Response Protocol, The “I Love U Guys” Foundation knew that it was an all-hazards, every-age, solution to sharing common language, common actions, and common expectations of behavior, between those impacted by a crisis and first responders. But our mission was youth.

Even though the materials were geared to a K-12 environment, business and institutions made them work. From Credit Unions to Courthouses to Community Colleges to Cathedrals, the SRP has been integrated into safety plans in business, institutions and organizations across the US and Canada.

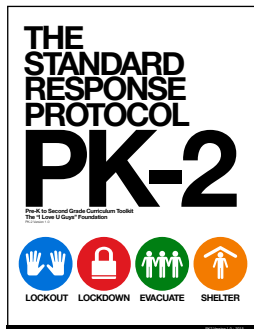
As a result, the Foundation has worked with safety professionals to create materials for all audiences. Additionally, we’ve documented “What’s New” in the Standard Response Protocol. All digital materials are available at no cost at <http://iloveuguy.org>. Printed materials may be purchased through Amazon or the Foundation’s eStore.

SRM V2

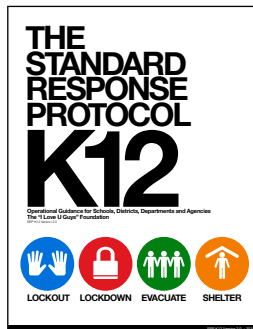
The Standard Reunification Method has also been updated.



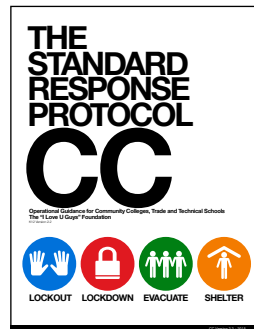
What's New in SRP V2



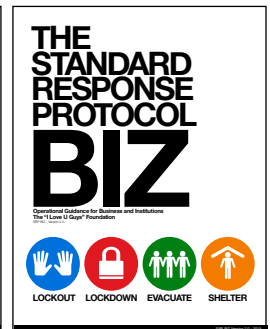
Pre-K to Second Grade



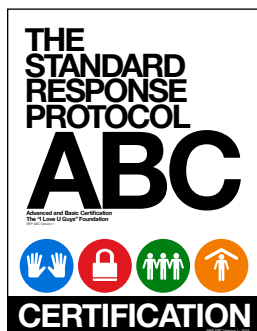
K12 Guidance



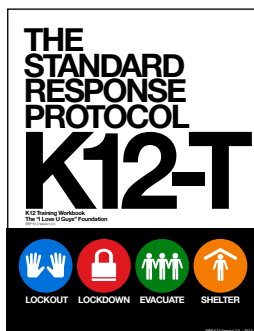
College Guidance



Business Guidance



Certification



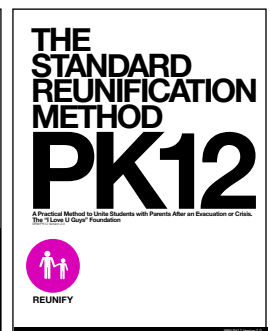
K12 Training



College Training



Business Training



Reunification



LOCKDOWN DRILL INTRODUCTION

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

PREPARATION

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

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

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

Additionally, the following instructions should be delivered to students.

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

PARTNERSHIPS

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

THE EMERGENCY RESPONSE TEAM

A common practice is for the school to have a pre-identified Building/School Emergency Response Team. In a growing number of states, these teams are legislatively mandated to be organized using the Incident Command System. Even if not mandated, this structure is effective for responding to any type of incident and is used by other first responders.

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

THE LOCKDOWN DRILL TEAM

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

The ideal Lockdown Drill Team should include the principal, facilities manager, district safety representatives and law enforcement. In larger schools it's important to have enough people on the team to conduct the drill in a timely manner.

STAFF NOTIFICATION

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

SPECIAL NEEDS CONSIDERATIONS

It is critical to inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

THE PRE-DRILL BRIEFING

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

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

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

CONDUCTING THE DRILL

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

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

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

THE CLASSROOM CONVERSATION

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

WINDOWS

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

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.

LOCKDOWN DRILL WORKSHEET

School _____

Date/Time _____

Team Members _____



Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Notes _____



TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

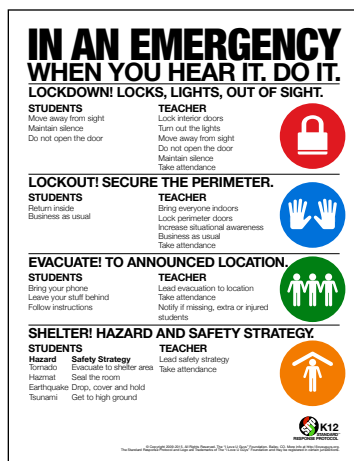
In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is provided as guidance for for a conversation with students.

TALKING TO KIDS ABOUT THE SRP

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

BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.



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

THIS IS SERIOUS.

You are drilling to save lives. A phrase I found useful is, "I'm

trying to keep you safe. I am not going to apologize for trying to save you.

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

SAFE ZONE

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

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

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

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

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

AFTER THE DRILL

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

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

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

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

WHAT IF I AM IN THE HALL?

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

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

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

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

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

WHAT IF I AM OUTSIDE?

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

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

PUBLIC ADDRESS PROTOCOL

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

The following represents the Public Address for The Standard Response Protocol

1. **Lockout! Secure the Perimeter**
2. **Lockdown! Locks, Lights, out of Sight**
3. **Evacuate! To a Location**
4. **Shelter! For Hazard Using Safety Strategy**

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

CLASSROOM POSTERS

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

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

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

CELL PHONES

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

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

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

TRAINING RESOURCES

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

PROGRAM REVIEW

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

SRP REVIEW COMMITTEE

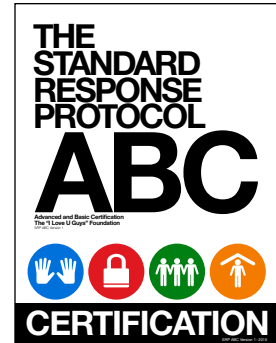
The SRP is locked at version 2. Substantive changes can now only be made after committee review. Change requests can be emailed to srp_rfc@iloveguys.org. Please include all contact information.



ADVANCED AND BASIC CERTIFICATION PROGRAMS

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

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



WHY CERTIFY?

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

WHAT'S IT COST?

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

Organizations are classified as follows:

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

WHAT ARE THE REQUIREMENTS FOR CERTIFICATION?

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

Within those general guidelines are specific program objectives and procedures.

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

ARE THERE ANY GRANTS AVAILABLE?

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

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

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

5. Units of local government and state agencies associated with emergency procedures training and planning shall:
 - 5.1. Review emergency procedures proposed by schools; and
 - 5.2. Assist schools in the instruction and drilling of students in emergency procedures.
6. As used in this section, “school” means any:
 - 6.1. Kindergarten through grade eight public or private school; or
 - 6.2. Educational institution having an average daily attendance of 50 or more students.

