

**SCHOOL DISTRICT OF MANAWA
AD-HOC SAFETY COMMITTEE MEETING
AGENDA**

Join with Google Meet

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Join by phone

(US) +1 352-765-0495 PIN: 877 017 927#

Date: April 21, 2022

Time: 5:30 p.m.

Hybrid Meeting Format (MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Member: Hollman

Committee Members: Dr. Melanie Oppor, Dan Wolfgram, Jeff Bortle, Danni Brauer, LuAnne Ujazdowski, Janine Connolly, Jill Seka, Nate Ziemer, Chief James Gorman, Chief Josh Smith, Sheriff Tim Wilz, Andy Carlin, Mayor Mike Frazier, Krystal Draeger, Jill Timm, Eric Pynenberg, Amanda Bruette, Michelle Krisher, Russ Hollman, Justin Buschke, Keither Jepson, and Emma Riske

In Attendance:

Timer: _____ **Recorder:** _____

1. Review and Revise District Reunification Plan (Information / Action)
 - a. Reunification Card
 - b. Parent Reunification Handout
 - c. Other
2. Consider Creating Classroom Go Kits for the 2022-23 School Year (Information / Action)
3. Other Issues of Concern to the District Ad hoc Safety Committee (Information / Action)
4. Prepare Recommendations for Board of Education (Information / Action)
5. Set Next Meeting Date: _____
6. Next Meeting Items:
 - a. Finalize District Safety Plan
 - b.
7. Adjourn



Students choosing to excel; realizing their strengths.

School District of Manawa

Reunification Method

Adapted by the I love u guys Foundation

Approved by the Manawa Board of Education on

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1 Principal/District Administrator
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Police/EMS/Fire		911 (715) 258-4466
Sheriff's Department	Waupaca County	911 (715) 258-4466
State Police	Wausau Office	(715) 845-1143
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4466
Air Shut Off – (for complete building)	Automated Energy Systems	(920) 968-5882
Safe Area - (Evacuation site)	Manawa Rural Fire Dept./City Hall or the other school building for emergencies not involving the other building	_____
Staging area - (Family Reunification)	Masonic Lodge or the other school building for emergencies not involving the other building	_____
Poison Control Center		(800) 815-8855
Hospital Emergency Room	ThedaCare – Waupaca	(715) 258-1000
Hospital Emergency Room	ThedaCare – New London	(715) 531-2030
Electric	Alliant Energy	(800) 255-4268
Water	City of Manawa – Dept. of Public Works	(920) 596-2577
Gas Company	Alliant Energy	(800) 255-4268
Telephone Company	Solarus (VoiP)	(920) 596-2535 (800) 421-9282
District Administrator	Melanie J. Oppor, PhD	(920) 596-5300 (920) 896-3133
Elementary Principal	Danielle Brauer	(920) 596-2559 (920) 323-9636
Secondary Principal	Daniel Wolfgram	(920) 596-5310 (920) 538-6846
Bus Route Supervisor	Kobussen – Jacob Elsner	(920) 389-1500 (920) 427-1408
Technology Director	Dean Marzofka	(920) 596-5737 (715) 467-1326

Business Manager	Carmen O'Brien	(920) 596-5332 (715) 602-3303
Maintenance Person	Arthur Pethke	(920) 595-5805 (715) 853-5702

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Introduction:

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

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

Recovery starts when the crisis begins. Reunification is the first step in that recovery. This is Version 2.0 of the Standard Reunification Method. But notice, we use the word *method*. Not *protocol*. Not *procedure*. Method. What that means is that we provide you with some tactics. Things we know. But the event, your reunification site, your environment, will ultimately dictate what you do.

Reunification:

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

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

Why bother?

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

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

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help de-fuse emotion escalating at the site. There is a hidden side effect of implementing the Standard Reunification Method. Going through the planning and training process may help strengthen district relationships with first responders. Often law enforcement is very active in partnering with schools and districts. Less often is the fire department. The SRM may be a vector into strengthening relationships with fire agencies as well.

What does it cost?

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

Adams 12, Fire Star Schools Method:

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

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

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

The Job Action Sheets in this book were inspired by the work of Michelle Brady, Emergency Planning Coordinator, Hillsboro School District, Hillsboro, Oregon. Other aspects of the Job Action Sheets in this book were inspired by the work of Kevin Sutherland, Emergency Planning Coordinator, Beaverton School District, Beaverton, Oregon. Other materials were sourced from the phenomenal work of Will Schwall, Emergency Manager, Hays County Sheriff’s Office, San Marcos, Texas.

Objectives:

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

During this process, a core philosophy is essential:

- Cops own the crime.
- Fire owns the flames.
- Schools own the kids.
- Paramedics own the patient.

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

The process in a nutshell:

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

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

When to initiate a reunification:

Initiating a reunification can be a result of anything abnormal at the school or in the area: power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school. In some cases, it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school.

Keep parents outside:

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

Why use cards?

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

The card:

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

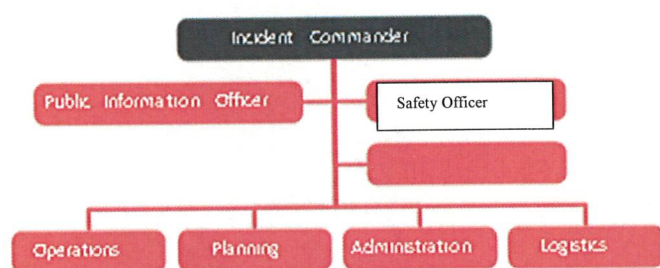
Setting the social stage:

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

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

Incident Command System:

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



Not so weird advice:

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

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

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

Priority, Objective, Strategy, Tactic:

A valuable FEMA resource is the Incident Action Planning Guide, and it's a good start in understanding how first responders manage an incident. From a school or district perspective, it's important to understand that the incident commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command. If the school or district personnel don't exhibit any knowledge of the process, their input may be marginalized.

