



# Spirit Lake CSD

## Emergency Response Plan

### 2022-2023

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## OVERVIEW

This document was developed for the Spirit Lake CSD to use as a template to enhance current school safety programs. The original document was a partnered effort at the local level between the Spirit Lake Police Department, Dickinson County Sheriff's Office, Spirit Lake Fire Department, the School Resource Officer, and Spirit Lake Administration. The document has been reviewed and updated by a team of school personnel, Spirit Lake Response Team, law enforcement, and other emergency responders. The purpose of this document is to give our district students, parents and staff a resource to use when dealing with specific school emergencies that could happen. Because emergency situations are fluid and unique, this plan will operate as a guideline rather than a policy or procedure. This plan incorporates information from an original document created by the Minnesota Department of Homeland Security, and its use was granted to Iowa Homeland Security in 2011. Iowa pulled together a panel of experts to make this document specific to Iowa's schools and laws. Iowa Homeland Security is a representative in the Iowa Department of Public Safety, Division of Intelligence Fusion Center. This partnership allows for streamlined information sharing to the critical infrastructure owner/operators across the state. The current plan for information sharing is through the Iowa Homeland Security and Emergency Management, Threat Information and Infrastructure Protection Program (TIIPP) to the Iowa Department of Education for processing and dissemination statewide. Depending on the type of information being released it could be specific to a school, district or the education sector statewide.

## Emergency Phone Numbers

### Fire, Ambulance, Police Emergency

- **911**
- 712-336-2525 - Dispatch Center
- 712-336-5776 - Spirit Lake Police Department

### Public Utilities

Electricity Company: Alliant Energy *24-hr emergency number: 1-800-255-4268*

Gas Company: Black Hills Energy *24-hr emergency number: 1-800-694-8989*

Water Company: City of Spirit Lake *24-hr emergency number: 1- 712-336-2127*

### Emergency Management Agency

County emergency management director: 712-336-3987

Poison Control Center: 1-800-222-1222

Crime Victim Services(County Attorney): 1-712-336-4003

County Social Services (Child Protection): 1-800-362-2178 / Dickinson Co. 712-336-2555

# Planning Roles and Responsibilities

**Emergency Coordinators: Clint Profit & Angela Olsen**

**\*\*Please note that these are the best guidelines we can give, but we cannot cover every possible situation. Therefore, these are the guidelines, unless otherwise noted.**

**Incident Command:** Incident command is the person in charge of handling the emergency/crisis and is the **highest ranking officer at the scene of the emergency**. The incident command may change as the emergency is investigated and handled.

- For example, if there is a fire in a building, the incident command might begin with a building administrator. If an emergency first responder arrives on scene, he/she may take over incident command. When the fire department arrives, the highest ranking officer with the fire department takes over incident command.
- For example, in an active shooter situation, the incident command might begin with a member of the Spirit Lake Response Team. Once the School Resource Officer (SRO) arrives on scene, he will take over incident command. If Sheriff Baloun arrives on site next, he will take over incident command.

## **The local districts have the authority to:**

- Develop a plan for school emergencies and crises.
- Obtain legal advice on recommended policies and procedures.
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster.
- Coordinate with other agencies in developing general standards for the local school system emergency plan.
- Establish a district school emergency/crisis plan review committee to approve and coordinate all school disaster plans.
- The review committee should include:
  - the local emergency manager (County, Regional, or State Level)
  - a school system emergency coordinator
  - individual school and building representatives
  - district cabinet (includes staff, students, parents, board)
- Strongly recommend all students and staff to participate in emergency preparedness training, drills and exercises.
- Review school construction, renovation projects and general operations for safety.

## **Superintendent and other administrative staff should:**

- Recommend school safety, violence prevention (including bullying/cyber bullying programs) and emergency preparedness programs to the local school board.
- Assign selected faculty members to be a part of the District Safety Team.
- Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan.
- Provide access to the school emergency plan to all local agencies who are involved in responding to these emergencies.
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans.
- Develop competency and coordinate in-service exercises, drills, and training for all school personnel.
- Implement change in school emergency plans based on evaluation of local policies,

needs and experiences.

- Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood.
- Be informed of neighboring school system emergency management policies and make mutual aid agreements.
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers.
- Arrange notification systems for staff and families.

#### **Building Administration should:**

- Appoint a designee or act as the school emergency coordinator.
- Assign selected staff to be a part of the Building Safety Team.
  - Assign school emergency responsibilities to staff as required.
- Ensure the building emergency plan coordinates with the district's mission/vision.
- Monitor staff participation in training and competencies.
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum.
- Conduct drills and initiate needed plan revisions based on drill evaluations.
- Arrange for procurement, storage and maintenance of emergency supplies and equipment.
- Keep parents informed of the emergency notification system(s).
- Supervise regularly scheduled safety checks of school facilities.
- Keep the district superintendent informed of actions taken and resources needed.
- Work with Local Law Enforcement, Firefighters, and Emergency Management.

#### **Teaching Staff should:**

- Provide input in the development of the school emergency plan.
- Participate in the execution of school emergency plan exercises, drills and training.
- Provide instruction and practice in universal emergency response procedures.
- Help students develop confidence in their ability to care for themselves and help others.
- Provide leadership and activities for students during a period of emergency confinement.
- Be familiar with the psychological needs of children in the stress of an emergency.

#### **Nursing staff should:**

- Participate in the development/implementation of the school emergency plan and training.
- Triage services in the event of an emergency situation.
- Render first aid, treat injuries and prepare victims for transport to hospitals.
- Supervise and train first aid teams and medical emergency response teams.
- Advise students and teachers of emergency health and sanitation measures.
- Inform administration of needed emergency supplies and equipment.
- Maintain emergency first-aid "Go Bag" for each building.
- Coordinate school health services with community health services.
- Advise on necessary accommodations for persons with special needs during all types of emergencies.

**Buildings and Grounds staff should:**

- Inspect facilities for structural safety and report areas of concern.
- Identify shutoff valves and switches for gas, oil, water, electric, etc., and post charts for reference in an emergency.
- Provide emergency protocol for ventilation systems (HVAC).
- Post location of all protective equipment.
- Maintain an inventory of tools and equipment needed for emergency response.
- Advise the building safety teams of hazardous and shelter areas of school facilities, available emergency equipment and alternate power sources.
- Maintain maps and blueprints, if available, of school facilities.

**Transportation staff should:**

- Instruct children and practice emergency bus evacuation procedures, at least annually.
- Be prepared to render aid in an emergency.
- Inform school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans.
- Follow district policies to ensure students' safe arrival at home (e.g. unscheduled releases).
- Keep emergency equipment, procedures and telephone numbers in the bus.
- Be aware of emergency shelter facilities along transportation routes and within the local community.
- Service vehicles regularly and be ready to transport evacuees in an emergency.