[1995 c.312 §2 (enacted in lieu of 336.072); 1997 c.521 §9; 2013 c.463 §1]

**OREGON ADMINISTRATIVE RULES (OAR)
581-022-1420**

Emergency Plans and Safety Programs

1. The school district shall maintain a comprehensive safety program for all employees and students which shall:
2. Include plans for responding to emergency situations.
3. Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.
4. Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
5. Require necessary safety devices and instruction for their use.
6. Require that an accident prevention inservice program for all employees be conducted periodically and documented.
7. Provide assurance that each student has received appropriate safety instruction.
8. Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
9. Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 336.071

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

POLICY SAMPLES

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

THREATS OF VIOLENCE**

Code: **JFCM**

Adopted:

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

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

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

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

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

The principal shall ensure notification is provided to:

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 161.015

ORS 166.210 - 166.370

ORS 332.107

ORS 339.115

ORS 339.240

ORS 339.250

ORS 339.327

ORS 809.060

ORS 809.260

OAR 581-021-0050 to -0075

OAR 581-053-0010(5)

OAR 581-053-0230(9)(k)

OAR 581-053-0330(1)(r)

OAR 581-053-0430(17)

OAR 581-053-0531(16)

OAR 581-053-0630

EMERGENCY PROCEDURES AND DISASTER PLANS

Code: **EBC/EBCA**

Adopted:

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation.

[In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;
12. Business operations plan for offsite operation or alternative measures].

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 431.264 (2)(e)
ORS 433.260
ORS 433.441
OAR 437-002-0161
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-0705
OAR 581-022-1420

EMERGENCY DRILLS

Code: **EBCB**

Adopted:

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes.

All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal zone and safety threats.

Instruction on fires, earthquakes[,] [and] safety threats [and tsunami dangers¹,] and drills for students, shall be conducted for at least 30 minutes each school month. At least two drills on earthquakes and two drills on safety threats shall be conducted each year. [At least three drills on earthquakes that include tsunami drills shall be conducted each year.¹]

FIRE EMERGENCIES

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

EARTHQUAKE [AND TSUNAMI] EMERGENCIES

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

[Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake, when appropriate, or after a tsunami warning to protect students against inundation by tsunamis.¹]

Safety Threats

Drills and instruction on safety threats shall include appropriate actions to take when there is a threat to safety, such as lockdown procedures or other procedures appropriate to the safety threat.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures.

END OF POLICY

Legal Reference(s):

ORS 336.071
OAR 581-022-1420
HR10/24/13 | RS



FAQ'S FREQUENTLY ASKED QUESTIONS

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

SERIOUSLY, WHAT DOES IT REALLY COST?

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

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

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

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

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

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

WHAT IS THE DIFFERENCE BETWEEN LOCKOUT AND LOCKDOWN AGAIN?

The term "Lockout" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Secure the Perimeter" which signals teachers and staff to lock exterior doors and while it calls for heightened situational awareness, allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Lockout. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both a Lockout and a Lockdown may be called simultaneously. In this case securing the perimeter, securing the classroom and getting out of sight would be the practice.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No. We don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked leave them locked. Be sure you have a plan, in advance, that allows first responders the ability to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a Lockdown and the arrival of first responders.

A Lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant, deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the Lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

WHY ISN'T "HOLD IN YOUR CLASSROOM" AN SRP ACTION?

While we looked at "Hold in your Classroom" as a fifth action we realized that the action was almost exclusively a day to day operational demand rather than an action shared with first responders. We do include it in some classroom training materials as an optional addition.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, amongst other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. **Lockout** “Secure the Perimeter”
2. **Lockdown** “Locks, Lights, Out of Sight”
3. **Evacuate** followed by the announced location
4. **Shelter** followed by the announced hazard and safety strategy

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

ARE THE SOURCE MATERIALS AVAILABLE?

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

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

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

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

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

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

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

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

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

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

DO I HAVE TO SEND A NOTICE OF INTENT?

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

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

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

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

CAN I PUT OUR LOGO ON YOUR MATERIALS?

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

In some states we have co-branding agreements with “umbrella” organizations. (Often school district self insurance pools.) In those states we ask that you also include the umbrella organizations branding.

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

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

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

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

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

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

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

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

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

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

DOES THE SRP WORK WITH “AVOID, DENY, DEFEND?”

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that “Avoid, Deny, Defend” from Texas State University has the best positioning, linguistics and actions.

<http://www.avoiddenydefend.org>



STANDARD™ REUNIFICATION METHOD

CHANGE HISTORY VERSION 2.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	0.9.0	09/17/2011	Preliminary Draft
John-Michael Keyes	0.9.1	10/01/2011	First Final Content Revision
Ellen Stoddard-Keyes	0.9.2	10/16/2011	Preliminary Edits
Lee Shaughnessy	0.9.3	10/26/2011	Preliminary Edits
Joseph Majsak. SVP & Chief Marketing Officer, Genesis Mgmt. & Ins. Services Corp.	0.9.4	11/04./2011	Continuity and Edits
Joseph Majsak	0.9.5	11/16/2011	Final Edits
John-Michael Keyes	2.0	01/30/2015	Version update to sync with SRP 1. Logo revision 2. Inclusion into PACE version

THE STANDARD REUNIFICATION METHOD PK12

**A Practical Method to Unite Students with Parents After an Evacuation or Crisis.
The “I Love U Guys” Foundation**

SRM PK12 Version 2.0



REUNIFY



THE STANDARD REUNIFICATION METHOD

The nation has experienced a number of high profile acts of school violence. In response to this, The “I Love U Guys” Foundation has developed strategies, programs and protocols to help districts, departments and agencies respond to incidents.

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event a controlled release is necessary. The Standard Reunification Method provides school and district safety teams proven methods for planning, practicing and achieving a successful reunification. Keep in mind though, this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will impact how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.



WHY BOTHER?

Crisis recovery starts with the crisis, not after. Simply “winging it” when reunifying ignores not just the mental health demands which accompany a crisis, but the responsibility of the school and the district in maintaining the chain of custody for every student.

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

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

WHAT DOES IT COST?

Implementing The Standard Reunification Method concepts and planning stages take a certain amount of time. But in the grand scheme of school safety, the level of effort is modest. There will be some staff hours committed to the both the planning and practicing of these concepts. There will be some cost in printing and in creating the “Go Kits” necessary for a successful reunification. Since some of these items are happening at the district level, the cost of a \$300 “go kit” can be spread among all of the schools in the district.

THE ADAMS 12 REUNIFICATION METHOD

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

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

OBJECTIVES

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

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

DELIVERABLES

The deliverables are simple.

1. Planning team identification and formation.
2. Safety team identification and formation.
3. A district reunification plan.
4. Individual school reunification plans.
5. Student education procedures.
6. Parent education procedures.
7. Tabletop exercise schedule.
8. Live drill schedule.
9. Show Time.

THE REUNIFICATION PROCESS IN A NUTSHELL

The materials in this manual provide the fundamentals for a comprehensive plan. The beauty of the Adams 12 Reunification Method is its simplicity.