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

Articulate your P.O.S.T.:

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

Priorities:

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

Objectives:

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

Strategies:

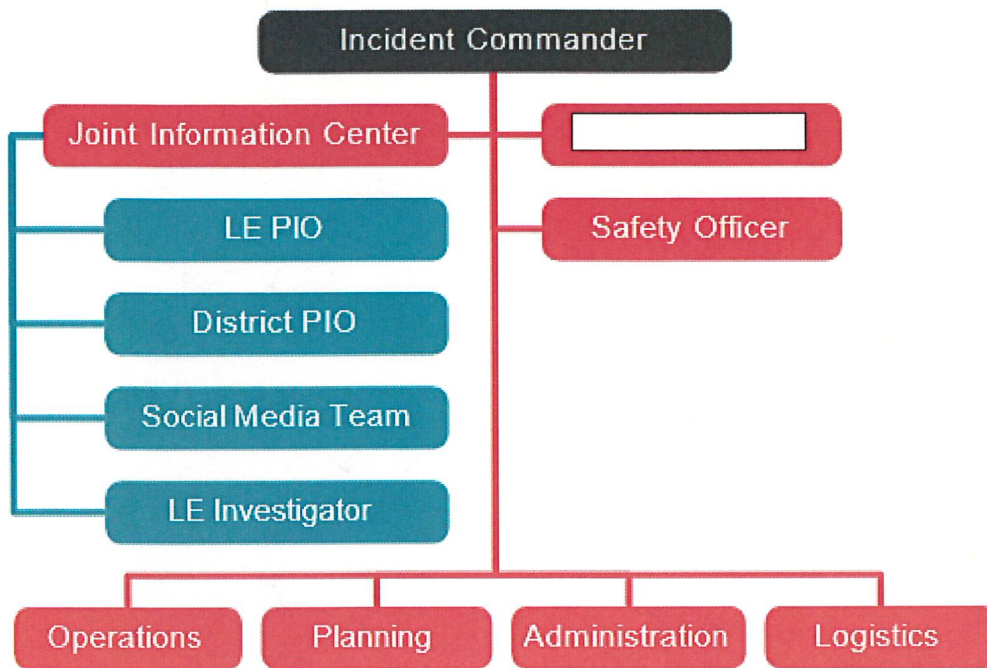
- The Standard Reunification Method

Tactics:

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

Joint Information Center (JIC) and the Social Media Team:

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



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

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

Two teams – Transport and Reunification:

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

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

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

Impacted school – Transport Team

The team at the impacted school has these priorities:

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

Law Enforcement Support:

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

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

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

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

Transportation Director:

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

Transport Operational Roles and Duties:

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

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

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

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

Safety Officer - Observe site and remedy safety concerns.

Liaison officer Communicate with Fire, Medical or Law Enforcement. operations chief Establish and manage operational staff. (Reassign)

Planning Chief - Establish and manage planning staff.

Finance/Administration Chief - Establish and manage administrative staff.

Logistics Chief - Establish and manage logistical staff.

Student Assembly Director Establish and manage the Student Assembly Area.

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

Victim Advocates/Counselors - Standby unless needed.

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

Scribe - Document events. A yellow pad is sufficient.

Runner - Assist Incident Command if needed.

Transportation - Direct transportation needs.

Communications - Facilitate radio and other communication needs.

Facilities - Coordinate any physical plant needs.

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

District Administrator - Verify reunification site and notification.

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

The District Reunification Team:

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

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

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

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

Who are victim advocates?

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

Including First Responders:

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

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

Law Enforcement Support:

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

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

Operational Roles and Duties:

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

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

Public Information Officer (District Administrator) - Communicate with parents and press, if appropriate. Coordinate use of Skylert or text messages.

Social media team - Monitor social media. Tweet parents and press, if appropriate.

Safety officer Observe site and remedy safety concerns.

Liaison officer -Communicate with Fire, Medical or Law Enforcement. (Reassign)

Operations Chief - Establish and manage operational staff.

Planning Chief - Establish and manage planning staff.

Finance/Administration Chief - Establish and manage administrative staff.

Logistics Chief - Establish and manage logistical staff.

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

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

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

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

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

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

Flow Monitor - Observe and remedy process hiccups.

Victim Advocates/Counselors - Standby unless needed.

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

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

Scribe - Document events. A yellow pad is sufficient.

Runner - Assist Incident Command if needed.

Transportation - Directs transportation needs.

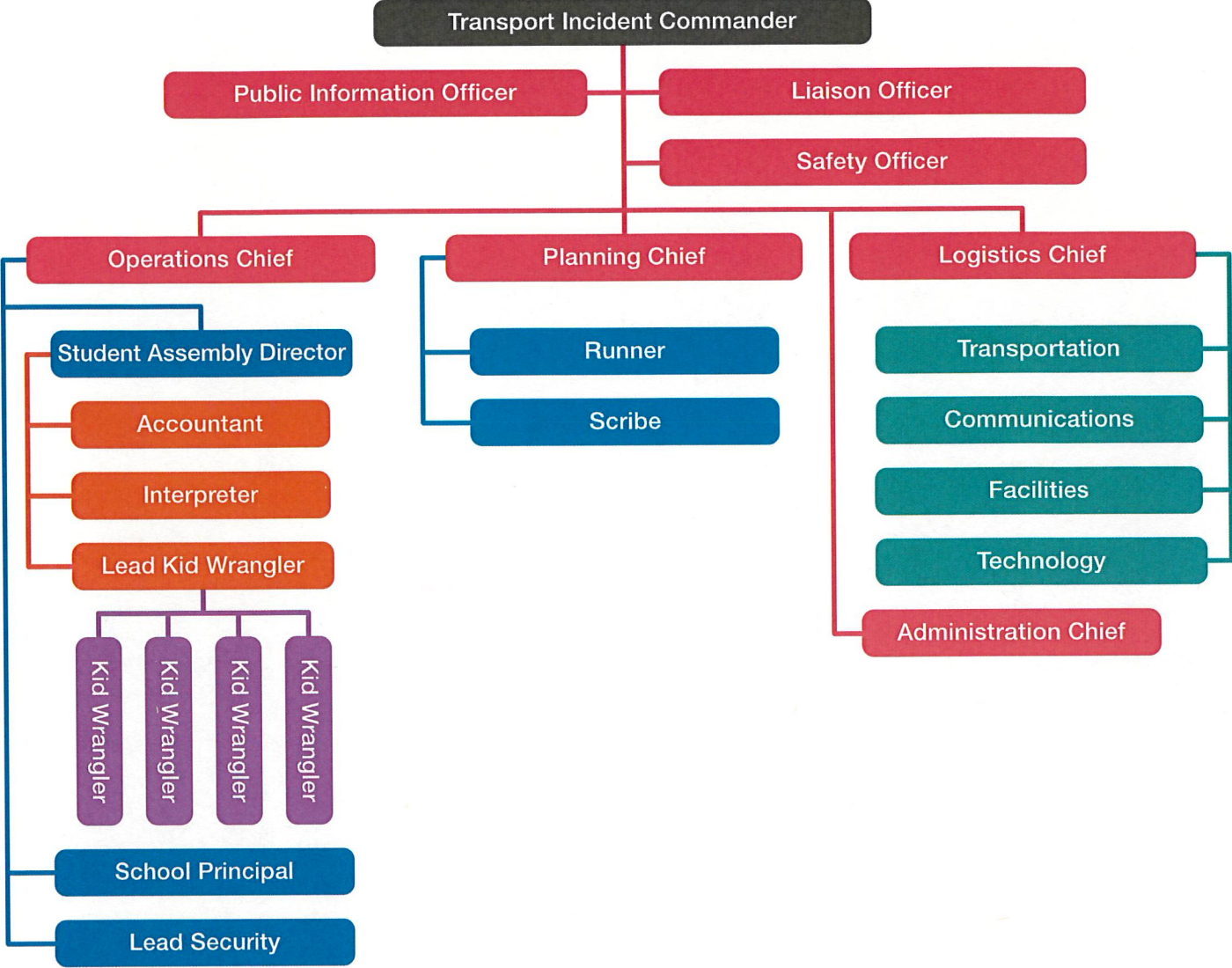
Food Service - Provide snacks and water.

