

# ***Cherokee Community School District***



## ***Emergency Response/Crisis Manual***

Washington High School

Cherokee Middle School

Roosevelt Elementary School

***If found, please return this manual to CCSD Central Office ASAP. Thank you.***

# TABLE OF CONTENTS

Introduction-----	3
Promulgation Statement-----	4
Purpose, Scope, Situation, Overview, and Assumptions-----	5
Special Needs Students/Limited English Proficient Students-----	6
Concept of Operations-----	7-8
School Emergency Response	
Team-----	9
School Response Team Functions-----	10-11
Crisis Team Member	
Responsibility-----	12-13
Emergency Phone Numbers-----	14
Security/Recovery/Pandemic-----	15-16
Bomb Threat-----	17-18
Bomb Threat Telephone	
Checklist-----	19
Bus Accident-----	20-21
Chemical or Biological Threat-----	22
Child Abduction/Restraining Orders-----	23
Suspected Child Abuse-----	24
Communications/Media Procedures-----	26
Death or Serious Injury of Student/Staff Member-----	27-28
Demonstration-----	29
Evacuation/Relocation-----	30
Fight/Disturbance-----	31
Fire-----	32
Hazardous Materials-----	33
Health and Medical Emergency-----	34-35
Intruder/Active Shooter-----	36-37
Lockout/Lockdown Procedures-----	38
Reunification-----	39-40
Severe Weather-----	41

Shelter In Place Procedures-----42  
Suicide-----43-44  
Weapons-----45  
Post-Crisis Intervention Procedures-----46  
Continuity of Operations/Chain of Command-----47  
Evacuation Map of WHS-----48  
Shelter Map of WHS-----49  
Evacuation Map of CMS-----50  
Shelter Map of CMS-----51  
Evacuation Map of RES-----52  
Shelter Map of RES-----53  
Go Bucket Content List-----54  
Emergency/Crisis Response Manual Updates-----55  
Cherokee Community School Crisis Team-----56  
Reunification Release Form-----57  
Student’s Status-----58

# INTRODUCTION

This School Emergency Operations Plan was developed in collaboration with district personnel, teachers and school support staff, county emergency management, fire, law enforcement, and other community partners.

This plan provides guidance for response to likely threats and hazards identified by the planning team in an all-hazards approach. Response activities associated with specific threats and hazards are identified in the Annexes.

This plan has been recognized and approved by the Cherokee Board of Directors and is effective **May 20, 2019**. It was reviewed by the Cherokee Board of Directors on **October 19, 2020**.

## Record of Distribution

*Updated or revised plans must be distributed district-wide. This process should be updated in this section and may include a breakdown by school.*

Title and name of person receiving the plan	Agency (school office, government agency, or private-sector entity)	Date of delivery	Number of copies delivered

## PROMULGATION STATEMENT

An emergency or crisis can be defined as a crucial situation demanding quick action. The need to be prepared as a school is important. The school represents a major influence in the lives and relationships of its students and staff, and both may need additional support or assistance at a time of crisis. Therefore, Cherokee Community School administration, recognizing its commitment to students and staff, has prepared this manual to aid in safe staff and student response at the time of an emergency or crisis. Cherokee CSD administration prepared this manual in collaboration with Crisis Team members, county emergency management, fire, law enforcement, and other community partners.

It is designed to promote the coordination of district wide and site specific emergency services and the use of available resources to minimize the effects of a major disaster (natural or otherwise) on life and property of the schools, faculty, staff, and students of Cherokee Community School District. The intent of this manual is to include any possible situation that could occur and provide a framework for staff to follow in handling situations in a safe, effective manner. However, each emergency or crisis is unique, and flexibility in response is essential.

This plan, when used properly and updated annually, can assist local government officials in responding to and recovering from the effects of natural and man-made disasters. This plan and its provisions will become official when it has been signed and dated below by the concurring government officials.

\_\_\_\_\_  
School Superintendent  
*Kimberly Lingenfelter*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Emergency Management Director  
*Justin Pritts*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Police Chief  
*Nate James*

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board President  
*Laura Jones*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal, High School  
*Thomas Ryherd*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal, Middle School  
*Scot Aden*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal, Elementary School  
*Brian Christiansen*

\_\_\_\_\_  
Date

## **PURPOSE, SCOPE, SITUATION, OVERVIEW, AND ASSUMPTIONS**

An emergency or crisis can be defined as a crucial situation demanding quick action. The need to be prepared as a school is important. The school represents a major influence in the lives and relationships of its students and staff, and both may need additional support or assistance at a time of crisis. Therefore, Cherokee Community School administration, recognizing its commitment to students and staff, has prepared this manual to aid in safe staff and student response at the time of an emergency or crisis. Cherokee CSD administration prepared this manual in collaboration with Crisis Team members, county emergency management, fire, law enforcement, and other community partners.

The intent of this manual is to include any possible situation that could occur and provide a framework for staff to follow in handling situations in a safe, effective manner. However, each emergency or crisis is unique, and flexibility in response is essential.

The purpose of the Cherokee Community School District Emergency Operations Plan (EOP) is to outline the responsibilities and duties of school employees, students, and parents or guardians in an emergency. Development of this plan has been done in collaboration with community response partners to ensure coordinated stakeholder participation and to best utilize available resources. This planning effort, along with training and exercises, empowers everyone involved in an emergency to act quickly and knowledgeably. The plan educates staff, faculty, students, parents, and other stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures all concerned citizens that CCSD has established guidelines and procedures to respond to threats and hazards in an effective way.

This plan provides an all-hazards approach to dealing with incidents and is inclusive of all situations and student populations. The plan provides a systematic approach to specific threats and hazards before, during, and after the incident. The plan also includes guidelines for functional activities used in many different threat scenarios such as evacuation, reunification, lock-down, and shelter-in-place. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. CCSD regularly schedules training and drills for faculty and students to assure adherence to these guidelines, improve response time, and evaluate performance.

## **SPECIAL NEEDS STUDENTS**

Special needs students will be escorted to designated areas by the teacher in charge of them or a paraprofessional in a one on one service with the student. The school nurse will write an Individual Health Plan for any child that is wheelchair bound that is specific to their health needs. This plan will be shared with appropriate teaching staff who are in charge of this child.

## **LIMITED ENGLISH PROFICIENT STUDENTS/PARENTS**

Limited English Proficient students will be escorted to appropriate areas by the teacher or EL teacher in charge of the student at the time. A briefing on the concern will be available for parents in their spoken language following an incident.

## CONCEPT OF OPERATIONS

The information provided in this section is designed to give an overall picture of incident management and explain the district's overall approach to an emergency.

Priorities for incident management include:

- Protect and save lives, and protect health and safety of students, faculty, staff, visitors, responders, and recovery workers.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

For the purpose of this plan, we define incidents, emergency, and disaster as:

- Incident - An incident is a situation that is limited in scope and potential effects.
- Emergency - An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
- Disaster - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

This EOP is based on an all-hazards approach and may be activated in its entirety or in part, based on the specific needs of the emergency and by decision of district (*or school*) leadership. The emergency functions of agencies involved in emergency management will generally parallel normal day-to-day operations. Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency and/or redirected to accomplishment of emergency tasks by the district.

In the event of an incident Cherokee Community School District, will adhere to the six key areas of emergency planning and incident management, which include:

1. Prevention – Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.
2. Protection – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources is vital to local jurisdictions.
3. Mitigation – Mitigation activities are those which eliminate or reduce the probability of a disaster occurring. Also included are those long-term activities, which lessen the undesirable effects of unavoidable hazards.
4. Preparedness – Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.
5. Response – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.



6. Recovery – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the school to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

Cherokee Community School District recognizes that staff and students will act as first responders in an incident.

The Incident Commander at each school will be delegated the authority to direct all incident activities within the school jurisdiction. The Incident Commander will establish an incident command post and provide an assessment of the situation to the Superintendent, Principal, or other officials, identify incident management resources required, and direct on-scene incident management activities from the incident command post. If no incident commander is present at the onset of an incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

An incident warranting multi-jurisdictional resources and emergency response activities will employ the Unified Command Structure.

### COMMUNICATION

Timely and effective communication is critical to an effective response and recovery. Directions on communications may be found at the Central Office. Additional information may be obtained through the District.

### INITIAL RESPONSE

School personnel will most likely be first on the scene. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or an emergency response agency with legal authority assumes responsibility. Faculty and staff will seek guidance and direction from the school district and local officials who will function under Unified Command.

The Superintendent is responsible for activation of the district-wide EOP. The school principal or designee is responsible for activation of the school EOP, including all necessary procedures to ensure the protection of life and/or property. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

## SCHOOL EMERGENCY RESPONSE TEAM

<b>FUNCTION</b>	<b>STAFF ASSIGNED</b>	<b>BACKUP STAFF</b>
Incident Commander (person in charge)	Superintendent Building Principals	Designated Crisis Team Staff
Safety	Mike Fiedler - Building & Grounds Cell: 712-221-0572	Building Principal Designated Crisis Team Staff
Public Information	Superintendent 712-229-1807	Building Principal Building Secretary
Liaison	Superintendent Kimberly Lingenfelter 712-229-1807	Central Office Staff Joyce Lundsgaard 712-229-3747
Operations Chief	Superintendent 712-229-1807	Building Principal Building Maintenance Staff
Medical	Director of Nursing - Rachel Doeden 712-249-2253	Physical Education Teachers EMT - CRMC - Call 9-1-1
Site Security/ Facility Check	Chief of Police - Nate James 712-229-0126 712-225-6728	County Sheriff - Derek Scott 712-225-8911 712-225-6728
Student Release Coordinator	Instructor responsible for student at time of incident	Available Building Staff
Logistics Chief	Superintendent Kimberly Lingenfelter 712-229-1807 712-225-6767	Central Office Staff Joyce Lundsgaard 712-229-3747 712-225-6767
Communications	Technology Director - Bill Halder 712-229-1625	Building Secretaries Building Library Staff
Transportation	Transportation Director Rachel Mallory 712-229-0848 712-225-6766	Superintendent 712-229-1807
Planning Chief	Superintendent 712-229-1807	District Chain of Command Building Principal
Financial Recordkeeping	Board Secretary/Treasurer Joyce Lundsgaard 712-229-3747	Andrea Gebers Purchasing/Accounts Payable 712-225-6767

Depending on the emergency, one person may be able to perform multiple assignments.

## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situational updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions: lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/ Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing the school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocations site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.

Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with the incident commander.
Financial/ Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

## **CRISIS TEAM MEMBER RESPONSIBILITY**

### Superintendent (or her designee)

- Media contact person (only person who will speak with media unless designated to another individual by superintendent).
- Decide when to call the Crisis Team together, setting up time to meet at CCSD Bus Barn. Summarize the crisis situation.
- Facilitate implementation of plan.
- Act as liaison with law enforcement or other agencies involved in crisis situations.
- Conduct debriefing/evaluation of response plan.

### Principals

- Continue to be in charge of all activities of the school. Delegate tasks to various staff as deemed necessary during an emergency.
- Act as liaison with staff and parents regarding crisis situations. Conduct group meetings if necessary with staff or parents.
- Network with community agencies involved with the plan.
- Conduct staff debriefing meetings.

### School Counselor

- Designate a crisis center for staff and students to go to if needed and schedules to support staff to cover it before, during and after school.
- Coordinate referral system for highly traumatized students.
- Conduct group meetings with students or others as requested.
- Serve as counselor for highly traumatized students.

### A.E.A. School Psychologist, Social Services, Clergy

- Act as a referral resource for students and staff.
- Serve as counselor for highly traumatized students.
- Screen students at risk.
- Develop support systems as needed.

### Crisis Team Member

- Participate in crisis team meetings as called.
- Participate in notification of staff and necessary individuals of crisis situations.
- Coordinate classroom activities dealing with trauma.
- Assist teachers and at-risk students, planning interventions as necessary.

### Building Secretaries and Librarians

- Field incoming phone calls.
- Utilize prepared incident statements when available.
- Assist classroom teacher with student check out.

## TRAINING AND EXERCISES

The development of the EOP training and exercise schedule is key to the success of a school or district's ability to respond to an emergency. It is imperative that all school faculty and staff have a general understanding of their role and responsibilities and are trained on all standard operating procedures and guidelines associated with emergency response. Training and exercises provide the opportunity to increase understanding and implementation of these protocols.

- EOP training opportunities shall be incorporated into the annual school calendar.
- Review and update (if necessary) of the EOP shall be incorporated into the annual school calendar.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to staff and ensuring opportunities to attend and participate in EOP training and exercise activities.
- Working with response agency partners, exercises will be conducted to train staff and evaluate the adequacy of the EOP.

### Administration/Finance/Logistics

- Joyce Lundsgaard, CCSD Business Manager, 600 W. Bluff St., Cherokee, IA 51012, 712-225-6767
- Justin Mohning, Central Insurance, 401 W. Main St., Cherokee, IA 51012, 712-225-4563, [www.centralinsure.com](http://www.centralinsure.com)
- Dawn Kimmel, SIMCO, 1122 Pierce St., Sioux City, IA 51105, 712-224-8905, Cherokee County Multi-Jurisdictional Hazard Mitigation Plan

## EMERGENCY PHONE NUMBERS

Emergency	911
Police/Law Enforcement (non-emergency)	712-225-6728
Electric/Mid-American Energy	888-427-5632
Gas/Alliant Energy	
• customer service	800-292-8989
• outage	877-740-5050
Water/City of Cherokee	712-225-5749
• emergency	712-225-6728
Justin Pritts/Emergency Management Agency	
• work	712-225-6721
• cell	712-261-6721
Hazardous materials/toxic chemical spills	800-424-8802
Cherokee fire department/HazMat facility	712-225-3906
Hazmat Team/Sioux City Fire Department	712-279-6314
Poison Information	800-222-1222
Child Abuse:	
• Statewide	800-362-2178
• Centralized Intake (report abuse/make referral)	712-255-2699
• Centers Against Abuse/Sexual Assault (CAASA)	712-225-5003
	800-362-4612
Department of Human Services (Administration O'Brien/Cherokee Co)	712-957-5135
Suicide Prevention Hotline	800-273-8255
Post Crisis Intervention/Mental Health Hotline	712-225-2594
Plains Area Mental Health	712-225-2575

# SECURITY/RECOVERY/PANDEMIC

## SECURITY

Security Measures: No matter how carefully designed a school is to provide safety, the school is not safe unless the school community uses its safety features as they are intended every day. There are some basic security measures that all schools may consider:

- Limit access to one main monitored entrance. One of the most important security measures a school can take is to have only one main entrance where people may enter and which is monitored at all times (with all other outside doors locked – check fire code regulations for how doors should be secured). This will safeguard better control of visitor traffic. Modified entry plans should be in place for times when there are a large number of visitors, as on election days or for assemblies. While this limited access could be seen as a necessary evil, it can also serve as a way for a school to consistently connect with students, parents/ caregivers, and visitors. A friendly face or even voice upon entrance is critical for a welcoming community. A known, clear, and workable “one door access” policy only works if it is enforced. Staff and parents are repeatedly reminded of this to avoid putting students in confusing situations.
- Visible visitor name badges are another measure to increase security while welcoming visitors. Visitor badges allow staff to immediately identify a visitor. Staff members need to be encouraged to greet all visitors in a friendly fashion and ask them if they need any help. Even frequent visitors (e.g., parent volunteers) are expected to wear visitor badges.

## RECOVERY

Recovering from an emergency or crisis is as critical as planning, preparing, and responding. We want to assist students, staff, and their families in the healing process and to restore the educational operations in schools. The type and breadth of recovery activities needed will vary based on the size and scope of the incident. This may range from repairing a building to providing counselors for students and staff. It also involves reviewing and evaluating the lessons learned to make improvements.

### What Families Should Do During an Emergency

During an emergency, it is a natural instinct for families to want to rush to their child. We, at Cherokee Community Schools, want to reassure you that we share the same instinct—to protect and safeguard your children. Our organized, systematic procedures and plans guide our response to a wide range of crisis situations.

Here are a few ways you can help us effectively respond to a crisis:

- Remain calm, follow procedures, and cooperate with school and public safety officials.
- Please do not go to the school. Traffic may block emergency responders from getting to the scene or transporting injured students or staff to emergency medical facilities.
- Please do not call the school. It is essential to keep phone lines open so school officials can make outgoing emergency calls.
- Remain close to the phone or computer. We will send accurate information and instructions to your contact information in JMC.
- Tune in to the local radio station.
- Check the district website for updates, particularly for school closings.
- Check district social media sites for possible updates.



- Understand that the district may require families to pick up their children at a reunification site other than their school. In this case, please bring your photo ID. The district will communicate the location of the reunification site through the channels provided above.

## PANDEMIC

### Cherokee Community School District Catastrophic/Communicable Illness

- The Director of Nursing shall have the authority to exclude any student or staff member with a communicable disease or parasite known to spread by any form of casual contact from Cherokee Community School District.
- In all cases, a statement of clearance from a physician shall be required before the student or staff member may re-enter the school.
- All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions, and documents as confidential information.
- Irrespective of the disease's presence, routine procedures shall be used and adequate sanitation facilities will be available for handling blood or body fluids within the school setting.

# BOMB THREAT

## Critical information:

- Schools are responsible for assessing bomb threats to determine credibility. All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the school, not the responding agencies, unless a device is located.

## Procedures upon receiving a bomb threat:

### By phone call

- Complete the Checklist for Telephone Threats.

### By Written note

- Preserve evidence.
- Photograph words written on walls.
- Place note in plastic bag, if available.
- Notify the building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.
- Students and staff will follow evacuation procedures.

*Caution: Overreacting may encourage additional threats.*

## Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. Do not touch.
- Once a device is located, emergency responders take responsibility for it.

## Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm systems because of the risk of activating a device.
- Turn off facility bell system.
- When notification is being made, other maintenance or administrative staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take “Go Buckets.”

*Bomb squads generally will not search a building unless a suspicious package has been located.*

#### Teacher/Staff Procedures During Bomb Threat:

- Make sure the classroom is locked down.
- Scan your classroom for any suspicious objects or packages and report discrepancies to school administration.
- If students are out of room at a “special”, classroom teachers must go get their students.
- Have students turn off cell phones.
- Wait for further instruction from school administration or law enforcement agencies.

#### Bomb Threat Evacuation Procedures:

- Inform students that there is a safety matter that requires us to evacuate the building immediately.
- Secure evacuation routes.
- Instruct all students and staff to not use and turn off cell phones. Cell phones may set off the threatening device.
- Tell students to exit the building per fire drill procedures.
- Advise students to stay away from lockers and garbage cans.
- Advise staff not to lock their door.
- As students are leaving, scan your room for any suspicious objects or packages and report discrepancies to school administration who will report the information to law enforcement.
- Leave all lights on.
- Students and staff must exit the building with their hands on their heads. Secure entry back into the building.
- Authorized personnel only are allowed back into the school.
- Lock doors.
- Turn off the fob entry system.
- Report to designated locations and follow procedures for taking roll.
- School counselor and PE instructor will check with each classroom teacher for attendance/ injured.
- Contact other local schools.
- Contact bus service.
- Inform parents of the situation (parent link, email, etc...)
- Initiate post-crisis procedures.

## BOMB THREAT TELEPHONE CHECKLIST

If you receive a telephone threat (bomb/chemical/other)

- Remain calm
- Do not hang up. Keep the caller on the line as long as possible and listen carefully. Ask the following questions:
  - Where is the bomb/chemical or other hazard?
  - When will it explode/be activated?
  - What will cause it to explode/activate?
  - Why did you place the bomb/hazard?
  - Where are you?
  - What does it look like?
  - What kind of bomb/hazard is it?
  - What is your name?