**Food service staff should:**

- Maintain adequate supplies of food and water for emergency use.
- Contract or prepare with a local supplier for times of extended emergencies that may require large amounts of needed water and nutrients.
- Rotate supplies to ensure freshness.
- Plan for mass feeding under emergency conditions.
- Practice kitchen health and safety laws, rules and regulations at all times.

**Parents should:**

- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools.
- Provide volunteer services for school emergency preparedness.
- Provide the school with requested information concerning emergency situations, early and late dismissals, and other related release information.
- Practice emergency preparedness in the home to reinforce school training and ensure family safety.
- Be familiar with the school's reunification plan, particularly if children are not able to be picked up at school.
  - In the event of evacuation/relocation for any reason, it will be chaotic. Because of this, it is imperative that parents follow the directions communicated by law enforcement or the school. The school's message will come through the Emergency Alert Text System, email, media, and social media regarding where and when students can be picked up.

**Students should:**

- Cooperate during emergency drills and exercises.
- Be responsible for themselves and others in an emergency.
- Understand the importance of reporting situations of concern.
- Develop an awareness of natural and technological hazards.
- Take an active part in school emergency response, as age appropriate.



# Event Driven Procedures

## Medical Emergency Procedures

Critical Information: The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. (Good Samaritan Law)

### **In the event a non-responsive or life-threatening injury or illness:**

#### **Staff**

- DO NOT move the individual(s), especially if you suspect a head or neck injury, unless safety is a concern.
- Send for immediate help (notify [building office staff, school nurse and/or building admin](#))
- Direct someone to call 911.
  - Describe injuries, number of individuals and give exact location.
  - Check individual for medical alert bracelet or necklace
- Direct someone (e.g. staff, student) to meet and guide the first responders.
- Notify [building administration](#).
- If in locations with chemicals, provide Safety Data Sheet (SDS) to responders.
- If possible, isolate the individual(s).
  - Disperse onlookers and keep others from congregating in the area.
- When medical personnel arrive, assist them with pertinent information about the incident.
- Complete an incident report (Medical Policy) and/or document all actions taken.

#### **Building Administration/School Nurse/Designee**

- Ensure 911 was called and provide any updated information.
- Direct someone to determine whether the individual has a health plan on file which would assist in providing the appropriate treatment and their medical emergency profile.
- Ensure someone (e.g. staff, student) meets and directs first responders.
- If needed, assign a staff member to accompany the individual(s) to the hospital.
- Notify [district administration](#).
- Notify individual(s) parents, legal guardians or emergency contact (Ensure the most accurate information is passed).
- Implement recovery procedures, if necessary.
- Document all actions taken by staff.

### **For medical emergencies related to life-threatening allergies:**

Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to all school personnel. The school nurse houses these plans. The school nurse educates staff annually on procedures to follow in case(s) of allergic reaction(s).

- Check to see if the individual has an epinephrine auto-injector on their person or close.
  - If the student has one, administer epinephrine auto-injector.
  - If the student does not have one, direct someone to obtain one from the building office or nurse.

- Direct someone to call 911.
- Direct someone to notify the [school nurse](#).
- Notify the [building admin](#).
- Notify the [district admin](#).
- Notify individual(s) parents, legal guardians or emergency contact (Ensure the most accurate information is passed).

## [Severe Weather Procedures](#)

Critical Definition: Severe Weather Shelter procedures are implemented during a severe weather emergency. “DROP and TUCK” procedures are used in severe weather emergencies or other imminent danger to the building or immediate surroundings.

### **Severe Weather procedures:**

#### **District Administration**

- Monitor emergency alerts.
- Communicate with buildings, transportation, media, and families, as needed.

#### **Building Administration**

- Make an announcement or sound alarm for severe weather emergency.
- Move students and staff to a permanent building.
- If at outdoor activities, move everyone to the nearest storm shelter (for example, baseball game would move into the school wrestling room).
- Consider shutting off the gas feeds to buildings (notify [Director of Maintenance](#)).
- Monitor NOAA weather stations from a safe location.
- Announce all clear signal when the severe weather has ceased.

#### **Staff**

- Take the closest and safest route to shelter in the designated safe area.
  - Close the classroom door.
  - Use a secondary route if the primary route is blocked or dangerous.
- If at outdoor activities, move everyone to the nearest storm shelter (for example, baseball game would move into the school wrestling room).
- Assist those needing additional assistance.
- Do not stop for personal belongings.

#### ***Once in safe area***

- If appropriate, implement “drop and tuck” procedures.
- Take attendance - Report any missing, extra or injured students to building administration/office.
- Wait for additional instructions
- Remain in safe area until all clear is given by building administration

#### ***“DROP and TUCK” procedures:***

- Face an interior wall.
- Drop to your knees.
  - If physically unable to perform, sit on the floor.
- Tuck your head down and place your hands on top of your head and neck.
- Do not lie flat on the ground.

## Shelter-In-Place Procedures

Critical Definition: Sheltering in place is used when evacuation would put people at risk (e.g. 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.

### **When sheltering-in-place:**

#### **Building Administration**

- Make an announcement, providing appropriate details, directions and designated safety areas.
- Close all exterior doors and windows, if appropriate.
- Notify the [Director of Maintenance](#) to turn off the ventilation system (HVAC), if appropriate.
- Monitor the situation.
- Provide updates and instructions as available.
- Announce all clear when the emergency has ceased.

#### **Staff**

- Clear the halls of students and staff immediately. Listen and follow directions given by building administration.
- Take attendance and report any missing or extra students to the building administration/office or incident commander.
- Do not allow anyone to leave the designated area.
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection.

#### ***If sheltering-in-place because all evacuation routes are blocked***

- Limit movement and talking.
- Communicate your situation to administration or emergency officials.
- Stay away from all doors and windows.
- Wait for instructions.

## Armed Intruder/ALICE Procedures

Critical Information: ALICE is the acronym for the procedure we will initiate in the event of an armed intruder in our district buildings. ALICE is NOT a linear progressive response.

- **A - Alert** (Initial Alert may be a Hearing a Gunshot, PA Announcement, Intruder Alarm, etc.)
  - Provide as much initial intel as possible to as many people as possible.
  - As safely and quickly as possible, notify the office to get the intruder alarm sounded.
  - Call 911.
  - Use as many means of communication as possible (i.e., shouting shooter or any information that is helpful for law enforcement to quickly locate the threat, texts if safe to do so, phone/app if safe to do so, etc.)

- **L- Lockdown**
  - Follow hard [Lockdown procedures](#).
  
- **I - Inform**
  - Communicate real time information.
  - Use clear and direct language.
  - Use this information to make the best decision possible for your situation.
  - Be flexible; the situation will be dynamic and fluid.
  
- **C - Counter**
  - Engage in any act that will distract the armed intruder.
    - Noise
    - Movement
    - Throwing any item towards the armed intruder.
  
- **E - Evacuate**
  - Follow evacuation procedures.