1. Establish a Parent Check-In Location.
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians. "Greeters" direct parents/guardians to the Parent check-In location, and help them understand the process.
3. Parents/guardians complete Reunification Cards.
4. Procedure allows parents/guardians to self-sort during check in, streamlining the process.
5. Runner recovers student from the student staging area.
6. Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.
7. Medical or investigative contingencies are anticipated.

When it's all said and done, successful reunification is based on pre-planning and integration first responder personnel.

The following pages demonstrate the process in the context of Incident Command, including roles, assignments and responsibilities involved.

NOT SO WEIRD ADVICE

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

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

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

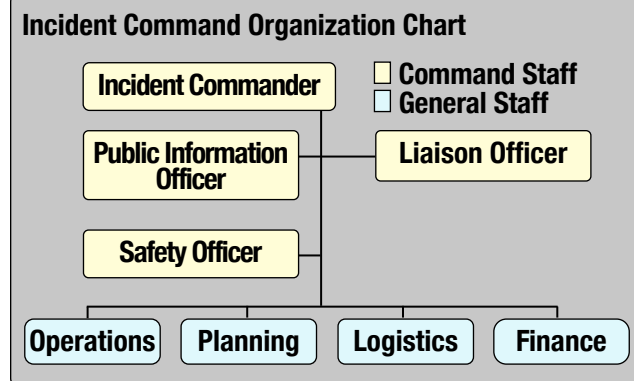
(Note: The "I Love U Guys" Foundation is not affiliated with FEMA.)

INCIDENT COMMAND SYSTEM

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

teams must understand and use the Incident Command System.

There is also a growing trend to add a social media expert (often a Twitter or other social media user), reporting to the Public Information Officer. Another growing trend is adding a new section by moving Information Technology out of Logistics into its own section.



Incident Command System (ICS) Overview

The Incident Command System (ICS) is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

ICS is flexible and can be used for incidents of any type, scope, and complexity. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents.

ICS is used by all levels of government—Federal, State, tribal, and local—as well as by many nongovernmental organizations and the private sector. ICS is also applicable across disciplines. It is typically structured to facilitate activities in five major functional areas: Command, Operations, Planning, Logistics, and Finance/Administration. All of the functional areas may or may not be used based on the incident needs. Intelligence/Investigations is an optional sixth functional area that is activated on a case-by-case basis.

As a system, ICS is extremely useful; not only does it provide an organizational structure for incident management, but it also guides the process for planning, building, and adapting that structure. Using ICS for every incident or planned event helps hone and maintain skills needed for the large-scale incidents.

Source: <http://www.fema.gov/emergency/nims/IncidentCommandSystem.shtm>

ASSIGNMENTS

Your plan should have primary, secondary and optimally tertiary assignments of each of the incident command roles. It's not uncommon to double up some of the roles due to staffing constraints. Keep in mind, in the case of an off-site evacuation these roles will be replicated at the off-site location as the event unfolds. This will result in ICS being established at both the impacted school and the evacuation site.

A consideration regarding using teachers as command staff is that teachers usually have classroom assignments and responsibilities that might prevent them from acting in a primary ICS role. Consequently, ICS is typically populated by administrative staff.

REUNIFICATION INCIDENT TEAM

For a reunification, there are some specific roles. The following chart demonstrates the structure of the Incident Team.

PROCEDURES, PROCESS AND BRANDING

A controlled release reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents/guardians are trying to function at extraordinary stress levels. Staff and other first responders also feeling the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a "known" procedure, the school removes some of that uncertainty. As a result, better decisions occur, leading to successful reunification.

EVOLUTION AND UNIFIED COMMAND

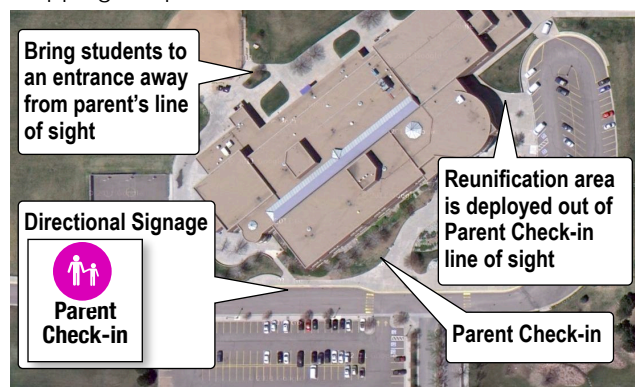
As an incident evolves, first responders typically establish their own Incident Command and school or district officials will become part of a "Unified Com-

ROLE	RESPONSIBILITIES
Incident Commander	Defining and coordinating the objective of accountable, easy, reunification of students with parents.
Public Information Officer	Communicating with Parents and Press, if appropriate. Coordinating use of mass call or text messages.
Social Media Coordinator	Tweeting Parents and Press, if appropriate.
Safety Officer	General site observation and safety concern remedy.
Liaison Officer	Communicating with Fire, Medical or Law Enforcement.
Operations	Establish and manage operational staff.
Greeters	Help coordinate the Parent Lines. Tell parents about the process. Help verify identity of parents without ID.
Checkers	Verify ID and custody rights of parents/guardians. Direct Parents to Reunification Location.
Runners	Take bottom of Reunification Card to Student staging area, recover student and bring to Reunification Area.
Crisis Counselors	Standby unless needed.
Kidherds	Often Teachers or Staff in the Staging Area.
Entertainment Director	At the elementary level, deploying a projector and screen can reduce student stress.
Planning	May be staffed or the Planning Staff (Scribes) reports to Incident Commander.
Scribe	Documents event.
Logistics	May be staffed or the Logistics Staff reports to Incident Commander.
Stage Hands	Initial setup of the Check In area, the signage, Student Staging Area. Stage Hands may be assigned to Operations as the setup is completed.
Finance	May or may not be staffed during a reunification.

mand.” While the responding department or agency will assume primary Incident Command, districts and schools remain responsible for reunifying the students with their parents/guardians. A good rule of thumb: “Cops own the crime. Fire owns the flames. Schools own the kids.”

REUNIFICATION SETUP ROLES AND PROCEDURES

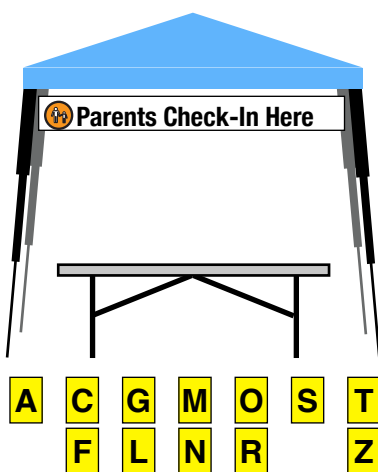
There are a number of simple tasks necessary to prepare a site for reunification. The site prep can be accomplished by several individuals. During setup it's imperative to ensure school and district personnel know their roles and responsibilities. It is better to take a few extra minutes at this point, rather than stopping the process in mid stream.