Exact wording of the threat (record on paper as soon as possible): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is the voice familiar, who did it sounds like? \_\_\_\_\_

Caller ID information: Phone # \_\_\_\_\_

Was the caller: male female adult juvenile

Caller's voice - circle all that apply: calm deep angry excited raspy familiar nasal  
slurred rapid distant loud soft slow disguised  
lisp slow incoherent accent deep breathing

Background sounds - circle all that apply: voices street planes trains quiet bells  
static animals party vehicles factory PA horns  
music echo

Threat language - circle all that apply: well-spoken foul taped incoherent irrational

Did the caller indicate knowledge of the building? Yes No  
Give specifics:

Person receiving call: \_\_\_\_\_ Phone number call was received on: \_\_\_\_\_

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP

## **BUS ACCIDENT**

Bus Service will be responsible for the immediate scene of the accident and emergency procedures to be followed at the scene. Bus Service will notify the superintendent's office as soon as possible.

### **Bus Driver**

- Secure vehicle and display appropriate warning devices. Survey all individuals involved for extent of injuries.
- Call or radio information to school office
  - Location of accident and bus number.
  - Injuries – ambulance needed.
- Keep all students on the bus unless safety conditions warrant their removal.
- Threat of fire – move children and others to a safe location, at least 100 feet from road.
- Administer critical first aid.
- Account for all students via student list supplied by coach/sponsor/chaperone. Recruit assistance to flag approaching vehicles.
- Do not move the vehicle until instructed to do so.
- Give information regarding the accident to investigating officers and school officials ONLY – do not make any statements to the media or bystanders.
- Upon return to the transportation department – assist completing required forms.

### **School Office Personnel**

- When a call comes in regarding an accident – write down all information given. Call 9-1-1 for ambulance, police, or fire if needed.
- Notify the transportation director. Notify the superintendent.
- Contact the nurse to obtain emergency health information for all students on the bus. Refer incoming media calls to the superintendent.
- Inform staff.

### **Transportation Director/Superintendent or designee**

- Go to the scene of the accident ASAP.
- Take a notebook/writing device along.
- Take a camera and radio or cellular phone. If medics have not arrived, assist with first aid.
- Obtain list of students involved and injuries incurred from driver, chaperone, or building secretary.
- Designate staff member to contact families to inform of accident and obtain any pertinent health information.
- Ask office personnel to notify the crisis team, if needed.
- Implement student release procedure to parent/guardian at scene.
- Go to hospital and stay until everyone has been seen by physician or until parent has arrived.
- Provide replacement bus and driver, if needed.
- Assist the bus driver in completing an accident report.

#### Activity Sponsor, Coach, Chaperone

- Assist the driver to compile a list of all individuals on the bus.
- Assist with first aid as needed until medics arrive.
- Go to hospital and stay until everyone has been seen by a physician or until a parent/family member arrives.

#### Crisis Team

- Go to the scene if directed by the superintendent or his/her designee.
- Go to the hospital to assist with support until the parent/guardian/family member arrives.
- Plan follow up with victim's family members and/or emergency contact.
- If determined necessary, make counseling services available to students experiencing trauma as a result of the accident.

## CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat and Hazardous Materials* sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages, look for characteristics that make you suspicious of the content:

- Excessive postage, excessive weight
- Misspellings of common words
- Oily stains, discolorations, odor
- No return address or showing a city or state in the postmark that does not match the return address
- Package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat by no suspicious substance:

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify building administrator and law enforcement
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination. Turn off the heating and cooling system to help minimize air contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.

Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Building Administrator:

- Building administrators and emergency officials determine whether evacuation is necessary.
- Building administrator notifies the superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post crisis procedures as necessary.

## **CHILD ABDUCTION/RESTRAINING ORDERS**

Preventative measures which may help avoid an abduction or non-custodial person from taking a child:

- Secretarial staff should have a list of students who are not to be released to anyone except a particular parent or guardian at their desk. Teachers will be notified promptly of court orders which indicate a student has a parent or other person with a restraining order.
- Emergency files of such students should be tagged.
- Before releasing a child to anyone except the parent or guardian on the list, secretarial staff should
  - check with the custodial parents and/or guardian for approval;
  - a record of the time and date of telephone approval should be made and kept.
- When a parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and telephone number should be written down; a return call should be made after cross-checking the telephone number with those on file in the child's folder or on the emergency card.
- All visitors should be asked to sign in and wear a visitor badge.

In the event of abduction, non-custodial parent or other person taking child where a restraining order is on file:

- Inform principal building.
- Principal checks the student file for any court documents pertinent to the situation and contacts law enforcement (9-1-1) immediately.
- Principal contacts the superintendent and a call is made to the parent/guardian.
- NO information is released to the press until the situation is clarified with law enforcement and decisions are made jointly.



## SUSPECTED CHILD ABUSE

If you suspect a student has been neglected, physically abused, or sexually abused, you are mandated to immediately report this to the principal without alarming the student. The person who suspects the child abuse should be the one to make the report.

If a student presents with obvious injuries, teachers should question the student as to how he/she received the injury. If the student states it was caused by a parent or guardian, allow the student to remain in class and notify the principal's office without causing undue alarm to the student. If the student requests to speak with a counselor, assist them in going to the office.

The principal will determine which staff person will question the student further and whether a report will be made to law enforcement or county child protection staff.

\*\*Iowa statute requires any suspected child abuse be reported to the county child protection agency. All staff are mandatory reporters. A verbal report by telephone is initially made within 24 hours; a mandatory written report is to follow within 48 hours. These forms are kept in the office of the principal and school counselor. You will be informed if you need to fill one out and assistance will be offered to do so.

\*\*School officials CANNOT disclose to the parents, legal custodian, guardian, or alleged perpetrator that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

To report suspected abuse:

- If you believe the child is in imminent danger – Call 9-1-1 immediately
- Call Iowa Department of Human Resources at 800-362-2178 – within 24 hours of becoming aware of situation
- Complete Suspected Child Abuse Report Form (following page and also on website: [SUSPECTED CHILD ABUSE REPORT](#))
- Fax report to 515-564-4011

**REPORT OF SUSPECTED CHILD ABUSE**

This form may be used as the written report which the law requires all mandated reporters to file with the Department of Human Services following an oral report of suspected child abuse. If your agency has a report form or letter format which includes all of the information requested on this form, you may use the agency format in place of this form.

Fill in as much information under each category as is known. Submit the completed form within 48 hours of making the oral report to the Centralized Intake Unit, PO Box 4826, Des Moines, Iowa 50305.

**FAMILY INFORMATION**

Name of child	Age	Date of birth
Address	City	State
Phone	School	Grade level
Name of parent or guardian	Phone (if different from child's)	
Address (if different from child's)		

**OTHER CHILDREN IN THE HOME**

NAME	BIRTH DATE	CONDITION

**INFORMATION ABOUT SUSPECTED ABUSE**

In this section, indicate the date of suspected abuse; the nature, extent and cause of the suspected abuse; the persons thought to be responsible for the suspected abuse; evidence of previous abuse; and other pertinent information needed to conduct the assessment. Use the back of this form if necessary to complete the information requested above and to identify individuals who have been informed of the child abuse report, such as building administrator, supervisor, etc.

**REPORTER INFORMATION**

Name and title or position	
Office address	
Phone	Relationship to child
Names of other mandatory reporters who have knowledge of the abuse	
Signature of reporter	Date

## COMMUNICATIONS/MEDIA PROCEDURES

All staff must refer media contacts to the district spokesperson. Notify your Supervisor if you are contacted by the media. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
  - District spokesperson: Kimberly Lingenfelter, Superintendent 712-229-1807
  - WHS: Thomas Ryherd 712-229-7491
  - CMS: Scot Aden 712-229-1525
  - RES: Brian Christiansen 712-229-1557
- District Public Information (PI) person helps district spokesperson coordinate media communications.
  - District PI: Bill Halder, Technology Director
  - Alternate PI: Building Secretaries
- Building administrator relays all factual information to the superintendent and public information person. Establish a media information center away from the affected area. (Cherokee Community Center)
  - Media needs timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders. DO NOT allow media on campus.
- Before holding a news conference, brief the participants and coordinate information.
  - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
  - Emphasize the safety of students and staff.
  - Engage media to help distribute important public information. Explain how the emergency is being handled.
  - Respect privacy of victims and families of victims. Do not release names to the media.
- Update media regularly. DO NOT say “No comment”.
- Ask other agencies to assist with the media.
- Maintain log of all telephone inquiries for future use.

## DEATH OR SERIOUS INJURY OF STUDENT/STAFF MEMBER

### Principal

- Call 9-1-1. All deaths are treated as a homicide until investigation by law enforcement proves otherwise.
- Notify the Superintendent.
- Confirm information with parents, family, police or hospital.
- Arrange and meet with the Crisis Response Team.
- Designate team leader.
- Refer to Crisis Response Team
- Designate Counseling support center.

DO NOT Remove student's/staff member's belongings from desk or locker. (All deaths are treated as a homicide until investigation by law enforcement proves otherwise.)

- Compose a statement to be used to communicate the student/staff member loss and information needed for the day and file with the building secretary.
- Meet with building staff (review crisis team plan) prior to school starting.
- Make sure all students are informed.
- Designate a staff member to collect funeral arrangements.
- Carefully review memorial requests for the deceased student/staff member. Visit parents.
- Meet with the crisis team to assess response activities.
- Meet with staff after school to assess the day and plans for following days.

### Superintendent:

- Notify the building principal.
- Arrange time to meet with the Crisis Response Team.
- Develop an announcement to be read to staff and develop an announcement to be read to students in a small group (homeroom-classroom). Give only the facts known at the time.
- Serve as media director, or assign staff members to direct media.
- Notify the transportation director to contact the bus driver, if applicable.
- Contact clergy and/or funeral home to determine the school's role. Recognize funeral possibilities. Funeral in the school, weekday/weekend.
- Attend all Crisis Response Team meetings.