Each person involved in the emergency will need to make a decision based upon the information available at that time. These situations are often fluid. Continue to assess the situation as you take action. Your action(s) may need to change as you gain additional information. The slideshow below provides additional details.

[ALICE Slideshow](#)

A call to the office is a critical component to the fastest response time. The sooner a call can SAFELY be made to the office to set off the intruder alarm, the quicker law enforcement can respond to neutralize the threat. This alarm also alerts EVERYONE ELSE in the building of the armed intruder.

Different actions taken will result in different procedures needing to be followed. It is important that, based on the action taken, people follow the procedures (i.e., evacuation, lockdown, reunification, etc) as outlined in this manual.

## [Evacuation/Relocation Procedures](#)

Critical Definition: Evacuation procedures are used when conditions are safer outside the building than inside the building.

### **Evacuation routes should be specified according to the type of emergency:**

- Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device.
- Fire: Follow primary routes unless blocked by smoke or fire but know the alternate route.
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan routes accordingly.
- Intruder threat: Initiate [ALICE procedures](#) to designated reunification points.

## When implementing Evacuation & Relocation procedures:

### **Building Administration**

- Determine evacuation routes based on location and type of emergency.
  - Reunifications sites are (unless otherwise announced):
    - Elementary Relocation Center
      - First Presbyterian Church 3501 Hill Avenue
        - **(712) 336-1649**
    - Middle School Relocation Center
      - Crosswinds Church 2805 Erie Avenue
        - **(712) 336-3537**
    - High School Relocation Center:
      - Dickinson County Courthouse 1802 Hill Avenue
        - **(712) 336-6333 then Press 7 (Auditor Office)**
- Implement reunification procedures at the relocation/reunification site (Reference Page 15 of this document).
- Document the reunification of all students released.
- Monitor the situation and provide updates and additional instructions as needed.
- Announce all clear signal once it is safe to re-enter the building.

### **Staff**

- Determine evacuation routes based on location and type of emergency.
- Monitor the situation and provide updates and additional instructions as needed.
  - If possible, take your class roster(s).
- Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- Do not stop for student or staff belongings.
- During Evacuation
  - Run with your hands up and open.
  - Run with your palms out identifying you have no weapon.
  - Alert Law Enforcement and SL Response Team of information.
  - Get to a safe location.
- If needed, get to the reunification location, utilizing the safest route possible.
  - Reunifications sites are (unless otherwise announced):
    - Elementary Relocation Center:
      - First Presbyterian Church 3501 Hill Avenue
        - **(712) 336-1649**
    - Middle School Relocation Center
      - Crosswinds Church 2805 Erie Avenue
        - **(712) 336-3537**
    - High School Relocation Center:
      - Dickinson County Courthouse 1802 Hill Avenue
        - **(712) 336-6333 then Press 7(Auditor Office)**
- Communicate location if you are not able to safely reach the reunification site.
- Implement reunification procedures at the relocation/reunification site. (Reference Page 15 of this document)
- Document the reunification of all students released.

### **When you are in a safe location:**

- Call 911.
- Check for injuries.
- Account for all students/staff.
  - Immediately report any missing, extra or injured students to building administration or point of contact.
- Continue to contain and maintain students.
- Wait for additional instructions.

## **Lockdown Procedures**

### Critical Definitions:

- **Lockdown procedures:** Procedures used to protect building occupants from potential external threats that may enter the building.
- **Soft Lockdown:** Procedure used to protect from an outside threat when threat is **not** near to the district or posing an immediate threat.
- **Hard Lockdown:** Procedure used to protect from an outside threat when threat is an immediate threat.

Lockdown occurs when there is a threat outside the building or there are non- threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

[ALICE procedures](#) will be implemented when an intruder is in the building.

### **Lockdown procedures:**

#### **Building Administration**

- Announce “lockdown” - distinguishing soft/hard and explain procedures to be followed at this time.
- Sweep building for displaced students and place in a safe location.
- Notify staff who are outside the building and direct to a safe location based on the situation.
- Be sure all exterior doors are shut and locked.
- If appropriate and safe, stage personnel at possible entrance doors to monitor the situation and relay any information that changes the status of the situation.
- In a hard lockdown, work with incident command to end lockdown and unlock classroom doors.

#### **Staff**

- **Soft Lockdown**
  - Lock and close all classroom doors.
  - External doors will be locked.
  - Staff and students will remain in their rooms with their doors locked.
  - Teaching should continue.
  - No staff/students will be able to leave their room or the building until “all clear” is announced.
- **Hard Lockdown**
  - Lock and close all classroom doors.
  - External doors will be locked.

- Staff and students will remain in their rooms with their doors locked.
- Turn lights off.
- Consider closing blinds.
- Keep students quiet.
- Move to the most secure and hidden location within your classroom (i.e., closets, out of sight from windows/door, etc.)
- No staff/students will be able to leave their room or the building until “all clear” is announced.
- Barricade entry points.
- Prepare to counter (fight), if an intruder enters the area you are in.
- Prepare to evacuate, if the situation changes and it is safe to do so.
- Follow and wait for all instructions from building administration.

## **Student Reunification/Release Procedures**

### Critical Definitions:

- A student reunification point is a designated area where students will gather in an emergency.
- Student release is a process the district will follow, in an emergency situation, to ensure students are accounted for and ultimately returned to their authorized adults from the reunification site.

Student reunification and release procedures will be communicated to parents/legal guardians at the beginning of each school year when reviewing school safety procedures.

### **Student Reunification procedures:**

#### **Building Administration**

- Based upon the emergency, designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student’s emergency information).
- Notify [district administration](#).
- Activate Reunification Staff Team.
- Activate Mental Health Staff Team.

#### **District Administration**

- Notify [reunification sites](#) of emerging situations.
- Coordinate messages to parents.
- Coordinate transportation, if needed, for students and staff including special needs transportation.
- Notify [emergency responders](#) for assistance with traffic control, crowd control and medical needs as needed.
- Ensure that Recovery Procedures are activated, if necessary.

### **Student Release Procedures:**

- Designate a holding area for students and staff—near restrooms, if possible.
  - Split students into groups/locations to make it easier for student release.
  - These areas should be isolated from the parent pick up area if possible.
- Designate a waiting area for authorized individuals that are there to pick up their students.
- Designate staff to be “runners” to get students from the holding area and take them to parent/guardian..

- Ensure documentation of release of students.
  - Use provided student contact information.
  - View photo id to verify the individual is who they say they are.
  - Match name of individual to student's emergency contact information, verifying they are permitted to pick the student(s) up.
  - Mark name of individual you released student to.
  - Zero tolerance policy on unauthorized adults attempting to pick up children.
- Offer, in a separate room, counseling and medical follow-up as needed.

## Recovery Procedures

### **School Unified Command**

- Notify mental health crisis support.
- Ensure the reunification site is set up and communicate with the Reunification Team, as needed.
- Ensure medical personnel are contacted and sent to reunification sites, as needed.
- Ensure communication with staff/parents/community is happening, as appropriate.
- Ensure the building and/or district mental health team is notified and present.
- Determine the best route for mental health agencies to access recovery sites.