Communications - Facilitate radio and other communication needs.

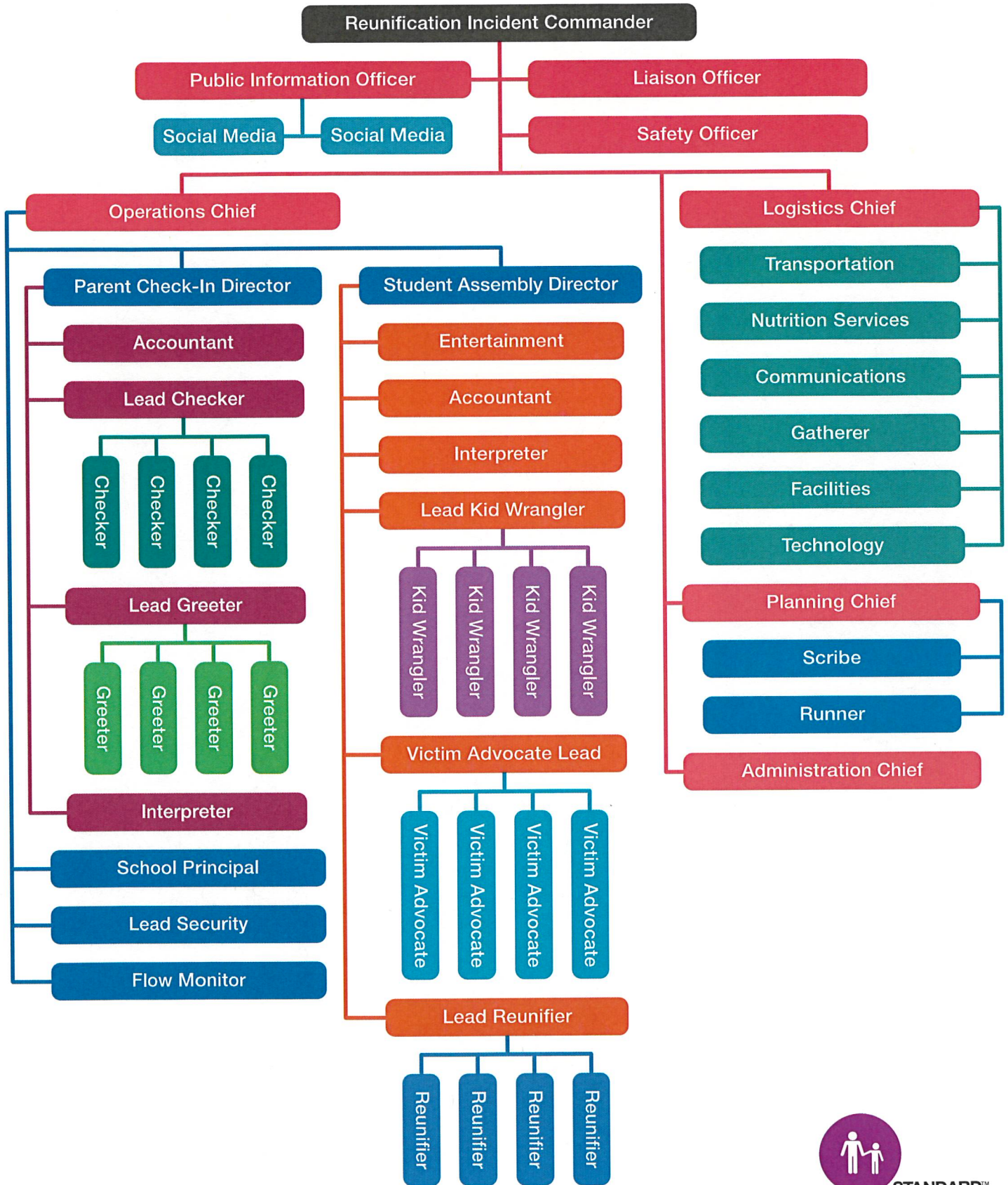
Facilities - Coordinate any physical plant needs.