### Staff Member:

- Attend the all-staff meeting.
- Obtain specific information from the building secretary, written by administration.
- Review procedures for handling requests or calls from parents, media, and others.
- Consider a new seating arrangement. Remove the desk, assist to clean the locker to prevent students from "taking" possessions as remembrances.
- Allow expression of grief in classroom:
  - Acknowledge and encourage students to express feelings.

- DO NOT repeat rumors or gossip – use ONLY the statement prepared by the Crisis Response Team.
- Encourage regular school attendance to avoid student isolation at home.
- Allow students to go to counseling support areas as needed.
- Shorten assignments—postpone tests.
- Start list of students who may be “high risk” and report those names to the Crisis Response Team. At-risk students need to be identified to monitor stress level, fatigue, and excess emotions.
- Communicate only known facts with parents/students.
- Check with the principal to verify if the student's name is to be removed from mailing lists, etc.
- If unable to lead classroom discussion, inform the Principal or Crisis Response Team.
- Ask for assistance dealing with grief as needed.
- Revert back to normal school day activities as soon as possible.
- Attend the end of school day follow up staff meeting.

Crisis Response Team Leader and/or Counselor:

- Refer to the crisis plan for specific details.
- Prepare handouts for staff at mandatory meetings and attend all meetings.
- Assess student and faculty needs and list teachers and staff who may need extra support.
- Maintain a list of “high risk” students. At-risk students need to be identified to monitor stress level, fatigue, and excess emotions.
- Organize the building's counseling efforts including grief support group(s).
- Discuss the possibilities of the media. Superintendent or Central Office to handle all calls.
- Inform other schools through social media.
- Meet with the Crisis Response Team at the end of the day to review day's activities.
- Coordinate with the Principal and Superintendent to send letters. Review events for needs/ improvements to the crisis plan.
- Debriefing sessions in weeks following the crisis.
- Possibly establish follow-up groups: survivor or friends group.

Funeral/Memorial Service Guidelines

- Encourage parent(s)/guardian(s) attendance with students to funeral/memorial service.

## DEMONSTRATION

If demonstrators are near but not on school property:

- Building administrator notifies staff and the superintendent's office.
- Monitor the situation.
- Notify law enforcement if necessary.

If demonstrators are on school property:

- Take steps to enhance the safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and the superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - *If demonstrators leave*, continue to monitor the situation.
  - *If demonstrators do not leave*, notify law enforcement. Building administrators may initiate a “lockout.” (Refer to Lockout Procedures)

## EVACUATION/RELOCATION

### Evacuation:

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons. (See Appendix 2)
  - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan the route accordingly.
- Teachers take Go Buckets with class rosters. Do not close classroom doors when leaving.
- When outside the building, account for all students. Immediately inform the building administrator of any missing student(s).

### Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to the relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Parent/Guardian to sign out students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address

### Relocation Centers for Fire and Chemical Evacuation:

- Roosevelt Elementary – proceed to Cherokee Wellness Center @ 320 Sioux Valley Drive or Bethlehem Lutheran Church @ 300 E. Bow Dr. – depending on situation
- Cherokee Middle – proceed west toward HyVee @ 1300 N. 2<sup>nd</sup> St. or east toward ball fields depending on situation
- Washington High – proceed to Cherokee Community Center @ 530 W. Bluff Street or north to golf course and over hill – depending on situation

## FIGHT/DISTURBANCE

### Fight/Disturbance

- Assess the situation, call 9-1-1 if necessary.
- Take steps to enhance the safety of students and staff first. DO NOT GET BETWEEN STUDENTS.
- Notify building administrator/security/law enforcement.
- Don't let the crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with events according to the school's discipline policy.
- Building administrator notifies parents/guardians of students involved in the fight. Superintendent and police may be notified as necessary, or as indicated by school policy.

### Assault

- Take steps to enhance the safety of students and staff first.
- Notify the building administrator. Work as a team.
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault, or there is a physical injury that causes substantial pain.
- Seal off the area to preserve evidence and disperse onlookers.
- If the victim requires medical attention, follow *Medical Emergency* procedures.
- Do not leave the victim alone.
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.  
(Refer to Post-Crisis Procedures)



## FIRE

In the event of a fire, smoke from a fire, or detection of a gas odor:

- Pull fire alarm and notify building occupants by means of intercom, two way radios. Evacuate students and staff to the designated areas.
  - These areas should be a safe distance away from emergency personnel.
  - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located in the back of this manual.
- Follow the primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located in the back of this manual.
- Teachers take class roster included in emergency folders.
- Teachers take attendance after evacuation.
- Teachers report missing students to the building administrator immediately.
- If trapped by fire, use an alternate route. Go to Shelter-in-Place Procedures if an alternate route is not available. Supervise closely. (Refer to Shelter-in-Place Procedures)

Building administrator:

- Building administrator notifies fire department (call 9-1-1) and the superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate officials, building administrator may move students to Relocation centers.

Primary relocation centers:

- Roosevelt Elementary – meet southeast corner playground – proceed to Cherokee Wellness Center @ 320 Sioux Valley Drive
- Cherokee Middle – meet south parking lot near baseball field - proceed to Bethlehem Lutheran Church @ 300 E. Bow Drive
- Washington High – meet at bus barn - proceed to Cherokee Community Center @ 530 W. Bluff Street

Secondary relocation centers: To be determined at the discretion of administration.

Do not re-enter buildings until they are declared safe by fire or law enforcement personnel. Building administrator notifies staff and students of termination of emergency.

*Fire drills should be held at varied times during the school day.  
Practice both primary and alternate routes.*

*\*\*\*Extra staffing necessary for students with special medical or physical needs.*

## HAZARDOUS MATERIALS

Incident occurs in school:

- Notify the building administrator/office.
- Access MSDS (material safety data sheet) located in the maintenance supervisor's office.
- Call 9-1-1.
- If the type and/or location of hazardous material are known, report that information to 9-1-1.
- Activate Crisis Response Team.
- Evacuate to assigned location per evacuation procedure, taking classroom "Go Bucket".
- Teachers take attendance after evacuation.
- Have the victim remove any contaminated clothing as not to spread contamination.
- Seal off the area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies the superintendent.
- Notify parents/guardians if students are evacuated, according to district policy. Resume normal operations when fire officials approve.

Incident occurs near school property:

- Cherokee County Officials, Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of the scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy.
- Resume normal operations when fire officials approve.
- Alert transportation director for buses if necessary.

## HEALTH & MEDICAL EMERGENCY

Life-threatening injury or illness, or death

- Call 9-1-1
- Notify office staff/building administrator.
- Notify the school nurse.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- Recognize symptoms of spinal injury
  - Impaired level of consciousness
  - Motor or sensory deficit
  - Pain in the neck or back
  - Assess for concussion
  - Manually stabilize the victim's head by holding to prevent any movement of the head or neck.
  - Defer all other actions to athletic trainer, physician, nurse, or EMT
- If possible, isolate the affected student/staff member.
- Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding (if applicable). Applying pressure on the wound or elevating wound may help stop or slow bleeding. Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained, until nurses or EMTs arrive.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.
- Complete accident/incident report and turn in to school nurse.
- AED & Stop The Bleed kits are located in every building.
- EpiPens and inhalers are located in nurses' offices only for those students who have a prescription for them.

Building Crisis Team

- Relocate students and assist with classroom coverage.
- Assist nurse/EMT as needed.
- Identify students/staff members in need of counseling.

Administrators: In case of traumatic medical emergency or death at school:

- Notify the superintendent who will verify that 9-1-1 has been called.
- Notify the victim's guardian or staff's family.
- Activate post-crisis procedures if necessary.
- In all other emergencies, assess an individual's need for post-crisis intervention.

## Nurse

- Stabilize the victim and administer first aid until medics arrive.
- Secure victim's emergency and health records.
- Accompany the victim should the victim be transferred to hospital.
- Document incident.

## Non-life-threatening injury or illness

- For all non-life-threatening illnesses and injuries, call the office/nurse. Complete incident/accident report.

## INTRUDER/ACTIVE SHOOTER

### Teacher/Staff/Administrator

- All call/page on phone – be explicit “Intruder in building” – implementing lockdown procedure
  - Description of intruder
  - Location of intruder
  - Weapon involved
  - Other helpful information
  - Call 9-1-1 when safe to do so

### S.A.V.E.

- **S**– Shelter in Place/Barricade
  - Lock and barricade doors
  - Barricade for a purpose – keep intruder away from you, buy time for secondary evacuation or prepare to fight back as a last resort
  - Spread out in the room but stay out of site (if possible)
- **A** – Awareness
  - If you see or hear something suspicious, say something – prevention is always better
  - Maintain your awareness; situation will be fluid and changing rapidly
  - Make others aware of what’s going on, if safe to do so
- **V** – Violence stops violence
  - Be prepared to fight back if necessary – ambush, swarm, incapacitate
  - Last resort weapons can be anything
  - Be a harder target by interruption intruders O.O.D.A. Loop (Observe, Orient, Decide, Act)
- **E** – Evacuate
  - If you can evacuate without putting yourself/students in imminent danger, GET OUT!
  - Go to established “Rally Points” located at:
    - Roosevelt Elementary – proceed to Cherokee Wellness Center @ 320 Sioux Valley Drive or Bethlehem Lutheran Church @ 300 E. Bow Dr. – depending on situation
    - Cherokee Middle – proceed west toward HyVee @ 1300 N. 2nd St. or east toward ball fields - depending on situation
    - Washington High – proceed to Cherokee Community Center @ 530 W. Bluff Street or north to golf course and over hill – depending on situation

Know multiple routes including non-traditional (windows)

- Building administrator will announce “all-clear.”
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

If the situation permits, anyone may make an ALL CALL announcement alerting that there is a violent intruder in the building, where intruder was last seen, and to implement your S.A.V.E. plan. This will be helpful in deciding if you have an opportunity to evacuate the area or if you need to shelter in place. Keep in mind that intruders may move through the building quickly so you will need to maintain your awareness as the situation evolves.