SETUP GOALS

For Setup the goals are:

1. Establish a visible Parent Check in Area and deploy tent and signage.
2. Check-In table is deployed.
3. Student Demographic Card/Binders are deployed at Check-In table.
4. Traffic directional signage is deployed.
5. Alphabet breaks are taped to the ground or table.
6. Student Parent Reunification Area is identified and marked.



These are the basic tasks expected to be included in the plan.

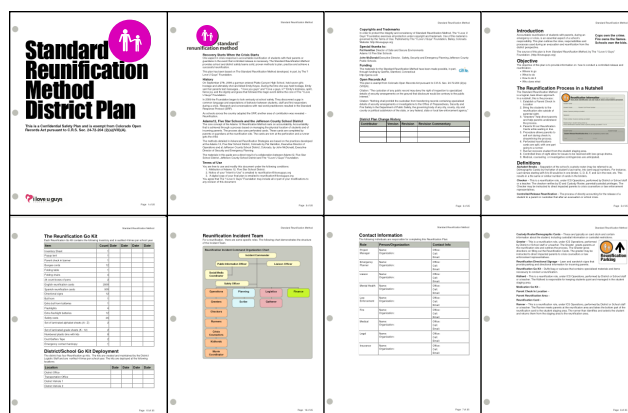
DEMOGRAPHIC CARDS OR ELECTRONIC VERIFICATION

Most schools use a demographic card to retain information on each student. It's not uncommon for these cards to be kept in one or two enormous binders. That's typically because it's easier for school administrators to locate and maintain a handful of bind-

ers instead of multiple binders. Ideally, it is beneficial to separate the cards into multiple, thinner binders. Here's why: During a reunification, a school experiences hundreds or even thousands of parents arriving at the site, seeking their child. By separating demographic cards into smaller groups, the process tends to move faster and the goal of reunification is greatly accelerated. The system should be focused on the ease-of-use for stress-filled incoming parents.

LEVEL OF EFFORT REQUIRED

It may be best to look at reunification planning as a process, not a switch. There will be a point where the planning results in documents that outline procedures. Included in The Standard Reunification Method are sample district and school plans. The templates for these plans are available online at <http://iloveguys.org/srm> and may help jumpstart plan creation. But they are just templates. Site-specific considerations have to be included in the planning. It may be the 80/20 rule in action. The template accommodates about eighty percent of the plan. The remaining twenty percent has to be customized.



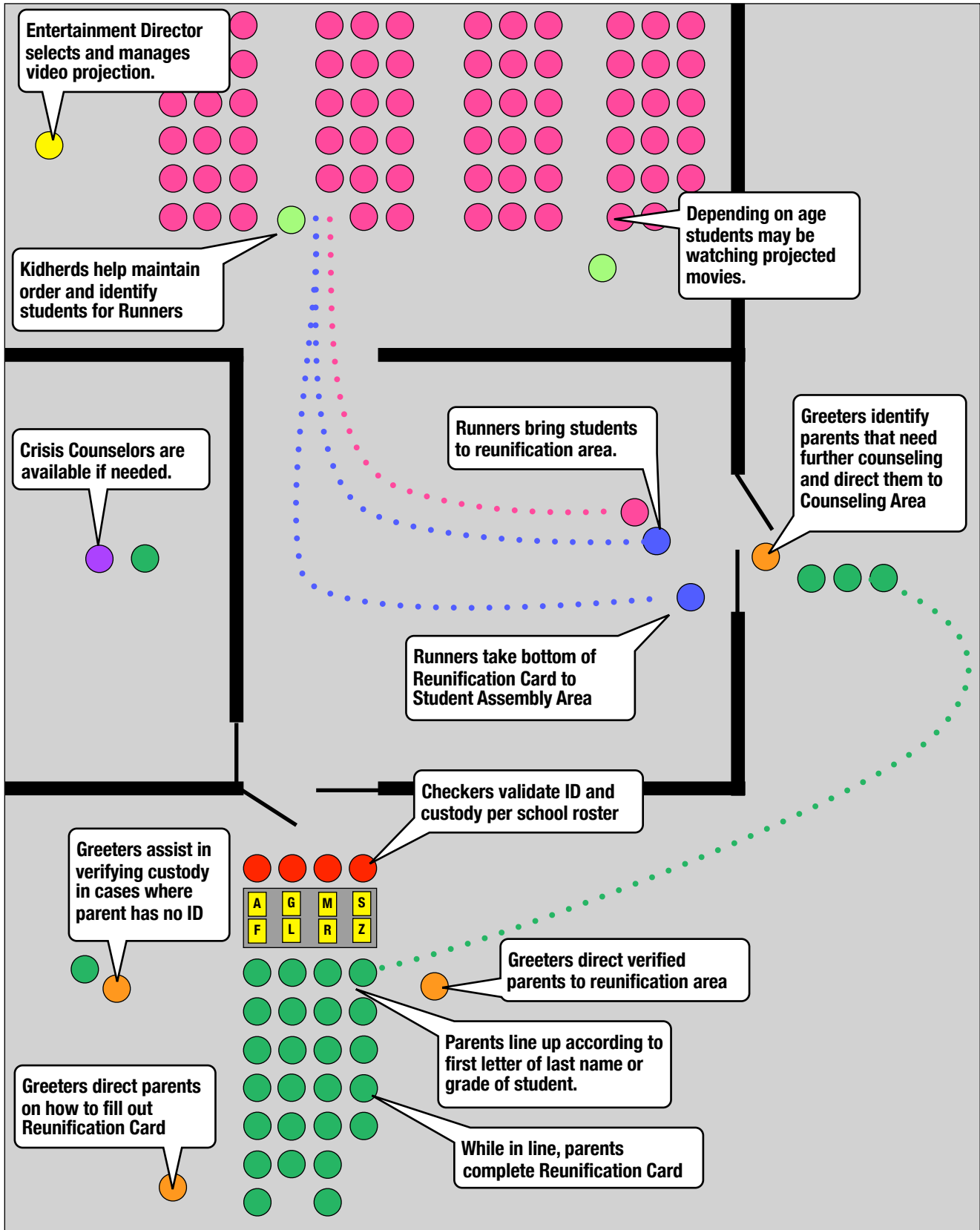
Using the templates, it should take an afternoon to complete. Usually it's someone at the school level tackling the task. With smaller districts, it may actually be a district resource.

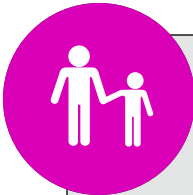
The district review is the next step. With larger districts, a one hour review of the school's first draft should be sufficient. There may be a couple of hours of revision following the district review.

After that, “process” comes into play. With first draft in hand, establishing review meetings with law enforcement, fire and medical will result in another round of changes. The district legal counsel will frequently have a role in plan review and approval review. Forwarding the work-in-progress to the district's insurance providers should also be on the checklist.

It's important to seek a level of completion which makes sense for the school or district – and its first responder participants. As mentioned earlier, there is a great deal of “art” involved in emergency planning. Consequently, it's okay to launch fundamental guidelines which are relevant to the majority of expected incidents instead of waiting until every conceivable scenario can be detailed.