### **Mental Health Team**

#### **Immediate:**

- Secure the reunification site.
- Ensure the mental health crisis agency has been contacted.
  - Report event, locations of reunification sites utilizing, approximate number of students impacted.
  - Agency will use a developed tiered system to evaluate the needs of the community and deploy necessary resources to sites.
- School counselors and mental health agencies deployed provide services to students, families, and staff as needed at the reunification location.

#### **First 12 - 24 hours:**

- Determine and secure a location for the Community Mental Health Clinic.
- Communicate to families the location and available hours of the Community Mental Health Clinic.
  - School counselors and mental health agencies provide services to students, families, and staff as needed at the clinic location.
- Provide updates, as appropriate, to staff, parents, and community.
- Provide updates, as appropriate, to the media.

#### **Days following:**

- Communicate to families the location and available hours of the Community Mental Health Clinic.
- Determine specific needs of staff, students and families.
- Provide resources, as necessary, to staff, students and families.
- Provide updates, as appropriate, to staff, parents, and community.
- Provide updates, as appropriate, to the media.



IMPORTANT NOTE: The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

**When school resumes:**

- Ensure extra counselors on site for staff and students.
- Provide resources to families for continued services, as needed.
- Provide an alternative educational setting for staff and students in the event they are not emotionally ready or able to be in the building.

# Specific Emergency Response Guidelines

## Suicide Threat or Attempt

Critical Information: Writing, talking or even hinting about suicide must be taken seriously by administration, staff, students and parents. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

### **In the event a staff member believes a student has attempted suicide:**

#### **Staff**

- Call 911 or direct someone to call 911.
- Follow [medical emergency procedures](#).

### **In the event a staff member believes a student is a suicide risk:**

- If it is a direct or urgent threat:
  - Call 911 or direct someone to call 911 if the situation escalates and
    - the student has a weapon
    - the student needs to be restrained
    - the student needs medical attention
  - Make contact with the building administration or the counseling department and stay with the student until assistance arrives.
  - Ensure short-term physical safety of the student, provide first aid if needed.
- If there is an indirect or subtle threat:
  - You must notify the [building administration](#) and/or the counseling department as soon as possible.
  - If comfortable, you may communicate your concern with the student. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling.
    - Stay calm and ask how they are doing.
    - Actively listen.
    - Connect to a professional to ensure you help them stay safe.

#### **Building Administration / Counseling Department**

- Make immediate contact with the student of concern to assess the student and gather information from them.
  - Talk calmly, but be direct, “Are you thinking about suicide?”
  - Actively listen to what the student is saying.
- Ensure a call to 911 has been made, if the situation escalates and
  - the student has a weapon
  - the student needs to be restrained
  - the student needs medical attention
- Contact the student's parent or guardian and make appropriate recommendations.
  - Do not allow the student to leave school without a parent or guardian if you feel the student is at risk of suicide.
- Contact district administration.
- Document all actions by staff.
- Continue to monitor and follow-up with the student to offer them appropriate levels of support.

*\*School staff must exercise caution when discussing an attempted suicide or death by suicide with students. All actions should be in accordance with federal and state privacy laws, and where appropriate, local board policy. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

## **Assault**

Critical Definition: An assault is the intentional infliction of or attempt to inflict bodily harm upon another person.

Early intervention may reduce or eliminate escalation of the incident.

### **Assault Procedures**

When an assault occurs, staff/person initially confronted with the situation should:

- Call or direct witnesses to call building administration and 911.
- Ensure the safety of students and other staff.
- Work as a team in response.
- Defuse the situation, if possible, without putting yourself in harm's way.
- Use a calm voice in addressing the assailant.
- If behavior escalates, shout "STOP!".
- Disperse onlookers and keep others from congregating.
- Ensure first aid is rendered to all injured parties.
- Do not leave the victim alone.
- Identify the assailant by name and description (e.g. clothing, height).
- If the assailant has left the building, determine direction and mode of travel.
- If the assailant leaves in a vehicle, provide description of the vehicle and license number.
- Identify any witnesses.
- Document all activities and actions taken.

### **Building Administration or Designee**

- Call 911 and notify [law enforcement](#).
  - Give type and number of injuries.
  - Advise if the assailant is still in the building or on the property.
  - Give name and description of the assailant.
  - Give direction/mode of travel if the assailant left property (vehicle type and description).
- Implement [lockdown procedures](#), if appropriate.
- Notify [district administration](#).
- Notify parents or legal guardians of students involved.
- Make appropriate referrals to student services or student assistance team.
- Document all actions taken by staff and complete incident reports.

# Sexual Assault

Critical Information: Sexual assault is a crime of violence which refers to sexual contact or behavior that occurs without explicit consent of the victim. Victims of sexual assault need support. Victims may seek support at the time of the assault or weeks/months afterwards. This situation could result in a Title IX complaint and a request by the victim for immediate, reasonable actions to help them feel safer while the complaint is investigated.

## **Schools should address sexual assault as a crisis or emergency when:**

- An alleged rape or sexual assault occurs on campus.
- An alleged sexual assault occurs among students enrolled in the District.
- A member of the individual family or friend requests intervention.
- Rumors of an alleged incident are widespread and damaging.

## **In the event of an alleged sexual assault or notification of a sexual assault:**

### **Staff**

- Notify [building administration](#) immediately.
- Do not leave the victim alone.
- Ensure the short-term physical safety of the victim.
- Notify the [school nurse or student services](#) to provide care and secure immediate medical treatment, if needed.
- Preserve all physical evidence.
- Preserve personal effects, as well as the potential crime scene.
- Maintain confidentiality during the investigation.
- Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim.
- Complete all required reports (Law Enforcement, state law or district policy).

### **Building Administration or Designee**

- Maintain confidentiality during the investigation. Notify [law enforcement](#) of the alleged assault. If a staff person heard the report, remind them the information is protected by federal law and instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so.
- Notify parents or legal guardians of students involved.
- Without putting staff or students in harm's way, secure the potential crime scene until Law Enforcement arrives.
  - Do not touch or remove anything unless it poses a direct safety risk.
  - Do not disturb any items unless they pose a direct safety risk.
  - Do not allow the victim to shower or clean up.
- Take action to control rumors.
- Document all actions taken by staff and complete incident reports.
- Store all records related to sexual assault incidents and services provided in a confidential administrative file.
- Determine needs for peer support.
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need.

- Encourage the victim to seek support from a rape crisis center.

## Threat

Critical Information: A threat is the expression of intent to harm oneself, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

### **In the event of IMMEDIATE danger:**

#### **Staff**

- Notify or direct someone to notify [building administration](#).
- If necessary, call or direct someone to call 911.
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident).
- Take immediate action to secure or isolate the individual making the threat.
- Prevent access to potential weapons.
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon.
- If necessary, implement [lockdown](#) or [ALICE procedures](#).
- Follow directions of building administration.