You may not be able to keep track of your students at all times. Remember SURVIVAL is the primary goal. You may acquire students from other classes during the confusion. Keep them with you until you all arrive at the “rally point”. Reunite them with their class at that time. Report any “missing” students to the rally point leader who will give that information to the district’s command center. It is important to account for each student as quickly as possible to provide an accurate assessment of those who may still need help from the emergency crews.

Intruder/Lockout procedure (if unable to evacuate)

- Building administrator will order and announce “Intruder.”
- Implement S.A.V.E procedure
- Immediately direct all students, staff and visitors into the nearest classroom or secured space.
- Notify outside duty teachers via cell phone. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to the primary evacuation site.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced by the building administrator.
- Keep out of sight.
- Notify the office if students are unaccounted for, if able.

*Some other threats may override intruder/lockdown, i.e., confirmed fire, intruder in classroom, etc.*

*Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.*

## LOCKOUT/LOCKDOWN PROCEDURES

One means of securing the school is to implement lockout procedures. These procedures may be called for in the following circumstances:

- Lockout
  - The threat is outside of the school building.
  - The school may have been notified of a potential threat outside of the building.
  - Control all movement, but continue classes.
  - Disable bells. Move on announcement only.
  - Pull shades. Keep students away from windows.
  - Do not open doors for anyone without proper identification.
- Lockdown
  - Location of the threat is unknown, but is of a more immediate concern.
  - The building perimeter and classrooms are secured.
  - No movement within the building is permissible.
- Building administrator
  - Will order and announce “Lockout” procedures.
  - Repeat announcement several times. Be direct. Code words lead to confusion.
  - Notify outdoor duty teacher via cell phone.
  - Bring people inside.
  - Lock all exterior and interior doors.
  - Clear hallways, restrooms and other rooms that cannot be secured.

# REUNIFICATION

## Personnel:

- 2-3 staff at the Requester Gate to direct and provide forms for requesting parents to complete,
- 2-3 adults at the Requester Table to verify identification and JMC Emergency Contact designation,
- 2-3 runners to bring students from evacuation location to the Release Gate,
- 2 staff at the Release Gate to verify adult identification and complete the release documentation

Responsibilities: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

## Start-Up Actions:

- Obtain and wear vest or position identifier, if available
- Check with Operations Chief for assignments
- Obtain necessary equipment and forms
- Secure area against unauthorized access
- Mark Request and Release gates with signs
- Set up Request Table at the main student access gate
- Use alphabetical grouping signs to organize parent request lines
- Have Student Release Forms available for parents outside of fence at Request Gate
- Assign volunteers to assist
- Set up Release Gate some distance from Request Gate

## Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- Refer all requests for information to the Operations Chief

## Procedures:

- Requesting adult fills out Student Release Form, gives it to staff member at the Release Table, and shows identification.
- Release Table Staff verifies identification, pulls Emergency Information from JMC, and verifies that the requester is listed as an Emergency Contact in JMC.
- Staff instructs the requester to proceed to the Release Gate.
- Runner takes the card with the Student Release Form to student location, and staff marks student name on the master list.
- Runner takes form(s) to the designated classroom.

## Student Release

### If student is with class:

- Runner shows Student Release Form to the teacher.
- Teacher marks box, "Sent with Runner."



- If needed, the teacher adds any necessary information regarding first aid treatment or medical needs for parent communication.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and releases student.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - “Absent” if student was never in school that day.
  - “First Aid” if student is in Medical Treatment area.
  - “Missing” if student was in school but now cannot be located.
- Runner takes Student Release Form to Communication Person (CP). CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to CP for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Closing Down: At the direction of the Operations Chief, return equipment and unused supplies to Logistics. Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies: Job descriptions, clipboards, technology access for JMC, pens, stapler, tape, signs to mark Parent Request Gate and Release Gate, Signs for alphabetical grouping to organize the parents (A-F, etc.), Student Release Form (copies for every student)

## **SEVERE WEATHER TORNADO/SEVERE THUNDERSTORM/FLOODING**

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio station.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.
  - Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.
- Review “drop and tuck” procedures with students.
- Students and staff will be notified with intercom if necessary.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Move students and staff to safer areas. Close classroom doors.
- Teachers take classroom “Go Bucket”.
- Take steps to enhance the safety of students and that they are in “tuck” positions.
- Remain in safer area until warning expires or emergency personnel have issued an all-clear signal.
- Students and staff will be notified with intercom or by building principal if intercom not working.

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

Flooding

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources/routes.
- If district officials and emergency responders advise evacuation, do so immediately. Teachers take classroom “Go Bucket”.
- Notify parents/guardians according to district policy.

## **SHELTER-IN-PLACE PROCEDURES**

(Tornado, Environmental Hazard, Blocked Evacuation Route)

Sheltering in place provides refuge for students, staff, and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency.

- Identify safer areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take classroom “Go Bucket”.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close the door.
- Keep air as clean as possible.
  - Seal door.
  - Open or close windows as appropriate.
  - Limit movement and talking in the room.
- Communicate your situation to administration or emergency officials by whatever means possible.

# SUICIDE

## Suicide Threat – Verbal or Written

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor first.
- Notify building principal.

## Counselor

- Assess seriousness of the threat.
- Contact parent(s).
- Stay with the student until suicide intervention staff arrives.

## Principal

- Contact law enforcement.
- Contact school nurse.
- Contact A.E.A. Services – (local) 225-2568 (Sioux City) 1-800-352-9040 and ask that district's school psychologist or designee to be sent to building.
- Request release to return to school.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.
- Give parent/guardian and student resource information.
  - Area counseling centers
    - Plains Area Mental Health at 712-225-2575
    - National Suicide Prevention Lifeline at 1-800-273-TALK (8255)
    - National Suicide Hotline at 1-800-SUICIDE (1-800-784-2433)

## Suicide Attempt in Progress

- Notify building administrator and school nurse.
- Call 9-1-1 if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.

## Principal or designee

- Implement Crisis Team.
- Notify parent(s) of student or family of staff member.
- Evacuate students from area, if allowed.
- Try to calm the suicidal person.
- Stay with the suicidal person until Crisis Team arrives.
- Notify superintendent or appropriate district level administrator.
- Work with superintendent.

## Crisis Team Members

- Appoint staff member to handle arriving parents.
- Notify superintendent's office.
- Assist with first aid as directed by nurse/medical personnel.

- Staff and students will go to classroom areas.
- Escort police to the scene.
- Nurse will obtain student's emergency health information and take to scene.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.
- Identify other students in need or more intense counseling.
- Implement post-crisis plan.

Suicide on School Property = Medical Emergency

- Call 9-1-1

\*\*Remember, confidentiality is imperative! Personal information regarding a student or staff member should be handled discreetly and sensitively among staff. No information regarding the student can be released to anyone outside the district without a Release of Information form signed by the student's parents/guardian or staff member's family.

## WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify building administrator, teacher, or law enforcement.
- Give the following information:
  - Name of person suspected of bringing the weapon.
  - Location of the weapon.
  - Whether the suspect has threatened anyone.
  - Any other details that may prevent the suspect from hurting someone or himself/herself.

Teachers who suspect that a weapon is in the classroom:

- STAY CALM.
- Do not call attention to the weapon.
- Notify the building administrator, the building secretary or building counselor or a neighboring teacher as soon as possible.
- Teacher should not leave the classroom.

Building administrator:

- Call law enforcement to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
- Consider the best time and place to approach the person, taking into account these factors if possible:
  - Need for assistance from law enforcement.
  - Type of weapon.
  - Safety of persons in the area.
  - State of mind of the suspected person.
  - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Follow district procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the district and Iowa statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

## POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students and families.
- Provide post-crisis briefings for staff, students and families as appropriate.
- Re-establish school and classroom as quickly as possible.
- Consider interventions:
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency
    - Defusing are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident.
    - Defusing should be conducted by trained individuals.
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
    - CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for a student's developmental level. CISD should only be conducted by trained professionals.
  - Counseling – Provide grief counseling.
- Provide ongoing support as necessary for staff, students and families.
  - Monitor and support staff.
  - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
  - Identify and monitor at-risk students.
  - Conduct outreach to homes.
  - Provide follow-up referral for assessment and treatment if necessary.