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

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRP Lifecycle with



EXAMPLE 1: SECURE

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

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

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

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

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

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

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

SECURE LIFECYCLE

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



EXAMPLE 2: LOCKDOWN

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

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

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

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

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

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

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

LOCKDOWN LIFECYCLE

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

Reunification



EXAMPLE 3: EVACUATE

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

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

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

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

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

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

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

EVACUATE LIFECYCLE

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



EXAMPLE 4: SHELTER

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

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

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

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

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

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

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

SHELTER LIFECYCLE

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

SRM

Staging the

STEP 1

ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2

CLASSROOM EVACUATION

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



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

SPECIAL NEEDS POPULATIONS

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



SRM

Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

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



SRM Staging the

ASSEMBLY AREA

STUDENTS ENTER OUT OF PARENTAL VIEW

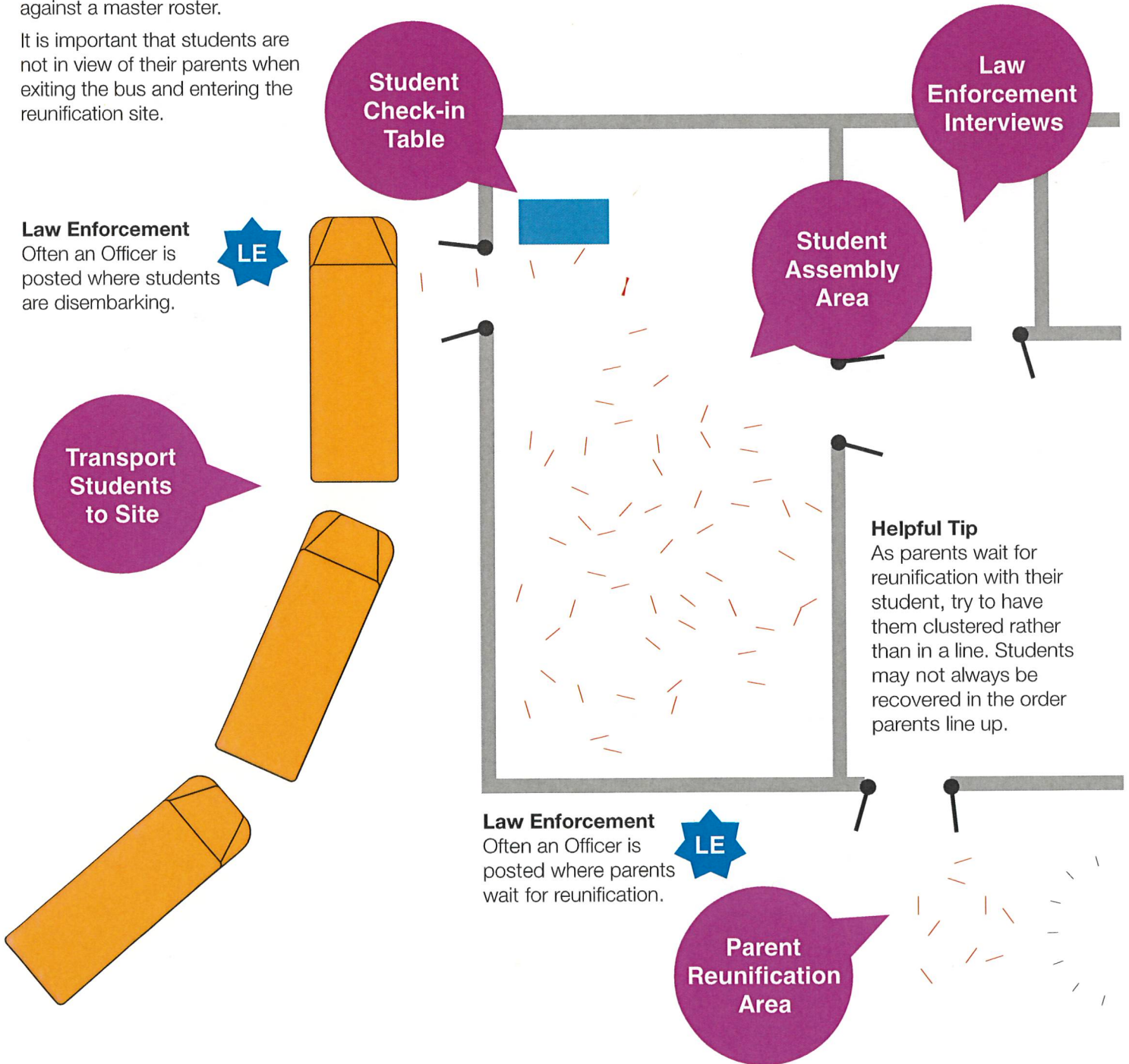
Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