HOW IT WORKS





Reunification Information

(PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Parent Guardian Sign Off

I have read and understand these instructions.

Print Your Name

Signature

Date

Reunification

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

Instructions

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

OPEN RECORDS ACT

Plan documents should be immune or partially immune to Open Records Acts because there are specific tactics, emergency procedures and contact information involved. Consultation with district legal or the State Attorney General's office may be warranted. From The "I Love U Guys" Foundation's perspective, transparency in government is essential. But there is a balance when sensitive information is being created.

LAUNCHING: GROUND UP

Reunification strategies should be a district priority. It may be the case that it's a lesser priority than others. Yet, someone in the district or at a school recognizes the importance of a solid reunification plan. In this case, it may be a ground up effort to integrate a reunification plan into the school or district safety plan. If so, then a launch strategy is probably going to involve creating the first draft of the reunification plan in order to show the decision-makers that the apparently "toughest" level of effort is already complete. This is the "Apologize instead of ask for permission" strategy. Recognize the champion of this effort may have to work "off the clock" in order to get a foot in the door. Experience has shown that these champions are often school resource officers, or counselors, or coaches, or teachers that have a strong personal motivation to enhance their school's safety.

Also recognize that The "I Love U Guys" Foundation can help. There are dozens of case studies where the Foundation has supported these "Champions" in their efforts to make a difference. Call or email us. The key objective is to get the first draft plan done. With that in hand, the rest will fall (or be nudged, pushed or coerced) into place.

LAUNCHING: TOP DOWN

The more conventional approach is the top down launch. Here the process, schedule and deliverables are more clearly defined. It starts with the district requiring a response and reunification plan for each school. And then providing the schools with suggested tasks for how to get this done.

The word "suggestions" indicates that there is a reality when working with schools. Principals are the "boss" or "CEO" of their schools. In order to achieve principal buy-in, the district may need to pilot a school reunification plan as a "Proof of Concept" to win over the resistors and skeptics, prior to "suggesting" that every school create one.

The reality is it's much easier for educators and administrators to start a project when they can see what the outcome looks like.

The top down launch usually involves a combined school administration and school safety team meeting. It might require a large room. The desired outcomes of this meeting include greater awareness for the importance of a reunification plan and the nuts and bolts of how to achieve it.

DISTRICT AND SCHOOL LEVEL PLANNING

There are two types of plans necessary: the district level plan and the school level plan. The district plan will include every school plan in the district. Much of the level of effort at the district level involves managing, reviewing and suggesting any needed modification of the individual school planning efforts. There is, however, a level of effort necessary to complete the district plan as well.

For both the district plans and the school plans, teams need to be assembled and tasked.

THE EMERGENCY PLAN AND THE DELIBERATE PLAN

One way to complete a comprehensive reunification plan is to break the project into smaller, more manageable phases. The first phase is the Emergency Reunification plan. If only one afternoon is available for planning, and tomorrow a reunification had to occur, what would that plan look like?

The Emergency Reunification plan is the core of what will be the final Deliberate Plan. The difference is in the review by the district and the first responder departments and agencies, and incorporating the suggested modifications into the plan.

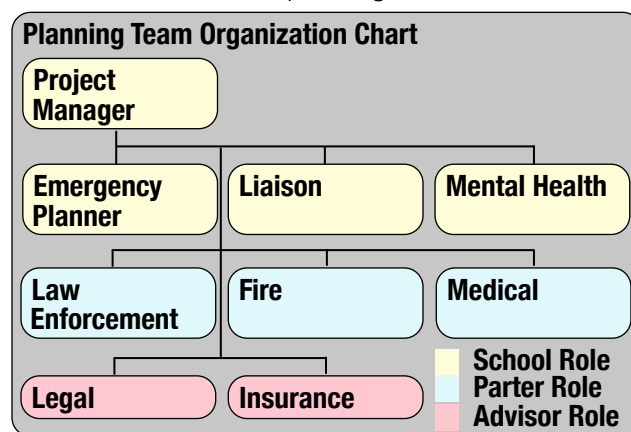
The Deliberate Plan will be accompanied by an exercise schedule. At a bare minimum, every school safety team should conduct a tabletop exercise around reunification. This exercise should include representation from the first responder departments and agencies. Conducting a full evacuation and parent reunification drill should be performed at the district level annually.

ASSEMBLING THE PLANNING TEAMS

The first step to completing a comprehensive reunification plan is assembling the planning team and identifying individuals with planning partner organizations. While there are several roles specified, a number of them may be combined.

The key role is the Emergency Planner. This doesn't necessarily require an individual with extensive emergency planning experience, but someone with solid writing and computer skills. Strong partnerships with first responding agencies or departments will fill in most deficiencies that might arise.

The following organization chart outlines the roles associated with School planning.



SENSE OF URGENCY

Any new initiative often requires a sense of urgency to maintain momentum and deliver the expected result on schedule. Otherwise it falls off the task list. One way to invoke urgency is to establish a 30-day completion target. Here's what it might look like:

1. Week 1 – First draft
2. Week 2 – District, law enforcement, fire and medical review
3. Week 3 – Tabletop exercise and revisions
4. Week 4 – Final reviews and release.

The plan isn't rocket science, nor does it need to be overly elaborate. In essence, the plan simply outlines the physical site considerations, the roles of the students, staff, parents/guardians and responders, and the reunification process.

SIMPLE SCHOOL PLANNING JOB SKILLS

The following table outlines the responsibilities and skills of each role. Keep in mind though, smaller schools or districts may combine some or all of the planning roles.

OVERRIDING PHILOSOPHIES

The first key concept is that The Standard Reunification Method is just that – a method. The method is flexible and can be overlaid on any facility floorplan or footprint. As a school or district develops their plans, it's this philosophy that is important. The number of entrances or the layout of the floorplan may change how students and parents are brought in and out of the building. Be flexible. A school may want to use other resources on hand. A bus or van might be placed behind the check in area in a situation where the building doesn't provide enough natural breaks in line of sight.

The other key concept is communication. Let parents and students know how it works. Communicate with first responders. Partnerships with law enforcement, fire and medical are essential both in planning and in conducting a reunification.

ROLE	RESPONSIBILITY	SKILLS
Project Manager	Scheduling, project management and oversight	At the district level this may be the superintendent or in larger districts it may be the safety director. At the school level this is often the principal or safety team lead. This position demands management and communication skills
Emergency Planner	Creating and revising the reunification plan	Good communication and writing skills are necessary. Either knowledge or willingness to learn enhanced features of Google Maps. Completion and certification of IS-100SCa online course It is not uncommon for this role to be filled by a vice principal, dean of students, safety team lead or school resource officer
Liaison	Facilitate meeting times and places, document forwarding	Scheduling, email and phone
Mental Health	Review materials with professional consideration	Respective professional skills
Law Enforcement, Fire and Medical	Review and contribution of individual office, department or agency concerns	Respective professional skills
Legal and Insurance	Review and contribution of individual office, department or agency concerns	Respective professional skills

LAUNCH MEETINGS

The Launch Meeting should be conducted once the planning role assignments have been completed. The purpose of the Launch Meeting is to establish plan objectives, introduction of the people involved, deliverables and milestones. It is frequently attended by district personnel. It doesn't need to be long and arduous; the following simplified agenda should suffice:

REUNIFICATION PLAN CREATION LAUNCH MEETING AGENDA

- Introductions
- District Objective
- School Objective
- Example Plan
- Roles
- Deliverables
- Emergency Reunification Plan
- Deliberate Reunification Plan
- Project Gantt Chart
- Milestones
- Partner Agencies
- Advisory Entities

CREATING THE PLAN

The Sample Plans available online at <http://iloveguys.org/srm> contain the components listed on the next page. They are straightforward and can be easily customized for the school and the district. Some components demand consideration greater than simply "filling in the blanks" and are covered in greater detail.