*The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.*

*In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Iowa Department of Education for support, advice and assistance in coordinating the activities of outside entities.*

## **CONTINUITY OF OPERATIONS/CHAIN OF COMMAND**

### District Chain of Command

- Superintendent – Kimberly Lingenfelter
- Washington High School Principal – Thomas Ryherd
- Cherokee Middle School Principal – Scot Aden
- Roosevelt Elementary Principal – Brian Christiansen

### Building Chain of Command

#### Washington High School

- Principal – Thomas Ryherd
- Athletic Director - Josh Landhuis
- Counselor -- Jolleen Heater
- Nurse if in building – Rachel Doeden RN, Megan Julius RN
- Instructor – Travis Schipper
- Instructor – Matt Hoskinson

#### Cherokee Middle School

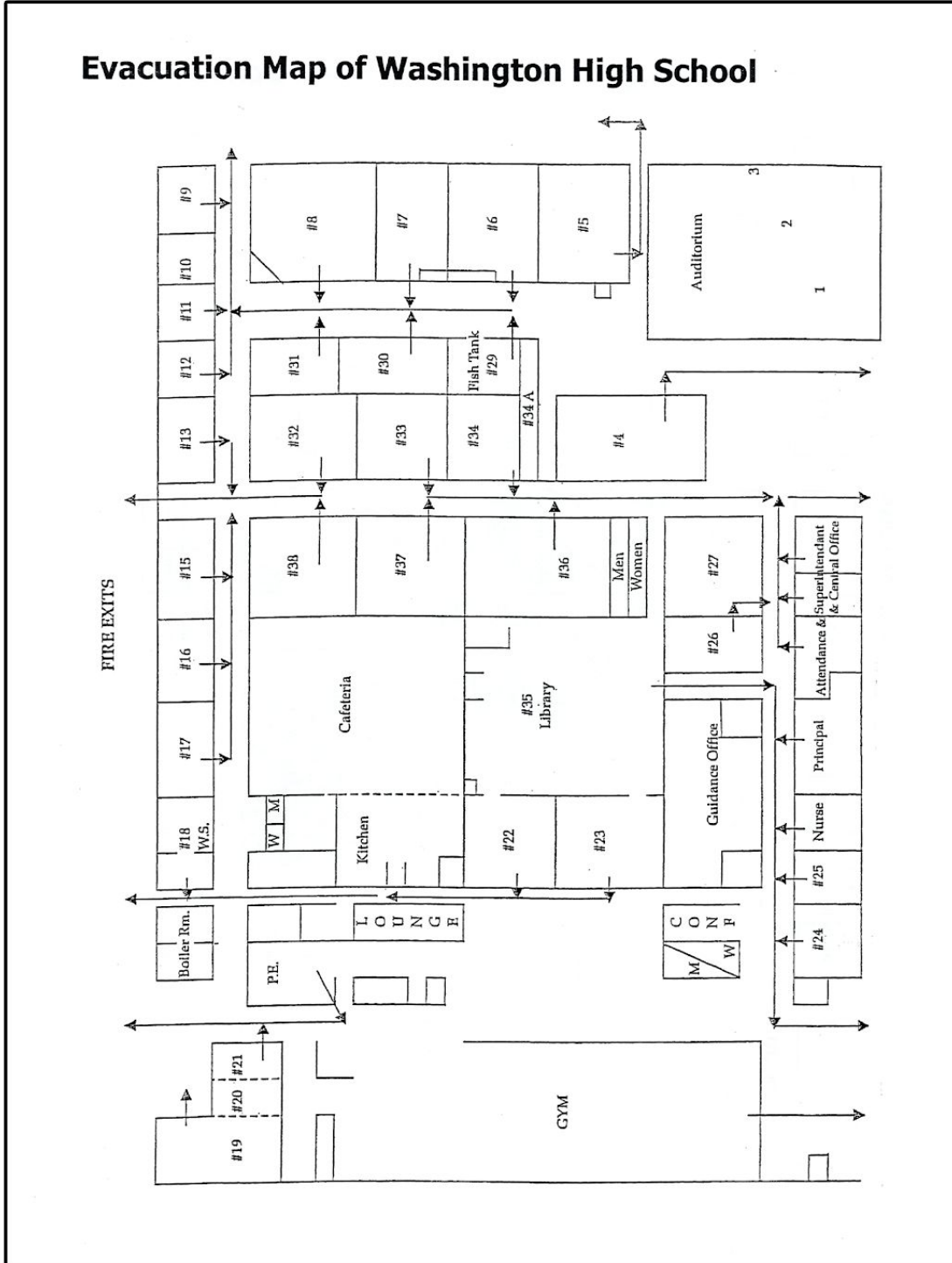
- Principal – Scot Aden
- Counselor – Brenda Haack
- Nurse if in building – Rachel Doeden RN, Megan Julius RN
- Instructor – Cindy Husman
- Instructor – Cara Lubeck

#### Roosevelt Elementary School

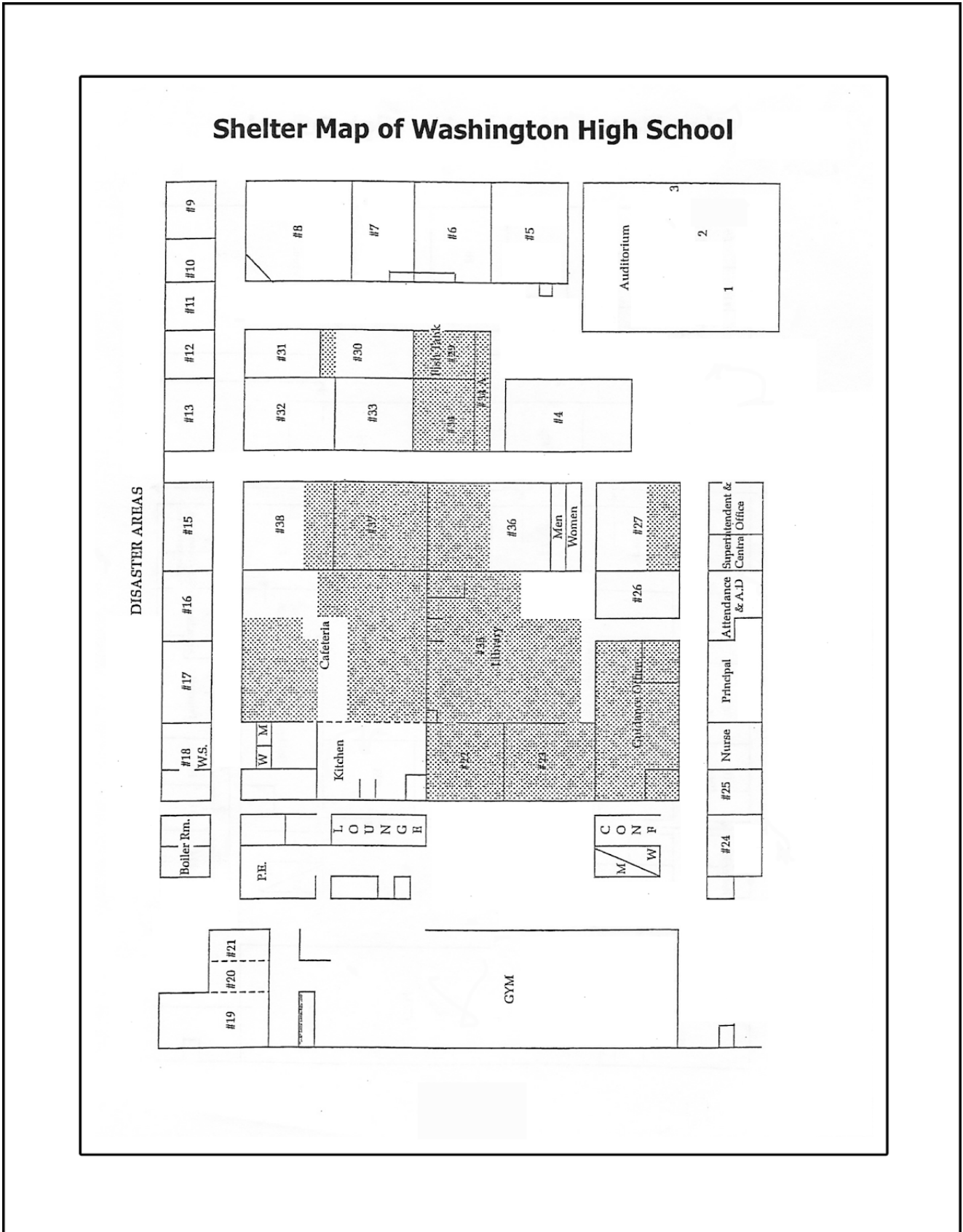
- Principal – Brian Christiansen
- Counselor – Amy Brunsting
- Nurse if in building – Rachel Doeden RN, Megan Julius RN
- Instructor – Jim Leonard
- Instructor – Connie Boekhout



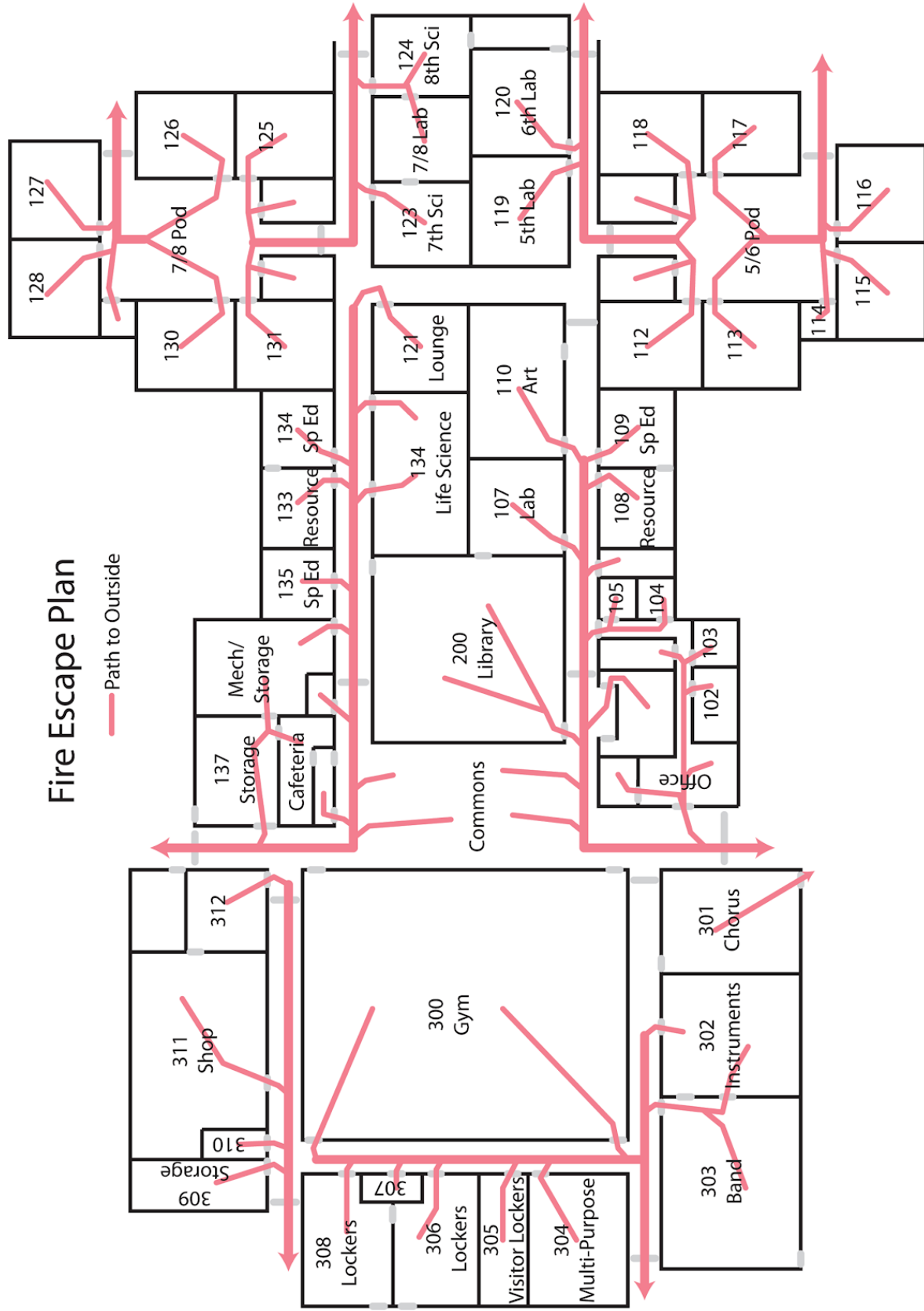
# Evacuation Map of Washington High School