#### **Building Administration or Designee**

- Communicate with staff involved in the incident and assume control of the situation.
  - Give staff member(s) directions on how to assist.
- If necessary, call or direct someone to call 911.
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident).
- Take immediate action to secure or isolate the individual making the threat.
- Prevent access to potential weapons.
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon.
- If necessary, implement [lockdown](#) or [ALICE procedures](#).
- Notify [district administration](#).
- Document all actions taken by staff.

### **If threat is identified but there is no immediate risk:**

#### **Staff**

- Notify [building administration](#).
- Maintain confidentiality.

#### **Building Administration or Designee**

- Convene the appropriate staff to evaluate the threat.
- Conduct search of school and personal property, if needed.
- Interview the individual posing a threat.
- Continue to investigate the situation by gathering all relevant information from any/all parties involved in the situation.

- Notify [district administration](#).
- If necessary, notify [law enforcement](#).
- Contact parents or legal guardians.
  - Inform them of the situation, any concerns and course of action.
  - Obtain permission to exchange information between agencies.
- Develop an action plan.
  - Utilize the Threat Risk Assessment Checklist.
- Document any referrals, actions taken and decisions made.

## Bomb Threat

Critical Definition: A message saying that a bomb is located in a particular place.

ALL bomb threats must be taken seriously until they are assessed. School administration will work with local law enforcement/emergency management to assess the threat and ultimately determine the credibility.

### **Bomb Threat Procedures**

***If the bomb threat is determined to be credible:***

#### **Staff**

- Notify [building administration](#).
- Preserve evidence of the threat for law enforcement.
  - If written threat, place note in paper envelope to preserve fingerprints.
  - If the threat is written on a wall, photograph.
  - If a phoned threat, document all relevant information.
- Follow building administration directives for evacuation and/or lockdown.
- Scan the classroom or assigned areas for suspicious items.
- Do not touch any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders.
- Notify [building administration](#) of findings.
- Limit the use of cell phones and radios in the building.

#### **Building Administration or Designee**

- Call 911 or direct someone to call 911 to notify [law enforcement](#).
- Consult with emergency responders, as time permits.
- Initiate appropriate [evacuation](#) and/or [lockdown procedures](#).
- Provide additional instructions as necessary.
- Limit the use of cell phones and radios in the building.
- Document all actions taken and findings.

**If Evacuation Procedures are initiated:**

#### **Staff**

- Implement [Evacuation procedures](#).
- Follow directions, from building admin, for evacuation and/or reunification.

## **Building Administration or Designee**

- 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.
- Ensure evacuation routes and area(s) are clear of suspicious items.

*\*\*When responding to a bomb threat, the district will work with law enforcement, emergency management and/or first responders to determine if/how the building is searched. If a suspicious item has been located, the district will work with law enforcement & emergency management to contact a bomb squad.*

### ***If the bomb threat is off school grounds:***

## **District Administration or Designee**

- Communicate with law enforcement/emergency management to determine the best procedure to implement in the given situation. (i.e., [evacuation procedures](#), [lockdown procedures](#)).
- Notify building administration to implement the plan.
- Notify parents and media, as appropriate.

## **Building Administration or Designee**

- Notify staff and students to implement the plan.
- Continue communication with district admin/law enforcement for updates.

## **Weapons**

Critical Information: Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

### **If you know of an unauthorized weapon on school property:**

#### **Staff**

- Ensure the safety of staff/students.
  - If necessary, move students to a safe area.
- Notify [building administration](#) immediately and provide the pertinent information related to the situation.
- Protect the safety of all involved by limiting information to staff and students.
- Stay calm and do not call attention to the situation.
- When building administration arrives, communicate important information and follow their instructions.

## **Building Administration or Designee**

- Direct someone to call 911 to report that a weapon is in school.
- Notify or direct someone to notify [district administration](#).
- If the individual is a student, notify parent or guardian.
- Document all actions taken by staff.

## Intruder / Unidentified Person

Critical Information: An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of an incident. There is always the potential that an intruder may possess a weapon or become violent.

### **In the event an unidentified person enters school property (intruder):**

#### **Staff**

- Politely greet the subject and identify yourself.
- Ask questions to determine the purpose of the visit.
- Determine if the individual has credentials from the school office.
  - If not, Inform the individual that all visitors must register in the office.
  - Escort the individual to the office.
- If the person leaves, attempt to identify the individual and vehicle.
- If the individual refuses to go to the office, notify [building administration](#) that there may be an intruder in the school building.
- Attempt to maintain visual contact with the individual until assistance arrives.
- If possible, keep students away from the individual.
- Take note of the subject name, clothing and other descriptors.
- Observe the actions of the individual (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package).
- Back away from the subject if he or she indicates a potential for violence.
- Allow an avenue of escape for both the individual and yourself.

#### **Building Administration**

##### **If non-compliant/defiant:**

- Respond to call for assistance from staff.
- Direct someone to: "Call 911".
- Inform the subject they are trespassing and need to leave the school. Law enforcement has been notified.
- Observe the actions of the individual (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
  - Determine appropriate level of security needed: [soft/hard lockdown](#), [evacuation](#), [ALICE procedures](#).
  - Notify [district administration](#).
- Take note of the subject name, clothing and other descriptors.
- If the person leaves, attempt to identify the individual and vehicle.
- Document all actions taken by staff.

#### **District Administration**

- Follow incident command directions.
- Based upon security level, implement the procedures and take action necessary for the type of security and emergency present.
- Communicate, as appropriate and needed, to staff/families/media.



## Armed Intruder

Critical Information: An armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Notification to the office is a critical component to the fastest response time. The sooner the office can SAFELY be notified and the intruder alarm set off, the quicker law enforcement can respond to neutralize the threat. This alarm also alerts EVERYONE ELSE in the building of the armed intruder.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. A law enforcement official will take command of the situation as soon as possible upon arrival. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### **Upon Notification of an Armed Intruder:**

#### **Building Administration**

Critical Information: **It is important to note that law enforcement's first priority is to stop the threat. These persons will be focused on getting to the threat as quickly as possible, given the circumstances. In order to do this, it may be necessary for law enforcement to bypass injured students/staff while enroute to neutralize/eliminate the threat.**

#### **District Administration**

- If in the building location of the intruder,
  - Initiate [ALICE](#).
  - Direct someone to call 911 or call 911 when they are in a safe location.
    - Person making the 911 call must alert dispatch that there is an SRO on site.
    - Provide additional information as requested by the dispatch operator.
    - Callers may have to remain on the line to provide updates.
- If not in the building location of the intruder,
  - Ensure building(s) not involved have initiated a hard [lockdown procedure](#).
  - Direct someone to call 911 or call 911 when they are in a safe location.
    - Person making the 911 call must alert dispatch that there is an SRO on site.
    - Provide additional information as requested by the dispatch operator.
    - Callers may have to remain on the line to provide updates.
- Ensure the transportation director is notified to redirect buses & transportation as necessary.
- When in a safe location, activate the communication plan for media and parent notification protocol.
- Follow training guidelines.