As with any school safety plan, the concept of plan evolution is ever-present. Events may occur or lessons may be learned that impact these roles or procedures. Emergency planners should also remain vigilant and familiarize themselves with emerging trends regarding school safety and crisis response management in particular. For instance, the behavior of recent active shooter events reveals a new trend. There are recent incidents where the shooter has killed in one location then moved to another (Youth with a Mission, Virginia Tech). This trend has resulted in a number of districts instituting district-wide Lockouts, whenever a Lockdown is called.

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

WHAT DOES THE PLAN LOOK LIKE?

The school reunification plan has the following components:

- Introduction
- Objectives
- Planning team acknowledgment and contact information
- School, District, Law Enforcement, Fire, Medical, Legal and Insurance acknowledgment sign-offs
- Definitions
- Contact Information
- Incident Command Structure
- Attendance Procedures
- Local site floor plan
- Primary walking evacuation site floor plan
- Primary walking evacuation routes with emergency services routes
- Secondary walking evacuation site floor plan
- Secondary walking evacuation routes with emergency services routes
- (Optional tertiary walking site information)
- Primary bus evacuation site floor plan
- Primary bus evacuation routes with emergency services routes
- Secondary bus evacuation site floor plan
- Secondary bus evacuation routes with emergency services routes
- (Optional tertiary bus site information)
- District/School "Go Kits"
- Notification Procedures
- Media Management
- Special Needs Considerations
- Time of day contingencies
- Type of incident contingencies
- Reunification Setup Roles and Procedures
- Reunification Process Roles and Procedures
- Reunification Teardown Roles and Procedures
- Debriefing Guidance
- Exercise Schedule
- Memorandums of Understanding

THE DISTRICT REUNIFICATION PLAN HAS THE FOLLOWING COMPONENTS:

- Introduction
- Objectives
- Planning team acknowledgment and contact information
- School, District, Law Enforcement, Fire, Medical, Legal and Insurance acknowledgment sign-offs
- Definitions
- Contact Information
- Incident Command Structure
- District/School “Go Kits”
- Notification Procedures
- Media Management
- Time of day contingencies
- Type of incident contingencies
- Reunification Setup Roles and Procedures
- Reunification Process Roles and Procedures
- Reunification Teardown Roles and Procedures
- Debriefing Guidance
- Exercise Schedule
- Memorandums of Understanding

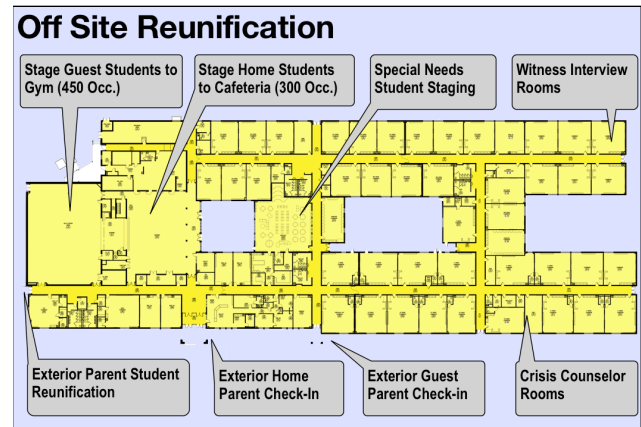
FLOOR PLANS

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

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

1. A floor plan with no annotations
2. A floor plan annotating student locations during an on site reunification
3. A floor plan annotating both home and guest student locations during an off site reunification. Occupancy limits should be noted on all rooms used during an off site reunification.
4. A floor plan annotating occupancy in the case of an off-site location not a school.
5. In the event of criminal activity, witness interview rooms and crisis counselor rooms should be annotated.
6. In the event of law enforcement debriefing needs, it is strongly suggested that a separate facility be used. While it may initially appear expeditious to conduct law enforcement or SWAT debriefings at the reunification location, further consideration may reveal that recovery of all participants may be impacted by commingling first responders and civilians.

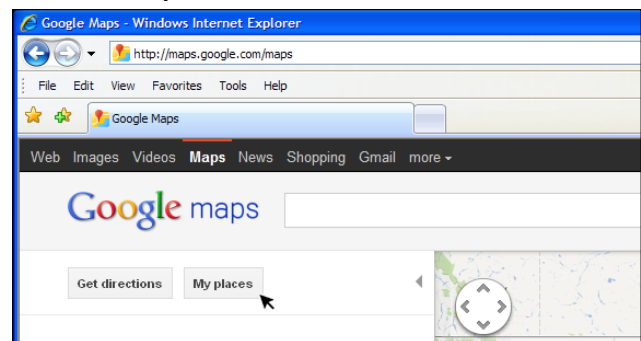
One further consideration when selecting floor plans is level of detail. These need not be architectural blueprints. Rather, a simple diagram indicating rooms, halls and floors is sufficient.



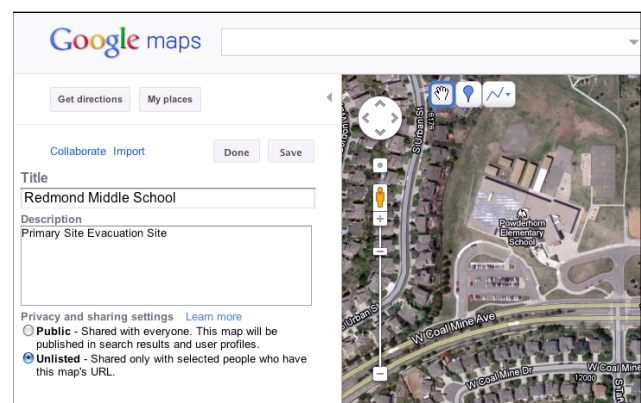
In this example, consideration of where to stage guest and home students, special needs students, parents, counselors, and law enforcement during an off-site reunification. Notice that after check-in, parents are guided around the corner to pick up their students. If necessary, parents can be brought into the building for interviews or counseling.

SITE PLANNING AND GOOGLE MAPS

It's not necessary to be a GIS mapping expert to assemble site plans. Google maps is sufficient for the task. Creating custom maps starts by setting up an account with Google, then at <http://maps.google.com/> select the “My Places” button.