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

GREETING AREA

PARENTS ARE MET HERE

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



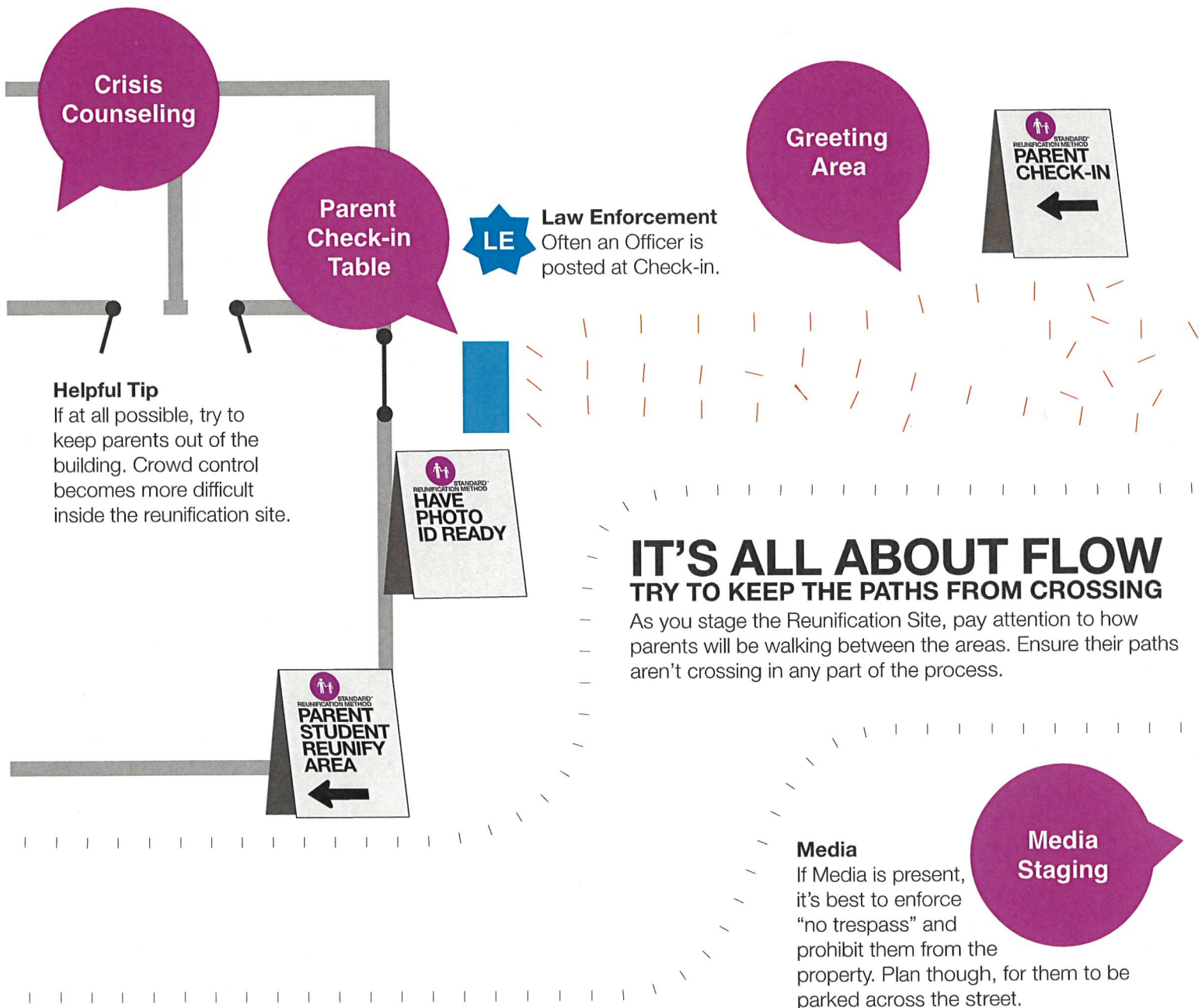
Reunification Site

CHECK-IN TABLE SET UP MULTIPLE LINES

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

REUNIFICATION AREA PARENT STUDENT REUNIFICATION

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



SRM The Process

STEP 1 GREETINGS

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

STEP 2 PARENTS FILL OUT CARD

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

STEP 3 CHECKERS VERIFY ID

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

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

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

Parent completes:
 Print Student Name Again _____
 Student Grade _____
 Student Birthdate _____ (TYPE INITIALS OTHER)

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

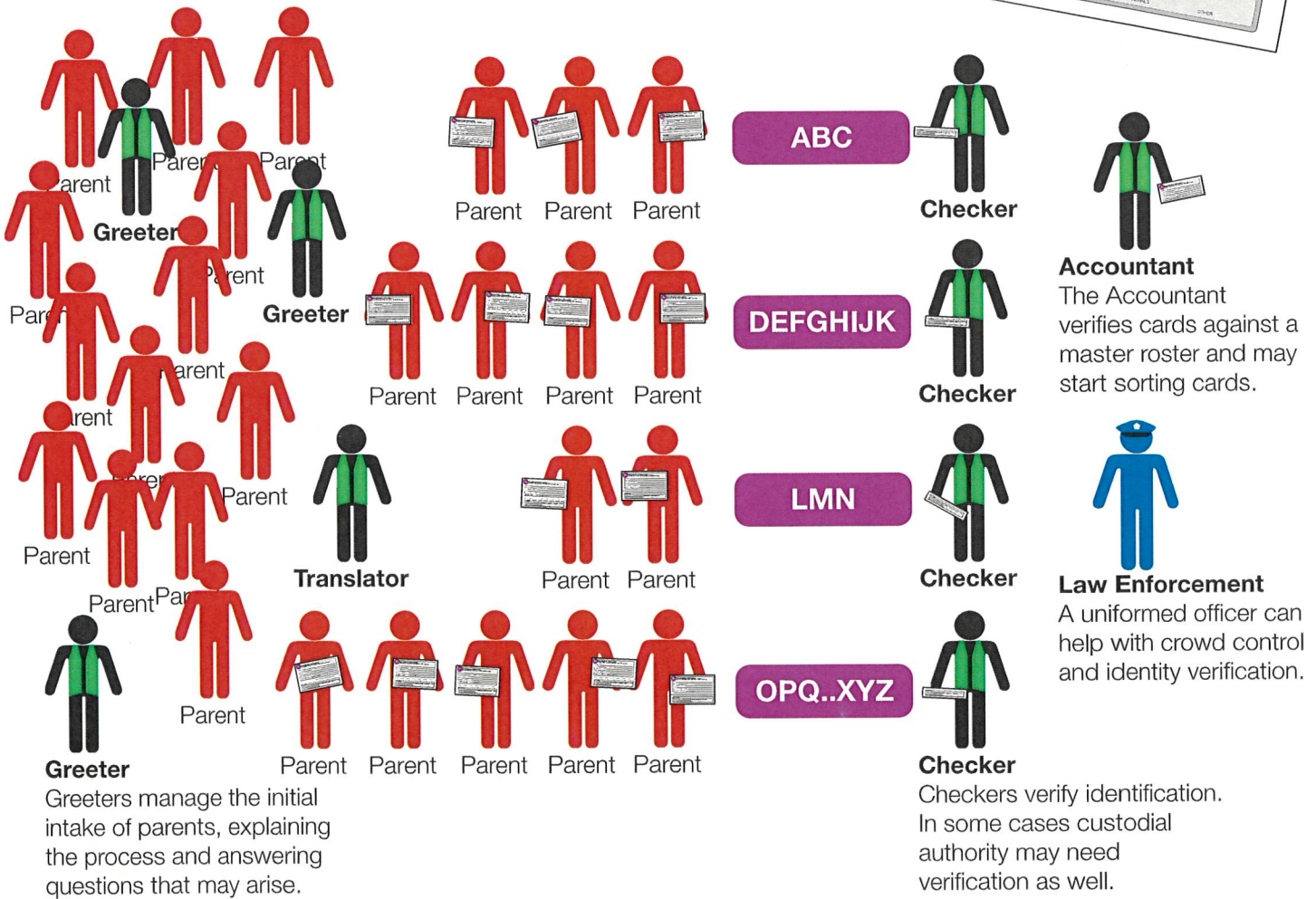
Student Name [X] Student Call Phone Number 41 hSoonSil il
 Student Grade [X]
 Name of person picking up student [X]
 Signature [X]
 Phone number of person picking up student [X] hSoonSil il
 Relationship to student being picked up [X]
 Photo identification matches name of person picking up student? Y or N [X]