## Building Administration

- If in the building location of the intruder,
  - Initiate [ALICE](#).
  - Ensure an active intruder alarm is sounded.
  - Direct someone to call 911 or call 911 when they are in a safe location.
    - Person making the 911 call must alert dispatch that there is an SRO on site.
    - Provide additional information as requested by the dispatch operator.
    - Callers may have to remain on the line to provide updates.
- If not in the building location of the intruder,
  - Ensure building(s) not involved have initiated a hard [lockdown procedure](#).
  - Direct someone to call 911 or call 911 when they are in a safe location.
    - Person making the 911 call must alert dispatch that there is an SRO on site.
    - Provide additional information as requested by the dispatch operator.
    - Callers may have to remain on the line to provide updates.
- Document all actions taken by staff.

## Staff

- If in the building location of the intruder,
  - Initiate [ALICE](#).
  - Ensure an active intruder alarm is sounded.
  - Direct someone to call 911 or call 911 when they are in a safe location.
    - Person making the 911 call must alert dispatch that there is an SRO on site.
    - Provide additional information as requested by the dispatch operator.
    - Callers may have to remain on the line to provide updates.
- If not in the building location of the intruder,
  - Follow directions given. This could come in the form of an alarm, intercom announcement or other district messaging system utilized.

## When the situation is deemed over by incident command:

### Administration in the Building of Incidence

- Work with law enforcement/Incident Commander to clear the building of incidence.
- Create a designated exit route to evacuate remaining staff/students in the building of incidence.
  - Use the designated exit routes and alternate routes to the assigned assembly areas and move to the buses for transport.
- Assist or direct staff to assist injured staff/students out of the building to the nearest emergency medical personnel.
- Implement [reunification procedures](#).

## Administration NOT in the Building of Incidence:

**\*Please understand this decision will rest heavily upon the circumstances and scenario presented to our district.**

- Follow instructions given by incident command/law enforcement.
- Assess and determine, conferring with law enforcement, the best plan for the students in your building.
- Communicate with staff/students and families the plan developed, based upon the circumstances.
  - Thoroughly assess pickup points for parents and buses.
  - Work with district administration to communicate the reunification (pick up) of students with parents/families.
  - Plan for students who may not be able to be picked up, if a time other than normal pick up time.

## Hostage

### **In the event of a hostage situation and you are taken hostage:**

- Cooperate with the hostage-taker to the fullest extent possible.
- STAY CALM, try not to panic. Calm students if they are present.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

### **If you witness a hostage situation:**

#### **Staff**

- Do not put yourself in harm's way.
- Notify [building administration](#) immediately.
- Implement [ALICE procedures](#).

#### **Building Administration**

- Initiate [lockdown](#) and/or [ALICE procedures](#) as necessary.
- Call 911 or direct someone to call 911..
  - If known, provide a description of the following:
    - Identity and description of the individual.
    - Description and location of the incident
    - Number of hostages
    - Number of injuries
- Seal off area near hostage scene.
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives.
- When law enforcement arrives, they will take control of the situation.
  - Continue to coordinate with law enforcement for the safety and welfare of students and staff.
- Document all actions taken.

## Tornado/Severe Thunderstorm/Flooding

Critical Information: Tornado shelter areas are interior hallways, interior, restrooms or rooms away from exterior walls and windows in permanent structures. Designated safe areas will be posted in each classroom.

**Watches:** Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

**Warnings:** Indicate a hazard is imminent or the probability of occurrence is extremely high.

### **If a severe thunderstorm or tornado WATCH includes any of the district area:**

#### **District Administration**

- Monitor all-hazard or emergency alerts.
- Notify impacted schools, buildings and programs in the district, if necessary.

## **Building Administration or Designee**

- Monitor all-hazard or emergency alerts.
- Alert staff to weather watch, if necessary.

## **If a severe thunderstorm or tornado WARNING has been issued and includes any of the district area or a tornado has been spotted near the school:**

### **District Administration**

- Monitor all-hazard or emergency alerts.
- Notify impacted buildings and programs in the school district, if necessary.
- Provide any updated information to impacted schools, buildings and programs.
- Coordinate with building administrators and the transportation director to provide guidance for buses out on routes or activities.

## **Building Administration or Designee**

- Notify staff of weather warning, if necessary.
- Initiate [Severe Weather Shelter Area procedures](#), if necessary.

### **Staff**

- Initiate [Severe Weather Shelter Area procedures](#).
- If evacuation does occur, do not re-enter the building until an all clear signal is issued by the incident commander (Local Law Enforcement or Fire Personnel).

## **If flooding occurs near or at a school:**

### **District Administration**

- Monitor all-hazard or emergency alerts.
- Develop an action plan with local emergency management officials and transportation coordinator.
- Notify any impacted buildings or programs in the district if the action plan developed.

## **Building Administration or Designee**

- Implement action plan developed.
- Notify [relocation centers](#).
  - Determine an alternate relocation center if primary and secondary centers are affected.
- Notify [transportation resources](#).
- Notify parents/guardians of evacuation, relocation and reunification plans for this situation.

### **Staff**

- Take attendance and report any missing, extra or injured students to building administration.
- Implement action plan developed.
- Once at the relocation center:
  - Stay with your class.
  - Take attendance and report any missing, extra or injured students to building administration.
- Implement transportation and/or reunification plan for this scenario as directed by the building admin.

# Fire

Critical Information: Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation. Alarms are an indication of fire until fire service personnel determines that one does not exist. Evacuation should occur with every occurrence of an alarm.

Point of Contact locations - Rally points for the Fire Department and First Responders to meet with school personnel to receive important information at the initial stage of crisis

- High School - flag pole on west side of main entrance (parking lot off Hill Avenue)
- Middle School - flag pole by main entrance (north side of building - off 28th Street)
- Elementary - flag pole by main entrance (north side of building - off 28th Street)

## **In the event of fire or smoke:**

### **Staff**

- Activate the fire alarm.
- Call or direct someone to call 911.
- Notify [building administration](#).
- Take a class roster.
- Check assigned locations where students may not hear alarms (e.g. washrooms, lunchroom, sound booths, locker rooms).
- Evacuate students and other staff to designated areas (High School to Middle School Gym - Elementary to High School West Gym - Middle School to High School East Gym) unless otherwise directed.
  - Implement evacuation plans for any students needing special assistance.
  - If the primary route is blocked or dangerous, use the closest, safe exit.
  - Assist injured persons to a safe area.
- Shut doors behind you, if possible.
- Once outside, assemble a safe distance from the building.
- Take student attendance. Note missing students with last known location.
  - Communicate missing students to the point of contact and/or any first responder (i.e., firefighter, emergency manager, law enforcement, or medical personnel)
  - Communicate extra students to the building admin/point of contact.
- All staff should report their status to the point of contact.