From there, it is relatively straightforward to use both map and satellite imagery to develop site plans and routes. It's strongly suggested that maps be categorized as “Unlisted.”

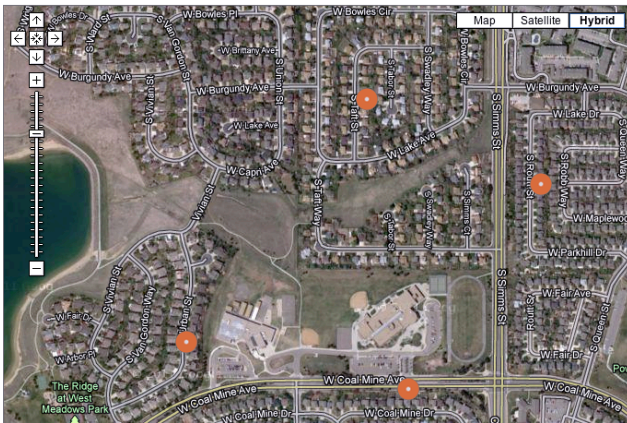


EVACUATION ROUTES

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

SEXUAL OFFENDERS

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



ROUTE MAP CHECKLIST

These considerations should be included when mapping routes:

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

NOTIFICATION PROCEDURES

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

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

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

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

SPECIAL NEEDS CONSIDERATIONS

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

Other special needs considerations include mobility and care-taking. An evacuation and reunification can be especially disturbing and challenging for special needs students. The plan should consider staging special needs students apart from the general population to ensure adequate supervision and responsiveness.

TIME OF DAY CONTINGENCIES

Time of day may impact how a reunification evolves. A crisis at the end of the day, when busses are already on site, may actually require a controlled release reunification. It is not beneficial to immediately release students who have witnessed a traumatic incident, even though the busses are there and it's the end of the school day. Mental health concerns

might dictate a controlled release so that crisis counseling can be made available. This mandates a site plan that includes bus staging areas.

PARENTS ARE CAPABLE

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

THE REUNIFICATION GO KIT

Reunification “Go Kits” contain specialized items that are unique to the reunification process. Consequently, these kits are different than school evacuation go kits. Since reunification is often managed by district personnel, reunification Go Kits aren’t necessary at each school, rather the kits can stay with district response teams. Larger districts may have several kits, one at the district office. Others in the trunks or backs of vehicles used by district responders. Smaller districts may have only two kits. One at the district office. One with the primary district responder. (Two is a suggested minimum: redundancy is important.)

Inventories and locations should be audited once a quarter.

ITEM	COUNT	DATE	DATE	DATE	DATE
Inventory Sheet	1				
Popup tent	1				
Parent check in banner	1				
Bungee cords	12				
Folding table (6 foot)	1				
Folding chairs	4				
24 count boxes of pens	2				
English reunification cards	2500				
Spanish (or another language) reunification cards	500				
Directional signs	12				
Bull horn	1				
Extra bull horn batteries	1				
Flashlights	4				
Extra flashlight batteries	12				
Safety vests	24				
Set of laminated alphabet sheets (A - Z)	2				
Set of laminated grade sheets (K - 12)	2				
Numbered plastic bins with lids	8				
Duct/Gaffers Tape	2				
Emergency contact hardcopy	1				
Suntan Lotion	10				

Some districts are moving to electronic parent verification and include electronic rosters, laptops and internet hot spots in their reunification Go Kits.



STANDARDTM REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

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

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

NOTIFICATION

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

PARENT/GUARDIAN EXPECTATIONS


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

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

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

WHAT IF THE STUDENT DROVE TO SCHOOL?

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

 Reunification Information <small>(PLEASE PRINT CLEARLY)</small> Have photo identification out and ready to show school district personnel.	
Student Name	
Student Grade	Student Cell Phone Number
Name of person picking up student	
Signature	
Phone number of person picking up student	
Relationship to student being picked up	
Photo identification matches name of person picking up student? Y or N	

Parent completes:	
Print Student Name Again	School personnel completes upon release of student TIME INITIALS OTHER
Student Grade	
Student Birthday	

HOW IT WORKS

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

REUNIFICATION CARDS

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

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

BRING ID TO CHECK IN

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

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

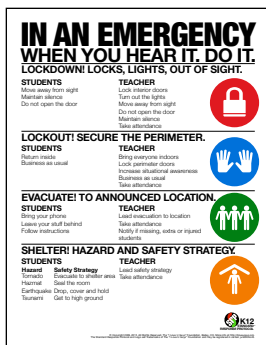
Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

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

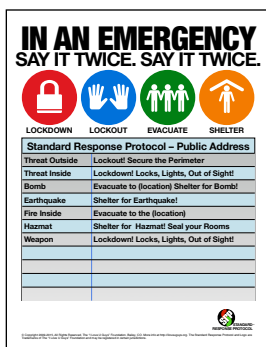


APPENDIX B POSTERS AND HANDOUTS CLASSROOM POSTER



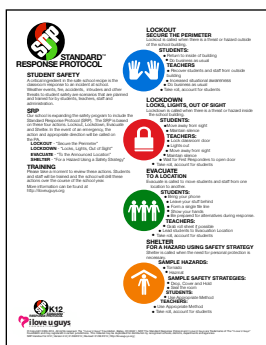
Placing Posters is an essential step in full implementation of the SRP. The classroom poster should be displayed in every classroom, near all entries, and near the entrances to cafeteria, auditorium and gym. The shelter hazards and safety strategies should be modified for local conditions.

PUBLIC ADDRESS POSTER



The Public Address Protocol Poster should be modified for the school's specific hazards and responses.

STUDENT PARENT HANDOUT TELL PARENTS HOW IT WORKS



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

It is also not uncommon to include the handout as an electronic attachment to email newsletters or safety related announcements.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



IN AN EMERGENCY SAY IT TWICE. SAY IT TWICE.



LOCKDOWN



LOCKOUT



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Threat Outside	Lockout! Secure the Perimeter
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!



STANDARDTM RESPONSE PROTOCOL

STUDENT SAFETY

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

SRP

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

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at
<http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

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



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



APPENDIX A

RED/GREEN/MED/ROLL/ALERT CARDS

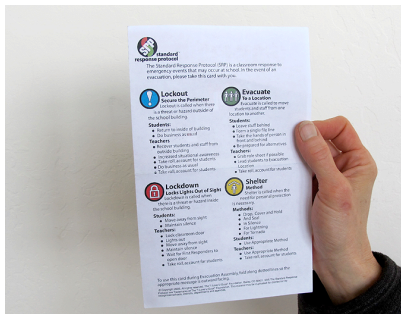
RED/GREEN/MED/ROLL/ALERT CARDS

Provided are three different versions of the SRP visual status indicator cards. One should be placed with a student roster in the classroom. During an Evacuation from the classroom, teachers should bring both the SRP card and the roster to Evacuation Assembly point. Teachers should fold the card to indicate status of the class or group.

While three different versions are available, please select the one that fits your practices. The following pages represent the fronts and backs of each version of the SRP card.