Parent completes:
 Print Student Name Again [X]
 Student Grade [X]
 Student Birthdate [X] kln (TYPE INITIALS OTHER)

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

Student Name [X] Student Call Phone Number 41 hSoonSil il
 Student Grade [X]
 Name of person picking up student [X]
 Signature [X]
 Phone number of person picking up student [X] hSoonSil il
 Relationship to student being picked up [X]
 Photo identification matches name of person picking up student? Y or N [X]

Parent completes:
 Print Student Name Again [X]
 Student Grade [X]
 Student Birthdate [X] kln (TYPE INITIALS OTHER)



SRM The Card

REUNIFICATION INFORMATION CARDS

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

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

AVAILABLE IN SPANISH

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

Información de Reunificación (POR FAVOR REMPLENA CLARAMENTE)

Tenga identificación con foto disponible para mostrarle al personal del distrito escolar.

Nombre del Estudiante

Grado del Estudiante Número del Celular del Estudiante

Nombre de la persona que recoge al estudiante

Firma

Número de teléfono de la persona que recoge al estudiante

Relación al estudiante recogido

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

Para completar por el padre:

Imprima el Nombre del Estudiante Otra Voz **El personal escolar completa tras la liberación del estudiante.**

Grado del Estudiante

Cumpleaños del Estudiante OTRO TIEMPO INICIALES

Reunificación

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

Instrucciones

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

Firma del Padre o Tutor

He leído y entiendo estas instrucciones.

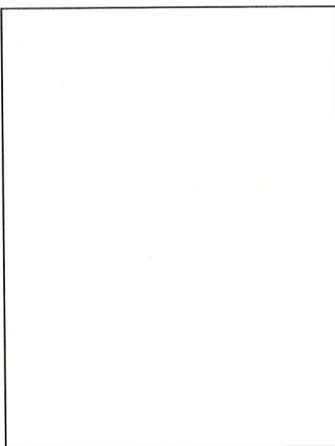
Imprima su Nombre Fecha

Firma

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

SEND IT HOME IN ADVANCE?

The question often comes up on whether the school should send the cards home in advance and request parents fill out and return them. Certainly an option, but it creates unnecessary work in collecting the cards and diminishes the parent experience. One alternative is to send the cards home, with the handout, and ask parents to complete the card and put it in their car. This gives parents an expectation of the process and some parents will complete the request. The handout is available on the website and is also reprinted on page 28 of this book.



PRESS READY ARTWORK

The Reunification Cards are press ready for your printer. The artwork is set up for *Work and Tumble*¹ on 81/2" x 11" index card stock. Ask your printer for a strong perforation. There is little worse than a "bad perf" on reunification day.

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

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



Reunification Information

(PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

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

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME

INITIALS

OTHER

Parent Guardian Sign Off

I have read and understand these instructions.

Print Your Name

Date

Signature

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.

Reunification

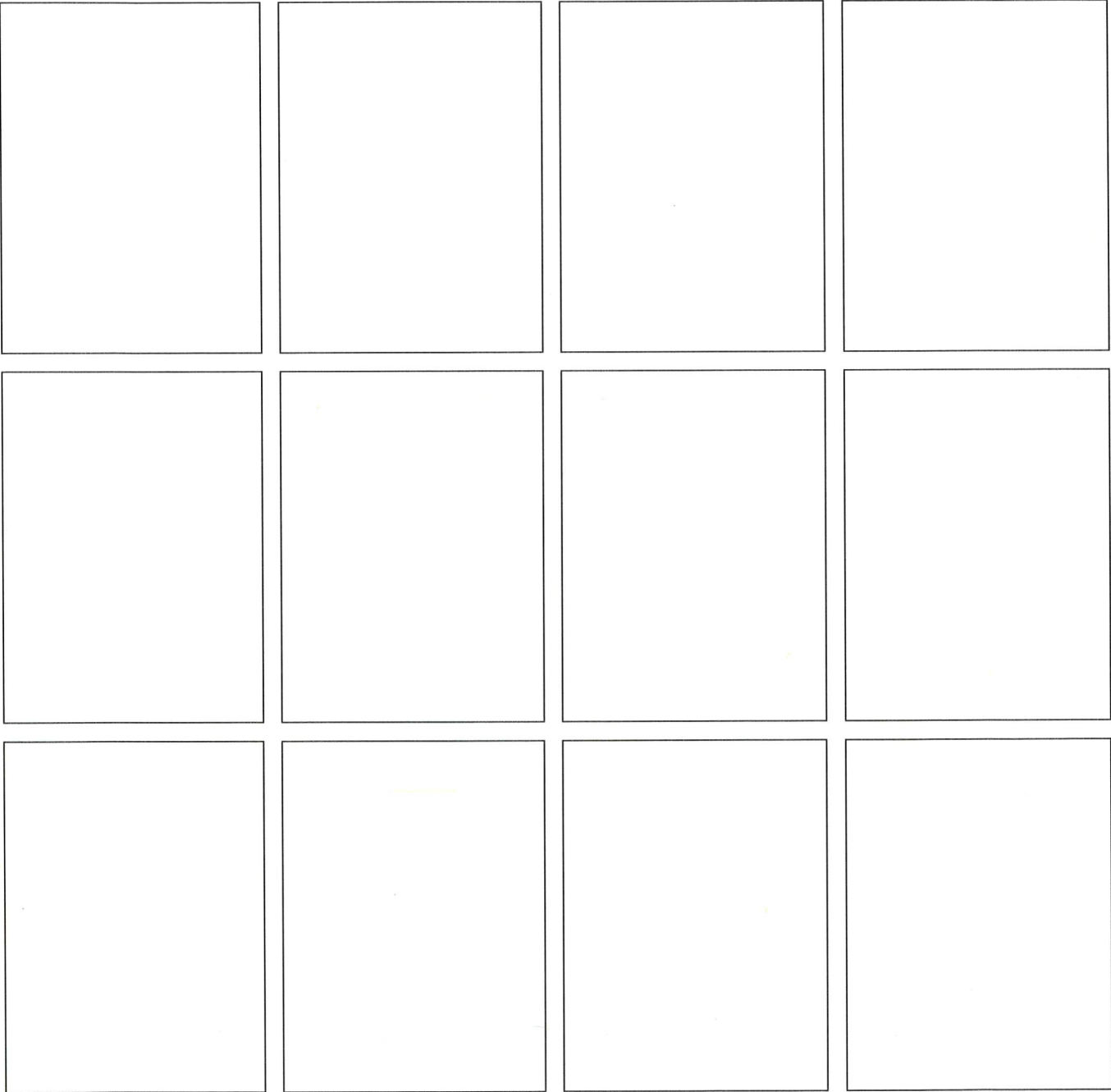
First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you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