### **Building Administration/ Point of Contact**

- Ensure the fire alarm has sounded.
- Ensure 911 and emergency responders have been notified.
  - Confirm address of school.
  - Provide exact location of smoke or fire, if known, if unknown provide general location.
- Notify [district administration](#).
- Notify the [director of maintenance](#), if necessary.
- Meet with the fire officer and relay pertinent information.
  - Provide names of any missing persons.
- Bring blueprints of the facility, point out the location of the control panel, annunciators, and sprinklers.
- When medical personnel arrive, direct to injured persons.
- Determine if students need to be transported to an evacuation site.
- Notify parents or legal guardians of [student reunification and release procedures](#).
- Upon notification from the incident command, signal all clear when safe to re-enter school building.
- Provide the Point of Contact/Incident Command the list of visitor sign-in/sign-out.

## Hazardous Materials

Critical Information: In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

### **In the event of a hazardous material incident inside a school building:**

#### **Staff**

- Notify [building administration](#).
  - Report location and type (if known) of the hazardous material.
  - Follow instructions given by building administration.
- Move students away from the immediate danger zone.
- If safe, close doors to the affected area.
- If evacuation is necessary, follow [evacuation procedures](#).
- Avoid turning on and off the lights.
- Render first aid as needed.

#### **Building Administration**

- Evacuate the building, if needed.
- Call or direct someone to call 911.
  - Report location of leak or spill and type of material (if known).
  - Report any students or staff missing or injured.
- Notify [district administration](#).
- Develop an action plan with incident command (e.g. [evacuation](#), [shelter-in-place](#), shutdown ventilation system (HVAC)).
- Move staff and students away from the immediate danger zone.
- Keep staff and students from entering or congregating in danger zones.
- Document all actions taken.

### **In the event of a hazardous material incident outside a school building:**

#### **Staff**

- Notify [building administration](#).
  - Report location and type (if known) of hazardous material.
- Move students away from the immediate vicinity of the danger.
- If outside, move all students and staff inside as quickly as possible.
  - Assist those needing additional assistance.
  - Report to your classroom.
  - Take attendance.
  - Report any missing, extra or injured students to building administration.
  - Wait for further instructions.
- Avoid turning on and off lights.

## Building Administration

- Notify [district administration](#).
- Call or direct someone to call 911 if on school campus or follow directions from emergency management/law enforcement if off school grounds.
- Consult with emergency responders to develop an action plan.
  - Provide known hazardous materials list to the fire department.
  - Monitor to determine if [Evacuation](#) or [Shelter-in-Place procedures](#) are necessary.
- If evacuating, notify parents or legal guardians of [student reunification and release procedures](#).
- Develop an action plan with incident command (e.g. [evacuation](#), [shelter-in-place](#), shutdown ventilation system (HVAC)).
- Document all actions taken.

## Demonstration/Student Unrest

Critical Information: Freedom of speech and the ability to assemble and protest are core values and Constitutionally protected rights in the US. While students have a right to exercise free speech, schools have a responsibility to ensure safety and maintain the integrity of the learning environment. School and district administration will work and plan with law enforcement for plans for the possibility of protests that could result in violence.

### **If demonstration is near, but not on school property:**

#### **Staff**

- Notify [building administration](#).

#### **Building Administration or Designee**

- Notify [district administration](#).
- Notify and consult with law enforcement in developing a plan of action.
- Notify building staff.
- Encourage staff to maintain the learning environment.
- Monitor the situation and make decisions based on developing information.
- If necessary, implement [Lockdown procedures](#)
- Consider communication venues (e.g. website posting, email).
- 

### **If demonstration is on school property:**

#### **Staff**

- Notify [building administration](#).

#### **Building Administration or Designee**

- Notify [district administration](#).
- Notify and consult with [law enforcement](#).
- Monitor the situation, collaborating with law enforcement to develop a plan to maintain the educational environment.
- Notify building staff.
- If necessary, implement [Lockdown procedures](#).
- Ensure safe entry into and exit from the building.
- Monitor the situation and make decisions based on developing information.
- Consider communication venues (e.g. Website posting, email).



## Suspicious Package or Mail

Critical Information: Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

### **If you receive a suspicious package or letter by mail or delivery service:**

#### **Staff**

- DO NOT OPEN the package or letter.
- DO NOT MOVE the package or letter.
- Preserve any/all evidence for law enforcement.
- Notify [building administration](#).
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it or be exposed.

#### **Building Administration or Designee**

- Call 911 to notify [law enforcement](#).
- Notify [district administration](#).
- Document all actions taken by staff.

### **If a letter/package contains a written threat but no suspicious substance:**

#### **Staff**

- Notify [building administration](#).
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it.
- Preserve evidence for law enforcement.
  - Do not touch.
  - Do not move.
  - Leave the item alone.

#### **Building Administration or Designee**

- Call 911.
- Preserve evidence for law enforcement and guide law enforcement to the written threat.
- Document all actions taken by staff.

### **If a letter or package is opened and contains a suspicious substance:**

#### **Staff**

- Notify [building administration](#).
- Limit access to the area in which the letter or package was opened. This is necessary to preserve evidence, minimize the number of people who might directly handle it or be exposed to it.

- Isolate the people who have been exposed to the substance to prevent or minimize contamination.
  - Contact the nurse/medical personnel for protective and safety measures needed for any staff/students exposed to the suspicious substance.
- Preserve evidence for law enforcement.
  - Do not touch.
  - Do not open.
  - Leave the item alone.

### **Building Administration or Designee**

- Call 911 or direct someone to call 911.
- Preserve evidence for law enforcement.
  - Do not touch.
  - Do not open.
  - Leave the item alone.
- Direct law enforcement to the suspicious package/substance.
- Consult with emergency officials to determine:
  - Need for decontamination of the area and the people exposed to the substance
  - Need for [evacuation](#) or [shelter-in-place](#)
  - Notify [district administration](#)
  - Notify parents or legal guardians according to district policies.

## Media Inquiry

Critical Information: All media inquiries must be referred to the district communications officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

## Joint Information Center (JIC)

The State of Iowa's Joint Information Center (JIC) provides a coordinated release of public information during disasters and emergencies. Housed in the State Emergency Operations Center at the Joint Forces Headquarters near Johnston, IA, the JIC acts as a one-stop shop for the gathering and dissemination of incident-related information. Activities performed in the JIC include: developing press releases and other written products; facilitating news conferences; updating websites with pertinent disaster information; providing information via social media outlets such as Facebook and Twitter; monitoring media and social media reports for accuracy; planning tours for the governor and state officials to disaster-impacted areas; and responding to public inquiries. The JIC is staffed by HSEMD public information officers (PIOs) and other staff along with PIOs from other state agencies involved in the disaster response. For a very large or lengthy disaster response, PIOs from other State agencies may be asked to work in the JIC. The JIC is only operational when the Emergency Operation Center (EOC) is activated, in a State level emergency. The JIC also coordinates with partners at the local and federal government levels, along with the private sector, to ensure consistent messages are being delivered to the public.