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



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



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



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



Take roll, if no missing or extra students and everything else is OK, fold sheet to OK/Green. On the back of the sheet are other options.



Note: There may be tactical concerns about using the card system as a classroom status indicator. (Sliding the card under the door.)

SRP suggests consulting with local law enforcement about suggested practice.

[illegible]

**LOCKS, LIGHTS,
OUT OF SIGHT**

- Move away from sight
- Maintain silence

- Lock classroom door
- Lights out

- Move away from sight

- Maintain silence

- Do not open the door
- Wait for first responders to

- Take roll, account for students



- Leave stuff behind
- Bring their phone

- Grab roll sheet if possible
- Lead students to evacuation

location

- Take roll, account for students
- Report problems at the evacuation assembly using

SECURE THE PERIMETER

- Return to inside of building

- Do business as usual

- Recover students and staff from outside building

- Increased situational awareness

- Take roll, account for students
- Do business as usual



SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Hazards might include:

- Tornado

- Hazmat

Safety Strategies might include:

- Evacuate to shelter area

- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies

- Take roll, account for students

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OK

OK

HELP

HELP

STANDARD™



STANDARD™ RESPONSE PROTOCOL



MEDICAL HELP

LOCKDOWN

**LOCKS, LIGHTS,
OUT OF SIGHT**

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



EVACUATE

**TO THE ANNOUNCED
LOCATION**

Students are trained to:

- Leave stuff behind
- Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

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



SHELTER

**FOR A HAZARD USING
SAFETY STRATEGY**

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

OK

HELP

HELP

TRIO

ALERT



STANDARD™ RESPONSE PROTOCOL

LOCKDOWN

**LOCKS, LIGHTS,
OUT OF SIGHT**

Students are trained to:

- Move away from sight
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students



EVACUATE

**TO THE ANNOUNCED
LOCATION**

Students are trained to:

- Leave stuff behind
- Bring their phone

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students
- Report problems at the evacuation assembly using this card.



LOCKOUT

SECURE THE PERIMETER

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

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



SHELTER

**FOR A HAZARD USING
SAFETY STRATEGY**

Hazards might include:

- Tornado
- Hazmat

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students



In the event of an evacuation, please take this card with you. To use this card during an Evacuation Assembly, fold along dotted lines so the appropriate message is outward facing.

OK

OK

HELP

HELP

APPENDIX C

NOTICES AND MEMORANDUMS OF UNDERSTANDING

NOTICE OF INTENT

Name of School District (School District)

Standard Response Protocol (SRP)

Notice of Intent (MOU) to

The “I Love U Guys” Foundation (The Foundation)

PROGRAM DESCRIPTION

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

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

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

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

The “Term of Art” **Shelter** is followed by the **“Hazard and Safety Strategy”** (Where hazard may include: Tornado, Hazmat, Bomb, Tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

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

PURPOSE

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

AGREEMENT BY SCHOOL DISTRICT

School District intends to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

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

Name of School District

Address

City/State/Zip

Superintendent

Date

The “I Love U Guys” Foundation

PO Box 1230

Bailey, Colorado 80421

Executive Director

Date

MOU WITH THE “I LOVE U GUYS” FOUNDATION

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with
The “I Love U Guys” Foundation (The Foundation)

PROGRAM DESCRIPTION

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

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

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

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

The “Term of Art” **Shelter** is followed by the **“Hazard and Safety Strategy”** (Where hazard may include: Tornado, Hazmat, Bomb, Tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

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

PURPOSE

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

AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official, existing, written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
3. School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action.
11. School District agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveuguy.org>.
12. School District is responsible for physical material production of any online resources provided by The Foundation. The School District is not required to utilize printing services provided by The Foundation for production of support materials.

13. School District will provide The Foundation with 1 representative copy of printed or electronic materials produced from online materials provided by The Foundation.
14. School District will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRP.

AGREEMENT BY THE “I LOVE U GUYS” FOUNDATION

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveuguids.org>
2. The Foundation agrees to provide implementation, support and training materials online at no additional charge for recognized organizations.
3. The Foundation agrees to provide implementation, support and training materials online to Law Enforcement Agencies at no charge to the Agency.
4. The Foundation agrees to provide implementation, support and training materials online to Fire Departments at no charge to the Department.
5. The Foundation agrees to provide implementation, support and training materials online to Emergency Medical Services at no charge to the Service.
6. The Foundation agrees to provide implementation, support and training materials online to County and/or City Emergency Managers at no charge to the County or City.
7. The Foundation provides training and certification opportunities online and in various locations around the United States at reasonable cost. School District is under no obligation to utilize training sessions or certification programs.
8. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
9. The Foundation will maintain a record of all Written or Electronic communication with the School District.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

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

Name of School District

Address

City/State/Zip

Superintendent

Date

The “I Love U Guys” Foundation

PO Box 1230

Bailey, Colorado 80421

Executive Director

Date

SAMPLE MOU OR ADDENDUM WITH LAW ENFORCEMENT/FIRE/EMS

Name of School District (School District)

Standard Response Protocol (SRP)

Memorandum of Understanding (MOU) with

Name of Law/Fire/Medical Agency (Agency)

PROGRAM DESCRIPTION

The Standard Response Protocol (SRP) is a classroom response based on four actions. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a Directive. Execution of the action is performed by active participants, including Students, Staff, Teachers and First Responders.

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

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

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

The “Term of Art” **Shelter** is followed by the **“Hazard and Safety Strategy”** (Where hazard may include: Tornado, Hazmat, Bomb, Tsunami, etc. Safety Strategy may include: seal the room, evacuate to shelter area, drop, cover and hold.) The action associated with Shelter is dependent on the stated Hazard and Safety Strategy.

COMMUNICATION

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

PURPOSE

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

AGREEMENT BY SCHOOL DISTRICT

1. School District agrees to incorporate SRP in the official written safety plans of all schools in district, either in the body or as an addendum or amendment.
2. School District agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. School District agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. School District agrees to provide Law Enforcement Agencies having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. School District agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. School District agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. School District agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. School District agrees to provide students with training on the SRP at least once per school year.
9. School District agrees to provide staff with training on the SRP at least once per school year.
10. School District agrees to drill each action at a minimum of twice per school year per action.

AGREEMENT BY NAME OF LAW/FIRE/MEDICAL

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

2. The Agency agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Agency and other department, district or agency SRP Liaisons.
3. The Agency agrees to implement the SRP using the terms of art and the associated directives as defined in the Program Description.
4. The Agency agrees to provide Fire Departments having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
5. The Agency agrees to provide Emergency Medical Services having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
6. The Agency agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
7. The Agency agrees to train dispatch personnel in The Standard Response Protocol.
8. The Agency agrees to train School Resource Officers in The Standard Response Protocol.
9. The Agency agrees to train other appropriate personnel in The Standard Response Protocol.

MEMORANDUM TERM

This Memorandum is effective until terminated, for all schools in the School District.

TERMINATION

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

Name of School District

Address

City/State/Zip

Superintendent

Date

Name of Law/Fire/Medical

Address

City/State/Zip

Resource

Date