PARENT HANDOUT

SRM Signage

READY TO PRINT SIGNAGE

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



SRM Planning

GETTING STARTED

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

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

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

THE DISTRICT REUNIFICATION PLAN HAS THE FOLLOWING COMPONENTS:

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

FLOOR PLANS AND SITE MAPS

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

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

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

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

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

EVACUATION ROUTES

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

SEXUAL OFFENDERS

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

ROUTE MAP CHECKLIST

These considerations should be included when mapping routes:

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

NOTIFICATION PROCEDURES

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

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

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

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

SPECIAL NEEDS CONSIDERATIONS

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

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

TIME OF DAY CONTINGENCIES

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

PARENTS ARE CAPABLE

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

GO KITS FOR REUNIFICATION

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

THE REUNIFICATION OPERATION KIT

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

FAQs

FREQUENTLY ASKED QUESTIONS

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

SERIOUSLY, WHAT DOES IT REALLY COST?

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

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

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

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

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

CAN I MODIFY MATERIALS?

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

ARE THE SOURCE MATERIALS AVAILABLE?

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

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

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

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

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

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

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

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

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

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

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

DO I HAVE TO SEND A NOTICE OF INTENT?

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

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

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

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

CAN I PUT OUR LOGO ON YOUR MATERIALS?

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

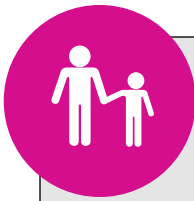
In some states we have co-branding agreements with “umbrella” organizations. In those states we ask that you also include the umbrella organizations branding.

Please see <http://iloveguys.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.



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

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.

Instructions

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.

Reunification



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. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

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

NOTIFICATION

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

PARENT/GUARDIAN EXPECTATIONS

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

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

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

WHAT IF THE STUDENT DROVE TO SCHOOL?

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

Reunification Information (PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

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

Parent completes:

Print Student Name Again

Student Grade School personnel completes upon release of student

Student Birthday TIME INITIALS OTHER

HOW IT WORKS

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

REUNIFICATION CARDS

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

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

BRING ID TO CHECK IN

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

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

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

INTERVIEWS AND COUNSELING

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



Focus on Go-Kits

This document is intended to assist school personnel in selecting the appropriate materials for use in personal and school go-kits.

Quick links within this document:

- [Best Type of Container](#)
- [Commercial and Homemade Kits](#)
- [Recommended Contents for School Kits](#)
- [Recommended Contents for a Building or District Kit](#)

Background

In the summer of 2006, the U.S. Department of Education's Emergency Response and Crisis Management Technical Assistance Group released Volume 1, Issue 2 of their *Helpful Hints* series¹. That document, along with many others, reviewed the value of administrators, nurses and other school staff in preparing emergency bags or crisis kits. Often called go-buckets or go-bags, these kits are often very unique and vary greatly from school to school in size, shape and contents.

Choice of Kits

The Center for Safe Schools frequently receives requests from schools for technical assistance in choosing the correct go-kit. The response to those requests varies depending on the intended purpose of the go-kit. For example, who will use the kit and how will it be used? Understanding the duties and functions an individual holds in an emergency situation will guide the selection process.

Before purchasing a commercially prepared kit or compiling components for a homemade kit, it is important to determine the answers to the following questions:

- *What are the emergency duties and functions of the person using the kit?*
 - Is the primary emergency duty the care of students?
 - Is the primary emergency duty the provision of medical treatment?
 - Is the primary emergency duty the performance of crisis team duties?
- *What is the capability of local responders?*
 - How long will it take local responders to arrive on-scene?
 - Will local responders be able to bring adequate supplies for your population?
 - Is the district, building or classroom able to stockpile the amount of supplies needed until help arrives?

Best Type of Container

- For classroom use, a large bucket with a lid is frequently used for the go-kit. The bucket serves multiple purposes. While it will be used primarily as a container for supplies, it can also serve as a temporary stool for the teacher when outside the school building. Additionally and as a last resort, when fitted with a plastic trash can liner, toilet paper and plastic tarp or shower curtain (as a privacy barrier), the bucket can also be used as a temporary lavatory.
- For front office use, backpacks or small soft-sided cases are often the container of choice for their durability and functionality. Since these bags come in a variety of sizes and often contain exterior pockets easy access to needed items, office staff usually prefers these to hard-sided containers.

¹ http://rems.ed.gov/views/documents/HH_GoKits.pdf

- School nurses and medical team members tend to prefer tool boxes, those with multiple drawers and compartments. These tool boxes provide quick access to organized medical supplies, which will result in the ability to quickly provide medical treatment to those in need.
- For building-wide use, large, hard-sided, wheeled cases or a large plastic rolling trash can with a fitted lid provide the amount of space needed to quickly move the amount of supplies necessary for an entire building.