### **Superintendent or Designee**

- Prepare and coach district spokesperson.
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow the media to hinder emergency responders or be put in harm's way.
- Provide regular updates and press releases and let the media know when to expect the next update.
- DO NOT say "No comment." It is okay to say "I don't know"
- Monitor media reports to ensure message accuracy. Provide the media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information.
- Document all contact with the media.

### **Building Administration or Designee**

- Notify [district administration](#), board and all staff of emergency events.
- Direct all media contacts to the superintendent or media point of contact.
- Relay all factual information to the superintendent or media point of contact.
- If directed by administration, designate a site spokesperson.
- Update staff throughout the emergency, review details of the emergency and dispel rumors.
- Inform superintendent and points of contact of any media presence at the building.
- Request onsite assistance with media if necessary.

### **Staff**

- Direct all media inquiries to these points of contact.

## Communication Contacts

**District Spokesperson: David Smith**

**District Public Information Officer (PIO): Angela Olsen**

Alternate District Spokesperson: Clint Profit

Alternate District Public Information Officer (APIO): Josh Bolluyt

Emergency Coordinators: Clint Profit & Angela Olsen

## APPENDIX B

### Key Legal Provisions

#### Key Legal Provisions for Schools in Iowa Code

##### **IMPORTANT!!!!**

All provisions concerning firearms and dangerous weapons do not apply to persons authorized to carry under Iowa Code 724.4B.

##### **Iowa Good Samaritan Law: 613.17: Emergency assistance in an accident**

A person, who in good faith renders emergency care or assistance without compensation, shall not be liable for any civil damages for acts or omissions occurring at the place of an emergency or accident or while the person is in transit to or from the emergency or accident or while the person is at or being moved to or from an emergency shelter unless such acts or omissions constitute recklessness. For purposes of this section, if a volunteer firefighter, a volunteer operator or attendant of an ambulance or rescue squad service, a volunteer paramedic, a volunteer emergency medical technician, or a volunteer registered member of the national ski patrol system receives nominal compensation not based upon the value of the services performed, that person shall be considered to be receiving no compensation. The operation of a motor vehicle in compliance with section 321.231 by a volunteer firefighter, volunteer operator, or attendant of an ambulance or rescue squad service, a volunteer paramedic, or volunteer emergency medical technician shall be considered rendering emergency care or assistance for purposes of this section. For purposes of this section, a person rendering emergency care or assistance includes a person involved in a workplace rescue arising out of an emergency or accident. C71, 73, 75, 77, 79, 81, § 613.17; 82 Acts, ch 1198, § 1] 91 Acts, ch 182, §1; 96 Acts, ch 1219, § 74

##### **Iowa Code 22.7 (50) – Confidentiality of Emergency Preparedness Information**

Information concerning security procedures or emergency preparedness information developed and maintained by a government body for the protection of governmental employees, visitors to the government body, persons in the care, custody, or under the control of the government body, or property under the jurisdiction of the government body, if disclosure could reasonably be expected to jeopardize such employees, visitors, persons, or property. a. Such information includes but is not limited to information directly related to Vulnerability assessments; information contained in records relating to security measures such as security and response plans, security codes and combinations, passwords, restricted area passes, keys, and security or response procedures; emergency response protocols; and information contained in records that if disclosed would significantly increase the vulnerability of critical physical systems or infrastructures of a government body to attack.

**280.17A. Procedures for handling dangerous weapons**

The board of directors of a public school and the authorities in control of a nonpublic school shall prescribe procedures requiring school officials to report to local law enforcement agencies any dangerous weapon, as defined in section 702.7, possessed on school premises in violation of school policy or state law.

**280.17B. Students suspended or expelled for possession of dangerous weapons**

The board of directors of a public school and the authorities in control of a nonpublic school shall prescribe procedures for continued school involvement with a student who is suspended or expelled for possession of a dangerous weapon, as defined in section 702.7, on school premises in violation of state law and for the reintegration of the student into the school following the suspension or expulsion.

**280.21B. Expulsion--weapons in school**

The board of directors of a school district and the authorities in charge of a nonpublic school which receives services supported by federal funds shall expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school or knowingly possessed a weapon at a school under the jurisdiction of the board or the authorities. However, the superintendent or chief administering officer of a school or school district may modify expulsion requirements on a case-by-case basis. This section shall not be construed to prevent the board of directors of a school district or the authorities in charge of a nonpublic school that have expelled a student from the student's regular school setting from providing educational services to the student in an alternative setting. If both this section and section 282.4 apply, this section takes precedence over section 282.4. For purposes of this section, "weapon" means a firearm as defined in 18 U.S.C. § 921. This section shall be construed in a manner consistent with the federal Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

**702.7. Dangerous weapon**

A "dangerous weapon" is any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed, except a bow and arrow when possessed and used for hunting or any other lawful purpose. Additionally, any instrument or device of any sort which is actually used in such a manner as to indicate that the defendant intends to inflict death or serious injury upon the other, and which, when so used, is capable of inflicting death upon a human being, is a dangerous weapon. Dangerous weapons include but are not limited to any offensive weapon, pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.

# Key Legal Provisions for Schools in Federal Code

## TITLE 34--EDUCATION

### PART 99\_FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Subpart D\_May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

**Sec. 99.36** What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from--

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b) (1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b) (1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulated and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination; the department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

## APPENDIX C

### Phone Numbers

	Name	Phone Number
Administrative Office	Dr. David Smith Jane Loveall Ashley Weber	712-336-2820 X 3010 X 3060
High School Office	Casey O'Rourke Josh Bolluyt Jill Petersen	712-336-3707 X 1000 X 1280 X 1670
Middle School Office	Terry Bruinsma Heidi Schneider	712-336-1370 X 2000 X 2010
Elementary Office	Kasey Huebner Jessica Vancura Dena Blomster	712-336-2822 X 4000 X 4220 X 4010
Emergency Coordinators	Clint Profit Angela Olsen	712-336-3707 X 1300 X 1921
Director of Maintenance	Randy Loerch	712-336-2820 X 3600
Transportation Director	Adam Brown	712-336-2820 X 3040
Dickinson County Courthouse	Auditor's Office	712-336-6333, then 7
IT Director - Courthouse	Alissa Holtz	712-336-6266
Crosswinds Church		712-336-3537
First Presbyterian Church		712-336-1649
School Resource Officer	Ryan Vos	712-331-1621
Spirit Lake Police Dept		712-336-5776
Okoboji Police Dept		712-332-7845
Arnolds Park Police Dept		712-332-2227
Dickinson County Sheriff		712-336-2793
Iowa State Patrol - Base 6		712-262-1424



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