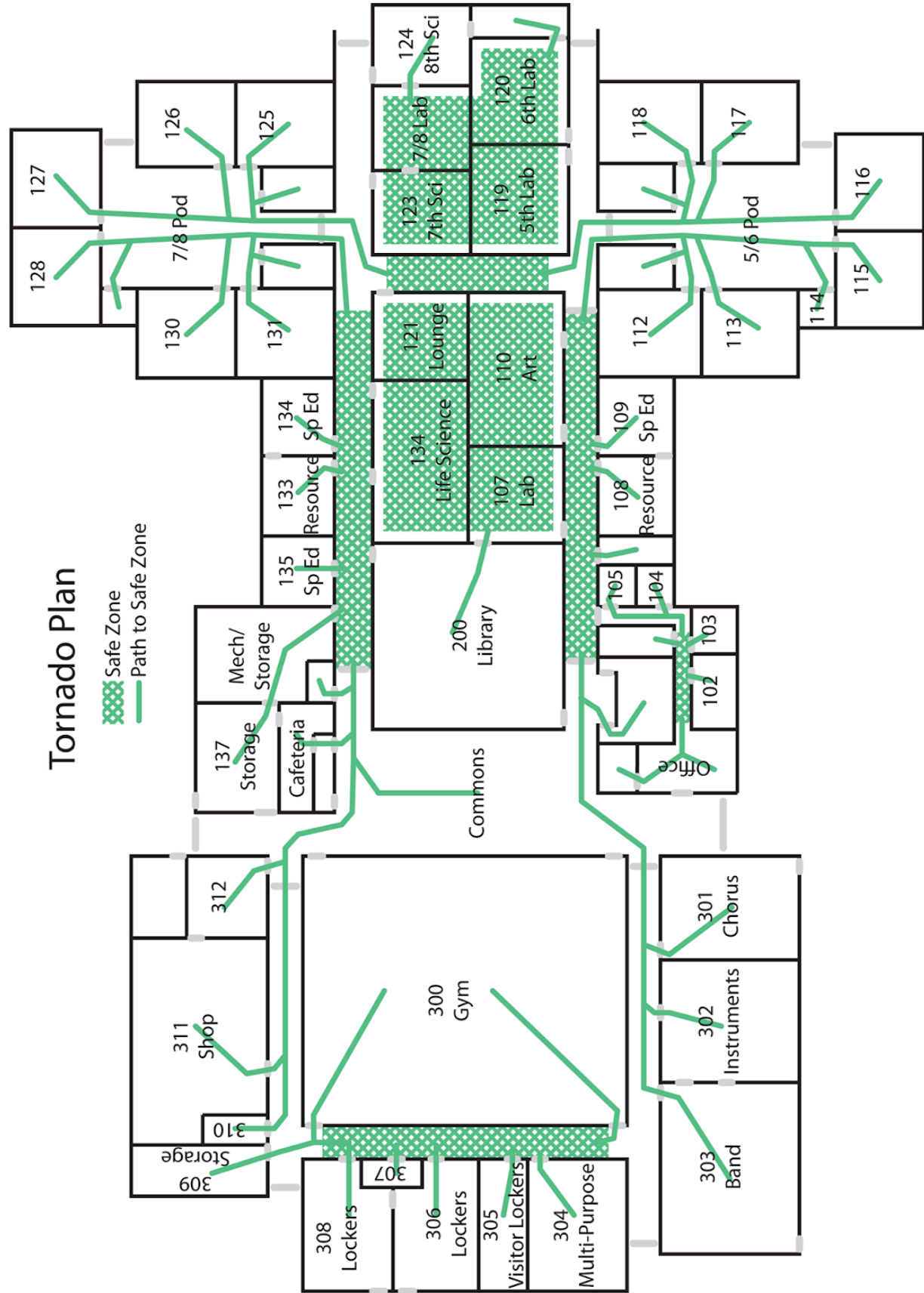
# Shelter Map of Washington High School



# Evacuation Map of Cherokee Middle School

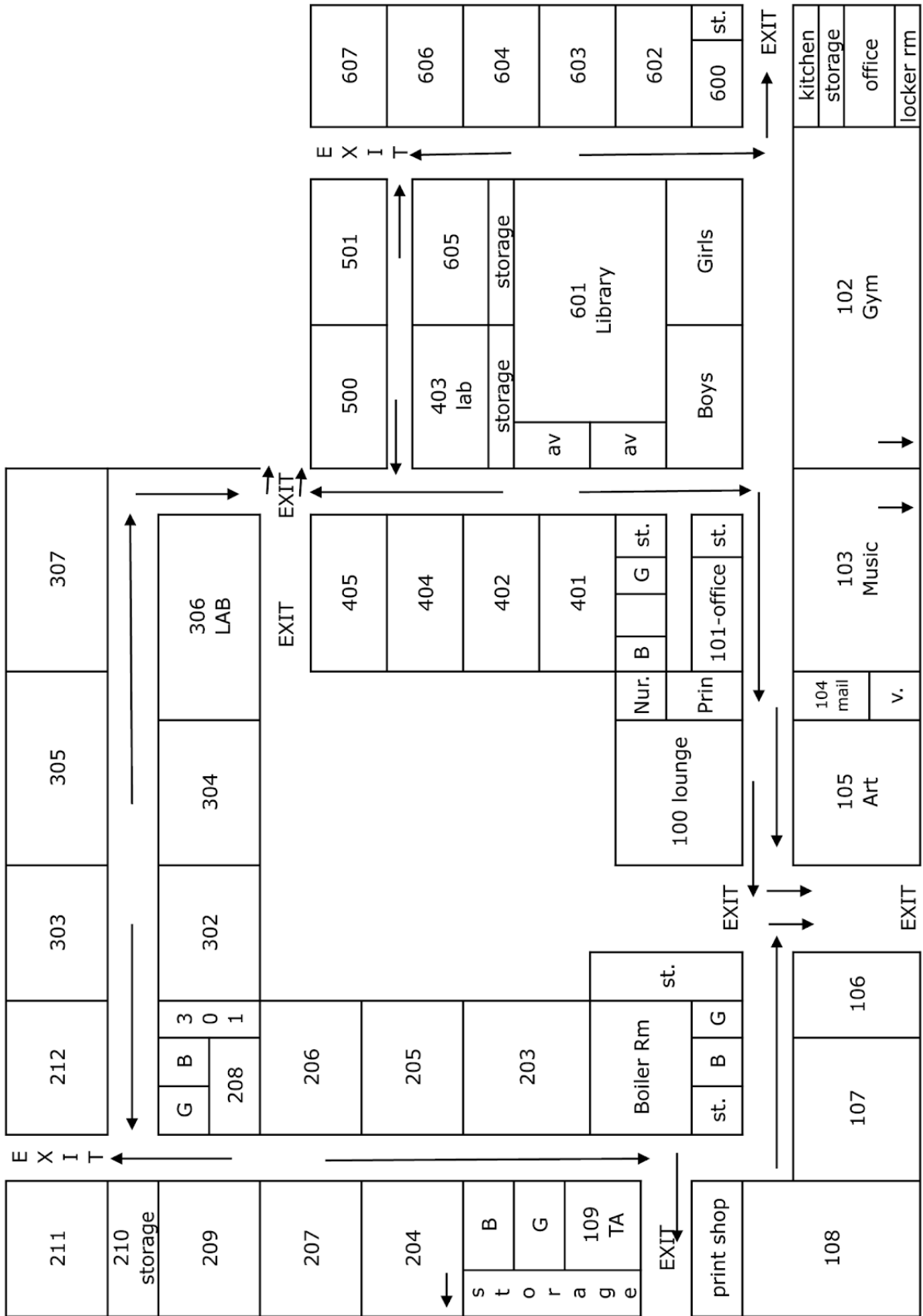


# Shelter Map of Cherokee Middle School



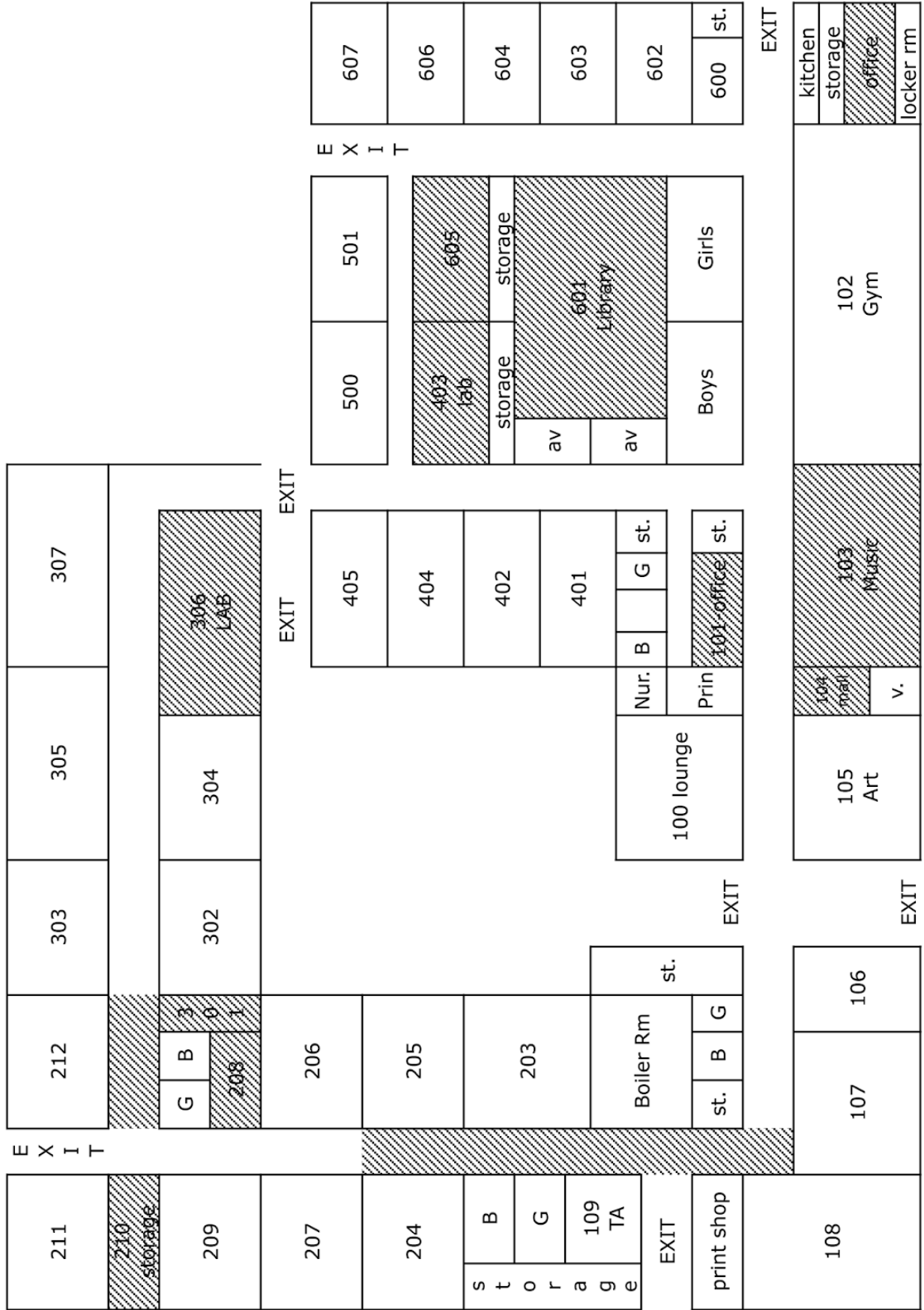
Roosevelt Elementary School - Evacuation Plan

Evacuation Map of Roosevelt Elementary School



Roosevelt Elementary School - Shelter Areas

Shelter Map of Roosevelt Elementary School



## Emergency Signs, Go Buckets Go Bucket Content List

Items	Quantity
Ace Wrap 3"	1
Brown Paper Bag	2
Communication Cards	3
Emergency Blanket	1
First Aid Kit	1
Flashlight	1
Fluorescent Duct Tape	1
Garbage bag	1
Gloves	6
Hammer	1
Hand Sanitizer	1
Instant Ice Pack	1
Kleenex	1
Liquid Frosting	1
Marker	1
Menstrual Pads	3
Pens	1
Pocket Mask/Shield	1 - Included in 1st Aid Kit
Red Biohazard Bag	1
Scissors	1 – Included in 1st Aid Kit
Screwdriver 2-bit	1
Toilet Paper	1
Tongue Depressors	10
Triangular Bandage	1
Water	2
Whistle	1

**(All teachers will inventory their Go Buckets at the beginning of the year and contact the school nurse if any item needs to be restocked. Crisis Manuals, with Emergency Operations Plans (EOPs), will be turned into the office when requested and replaced with an updated manual which will be added to the Go Bucket.)**

## **EMERGENCY/CRISIS RESPONSE MANUAL UPDATES**

Julie Paulsen, RN-C, Cherokee Community School District Nurse  
August 2015 JP  
March 2016 JP  
September 2016 JP

Jillian Brown, RN Cherokee Community School District Nurse  
October 2017 JRB  
September 2018 JRB

Kimberly Lingenfelter, Cherokee Community School District Superintendent  
Wade Riley, Cherokee Community School District High School Principal  
Scot Aden, Cherokee Community School District Middle School Principal  
Valery Fuhrman, Cherokee Community School District Elementary School Principal  
April 2019 KML  
April 2019 WWR  
April 2019 SAA  
April 2019 VSF

Kimberly Lingenfelter, Cherokee Community School District Superintendent  
Thomas Ryherd, Cherokee Community School District High School Principal  
Scot Aden, Cherokee Community School District Middle School Principal  
Brian Christiansen, Cherokee Community School District Elementary School Principal  
October 2020 KML  
October 2020 TJR  
October 2020 SAA  
October 2020 BJC



### Cherokee Community School Crisis Team

Team Member	Cell Phone	Home Phone
Kimberly Lingenfelter, Superintendent	712-229-1807	
Thomas Ryherd, WHS Principal	712-229-7491	
Scot Aden, CMS Principal	712-229-1525	
Brian Christiansen, RES Principal	712-229-1557	
Rachel Doeden, Nursing Director	712-249-2253	
Josh Landhuis, Activities Director	712-229-3595	
Mike Fiedler, Maintenance Director	712-221-0572	
William Halder, Technology Director	712-229-1625	
Rachel Mallory, Transportation Director	712-229-0848	
Tandra Naslund, Admin Assistant	712-229-2273	
Connie Boekhout, RES Teacher	712-229-2794	712-376-2259
Amy Brunsting, RES Guidance	712-229-1940	
Brenda Haack, CMS Guidance	712-299-6745	712-446-2267
Jolleen Heater, WHS Guidance	712-229-1590	
Matt Hoskinson, WHS Success Coach	515-450-3337	
Connie Tofteberg, CMS Secretary	712-221-0569	
Jim Leonard, RES Teacher	712-229-5817	
Cara Lubeck, CMS Teacher	712-229-9803	712-225-2329
Rachel Lucas, ECLC Teacher	712-229-5908	
Cheryl Peterson, WHS Guidance Secretary	712-261-2987	
Megan Julius, CMS Nurse	712-749-9673	