Commercial and Homemade Kits

- The decision to purchase a commercially prepared, pre-assembled emergency kit or to create one is a matter of personal choice. There are pros and cons to either approach. This decision hinges on two key concerns:
 - Does the commercially prepared kit have all, or most of, the needed items?
 - Is the cost of the commercial kit comparable to the money and time need to create a personalized kit?
- Several reputable organizations sell school emergency kits, including companies which offer customized kits to meet the particular personnel or school needs.
- Some Intermediate Units utilize their school-to-work programs to compile emergency go-kits for their schools.

Recommended Contents for School Go-Kits

Item	Teacher	Other Staff	Emergency Team Member	Nurse ²	Administrator ³
Clipboard	X	X	X	X	X
Pad of Paper with sharpened pencils and pens (2 each)	X	X	X	X	X
Permanent marker – medium and fine point (minimum 2 different colors)			X	X	X
Roster ⁴ of student's in class(es)	X	X			
Roster of student's in buddy teacher's class(es)	X	X			
List of emergency contact numbers	X	X	X	X	X
Disposal poncho	X	X	X	X	X
Small pack of tissues or toilet paper	X	X	X	X	X
School Emergency Procedures	X	X	X	X	
School Emergency Plan (full plan)			X	X	X
School emergency checklists or other forms	X	X	X	X	X
ICS forms			X	X	X
Parent/Child Reunification Procedures	X	X	X	X	X
Student release forms as needed	X	X			X
Whistle with lanyard	X	X	X	X	X
Flashlight – with batteries or electromagnetic/wind up capable	X	X	X	X	X
Second flashlight or spare bulb for primary light	X	X	X	X	X
Light sticks	X	X	X	X	X
Small first aid kit including PPE ⁵	X	X	X	X	X
Small tarp or plastic sheeting	X	X		X	
Sun block	X	X	X	X	X
Insect repellent	X	X	X	X	X
Age-appropriate student activity materials ⁶	X	X			
Cell phone charger and extra batteries			X	X	X
Portable radio with extra battery			X	X	X
Map of local area			X		X
Teacher schedules					X
School building floor plans ⁷ (10 copies)			X		X
School building photos					X
Student yearbook or recent photo CD					X
Map of campus – 5 sets minimum					X
Map of area around the school – 5 sets minimum					X
Bullhorn					X
Master keys to building (2 sets minimum)					X
HVAC emergency shutdown procedures ⁸			X		X

² These items are personal bag items and do not include specialty medical supplies and equipment a nurse or medical team may need in an emergency.

³ Some recommended items for administrators may be contained in a school kit rather than a personal kit.

⁴ All rosters should be accompanied by sealed/secured information on students with special medical or dietary needs, along with custody limitations or prohibitions. These envelopes should be clearly marked confidential/ emergency use only.

⁵ PPE for a school first aid kit is probably limited to protective gloves and a barrier shield device for rescue breathing. A dust mask may also be included.

⁶ Student activity materials may include playing cards, inflatable balls, checkers, bubbles, Nerf™ balls, etc.

⁷ All building plans should have the HVAC, electrical and other utility shuts-offs prominently marked.

⁸ All shutdown procedures should be laminated prior to placement in the kit in case fire/rescue or Haz-Mat needs to enter the building with sprinklers activated.

Item	Teacher	Other Staff	Emergency Team Member	Nurse ⁹	Administrator ¹⁰
Fire alarm shut off procedures			X		X
Blank index cards (multiple colors)			X	X	X
Vest or bright hat for easy identification			X	X	X
Duct tape			X		X
Plastic wire ties of various sizes					X
AM/FM radio (battery operated)				X	X
NOAA-SAME weather radio (battery operated)				X	X
Roll of heavy trash bags	X	X	X	X	X
Water – with cups	X	X	X	X	X
Hard candies or other long shelf life food	X	X	X	X	X
Roll of paper towels	X	X		X	
Multi-tool or screw driver with multiple tips			X		X
Peel off labels (2 x 4 minimum) for emergency name tags or labeling			X	X	X
Personal medications	X	X	X	X	X
Local telephone directory					X

Recommended Contents for Building or District Go-Kits

Specialty Kits: One per school and district	Notes
Signs or flag for command post	Coordinate these markers with local responders
Rosters of students/master schedule	
Teacher Schedules	
Full emergency plan with annexes, checklists, etc	
Banner or poster for parent-child reunification	Use large banners, bigger than 8 x 10 inch paper
Alphabetical grouping signs A-L and M-Z A-F, G-L, M-R and S-Z	Pre-plan alphabetical breakdowns according to the size of your building's student population. Some schools may need 4 or 5 groups
School building floor plans ¹¹ (10 copies)	Even if your school has a secured website, it is best practice to have hard copy backups available in the event that Internet or electric service is disrupted
School building photos	
Map of campus – 5 sets minimum	
Map of area around the school – 5 sets minimum	
Student yearbook or recent photo CD	
Bullhorn	Some schools may need more than one
Master keys to building (2 sets minimum)	
HVAC emergency shutdown procedures ¹²	Laminate these procedures

⁹ These items are personal bag items and not to be all inclusive of specialty medical supplies and equipment a nurse or medical team may need in an emergency.

¹⁰ Some recommended items for administrators may be contained in a school kit rather than a personal kit.

¹¹ All building plans should have the HVAC, electrical and other utility shuts offs prominently marked.

¹² All shut down procedures should be laminated prior to placing in the kit in case fire/rescue or Haz-Mat needs to enter the building with sprinklers activated.

Specialty Kits: One per school and district	Notes
Fire alarm shut off procedures	
Duct tape	
Plastic wire ties of various sizes	
Blank index cards (multiple colors)	
Vest or bright hat for easy identification	
Extra batteries for all electronic devices	
AC charger for cell phone and portable radios	
CAT-5e internet cables	Dependent upon existing technology infrastructure
Single line telephones with cords	

Be sure to include any items from the administrator list that are not carried in personal go-kits.

Please note that the lists provided above are suggested based on best practice information. These lists can be expanded based on individual needs.

For additional information on personal preparedness kits for use at home or in your car checkout these web sites:

<http://www.ready.gov/america/getakit/index.html>

<http://www.fema.gov/pdf/about/regions/regionii/r2-what-goes-in-an-emergency-kit.pdf>