Cindy Husman, CMS Teacher	712-221-9336	
Missi Rogge, RES Secretary	712-229-1832	
Travis Schipper, WHS Teacher	605-212-3858	
Ally Lohse, Youth Services		712-262-2922
Luke Gravenish, Fire Department	712-229-5309	
Nate James, Chief of Police	515-669-2452	
Greg Eaton, Fire Department	712-261-1065	
Derek Scott, County Sheriff	712-221-1374	
Justin Pritts, Emergency Management	712-261-6721	

## REUNIFICATION RELEASE FORM

Here are some important points to remember:

- Bring your ID. There will be a short form for you to fill out for each child you are retrieving. School personnel will verify who is allowed to pick up the child and compare that information to a photo ID.
- Parents should be prepared to wait in line and be patient. In order to protect the safety of all our students, it will take a longer period of time to check out each student. It is imperative that records be checked and each student is released to the correct guardian.
- Understand that you will only be allowed to take the children if you are listed in their emergency contacts.

*Step 1: An adult who is here to pick up a student must complete this form. The adult must have a picture ID and be listed as an Emergency Contact in the school JMC system.*

To be filled out by the adult requesting to pick up a student. Please Print

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Requested By: \_\_\_\_\_

Relationship to the student: \_\_\_\_\_

*Step 2: A staff member must review your request and confirm both the ID and status as an emergency contact. After verifying, they will direct the adult to the Release Gate area to wait for the student.*

*Step 3: A staff "runner" will take the request form to the location of a student .*

To be filled in by Request Gate Staff

Proof of I.D. \_\_\_\_\_

Name on emergency contact/JMC: (Circle one)                      Yes                      No

## STUDENT'S STATUS

*Step 4: A staff member/teacher who is supervising students must confirm the status of the student.*

- *If the student is present with the teacher, the teacher marks "Sent with Runner" and the student leaves with the runner to go to the Release Gate area. The staff member/teacher should add any notes for parent communication as needed such as first aid treatment received or other needs.*
- *If the student was absent from school today, mark "Absent" and the runner will return the form to the Release Gate staff to communicate with the parent.*
- *If the student is in the first aid treatment area, mark "First Aid". The runner will return the form to the Release Gate staff and escort the parents to the First Aid area.*
- *If the student is not present and the teacher does not know where they are, mark "Missing". The runner will take the form to the Control Point and inform the Operations Chief.*

To Be Filled In By Staff/Teacher Supervising the Student

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

Parent Communication Notes:

To Be Filled In By Release Gate Staff to verify adult identity/student match.

Proof of I.D. \_\_\_\_\_

Name on Reunification Release Form: (Circle One) Yes No

To Be Filled In By Requester at Release Gate to verify the student is leaving with them.

Student was released

to \_\_\_\_\_ By \_\_\_\_\_

Date/Time: \_\_\_\_\_

Destination: \_\_\_\_\_

Parent/Guardian/Requester Signature:

\_\_\_\_\_