

Shenandoah Community School District Board of Directors
Shenandoah Administrative Board Room
June 24, 2019 – 5:00 p.m.
Special Meeting

Board Agenda

1. Call to Order
2. Roll Call and Determination of Quorum
3. Administrative Reports
 - a. Boys Town Social Skills
 - b. Overview of the Year
4. Action Items
 - a. Approve Emergency Operations Plan
 - b. Approve Contract with Shenandoah Medical Center for Wellness Plan
5. Informational Items
Next Regular Meeting –July 8, 2019 at 5:00 P.M.
6. Adjournment

Board Work Session – No pending action

1. Call to Order
2. Roll Call & Determination of Quorum
3. Discussion Items
 - a. SAVE Funds and Revenue Purpose Statement
 - b. Facility Planning and Concept Drawings
4. Adjournment

SHENANDOAH COMMUNITY SCHOOL DISTRICT

Emergency Operations Plan

6.24.2019

*Shenandoah Administration Office & Preschool
Shenandoah Elementary School
Shenandoah Middle School
Shenandoah High School
Shenandoah Bus Barn*

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School Information Data Sheet

1 Introduction

This School Emergency Operations Plan was developed by district personnel in consultation and collaboration with Page county emergency management, local 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 associate with specific threats and crisis situations are identified in the Annexes.

This plan has been recognized and approved by the following and is effective June 24, 2019.

1.1 Signatory Page

Dr. Kerri Nelson, Superintendent of Schools

Jean Fichter, Board President

1.2 Approval and Implementation

This School Emergency Operations Plan operates within the framework of the Shenandoah Community School District Board policy. Any significant changes to this plan require approval of the Board and the Superintendent. This plan supersedes all previous plans.

1.3 Record of Changes

All changes to this plan must be recorded.

Change Number	Date of Change	Name	Summary of Change

1.4 Record of Distribution

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

School Information Data Sheet

2 Purpose

The purpose of the Shenandoah Community School District Emergency Operations Plan (EOP) is to identify and respond to an incident by outlining the responsibilities and duties of the Shenandoah Community School District and its employees, students, and families 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 Shenandoah Community School District 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 attached Annex provides a systematic approach to specific threats and hazards and guidelines for functional activities used in many different threat scenarios such as evacuation, reunification, lock-down, and shelter-in-place. Faculty and staff are to be trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The Shenandoah Community School District regularly schedules training and drills for employees and students to assure adherence to these guidelines, improve response time, and evaluate performance.

3 Scope

The Shenandoah Community School District EOP outlines the expectations of staff, defines the roles and responsibilities, identifies direction and control systems, identifies internal and external communications plans, outlines the frequency and types of training, and defines the roles and responsibilities before, during, and after an incident. This plan also includes references and authorities defined by federal, state, and local government mandates and identifies specific threats, hazards, vulnerabilities and responses/recovery.

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, tornadoes, public health and medical emergencies, and other occurrences requiring an emergency response. The Building Administrator shall have the authority to determine when an incident has occurred and when to implement the procedures contained within this EOP.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

School Information Data Sheet

4 Situation Overview

The Shenandoah Community School District has an enrollment of approximately 1145 students from 3-year-old preschool to 12th grade. These students are served on 3 campuses in Shenandoah, Iowa. These students are supported by a committed staff consisting of:

- 90 Teachers
- 6 Administrators
- 7 Office staff
- 34 Instructional assistants
- 12 Food service staff
- 11 Maintenance and custodial staff
- 15 Transportation staff
- 7 Non-instructional support staff

A master schedule of where classes, grade levels, and staff are located during the day is located in the district's student information system which is currently PowerSchool. PowerSchool is a hosted platform and can be accessed remotely.

The Shenandoah Community School District is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately 12; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

District High-Priority Hazards

Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Shenandoah and its surrounding areas. Flooding predominates throughout the spring, summer, and fall due to heavy rains and/or frequent rainy days.</p> <p>The Nishnabotna River runs about a mile from city limits on the north and west sides of town. All school buildings are located on the south and east sides of town.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks.</p> <p>The Nishnabotna River runs near the community of Farragut. There are no school grounds in Farragut but there are locations in town used as bus stops. It is necessary to reroute bus traffic when flooding occurs to provide safe transportation</p>
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School Information Data Sheet

Severe Storm	<p>Shenandoah and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by the Shenandoah Community School District, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p> <p>In the past, large amounts of heavy snowfall have caused leaks in the roofs.</p>
Fire	Fire hazards are the most prevalent types of threat/hazard.
Hazardous Materials	<p>Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Shenandoah. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. Shenandoah is a rural community and two school buildings are near fields. Many local farmers use anhydrous ammonia and pesticides on their crops. Some of these pesticides are applied by aircraft. Depending on the speed and direction of the wind, pesticides could affect the air quality outside of the school buildings.</p>
Active Shooter	<p>While an active shooter incident has never occurred in the Shenandoah Community School District, we, like any school district, are vulnerable. The Shenandoah Community School District takes the proactive stance and trains its staff in A.L.I.C.E.</p>
Pandemic	<p>An influenza pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu.</p> <p>The effects of a pandemic can be lessened if preparations are made ahead of time. The Shenandoah Community School District is vulnerable to pandemic and must understand the school's impact on the overall illness rates within the community. The Shenandoah Community School District takes the proactive stance by providing free immunizations for staff and takes appropriate sanitation measures.</p>
Terrorism	The Shenandoah Community School District, like other public institutions, is vulnerable to terrorist activity.

District Geographical issues

- The Shenandoah Community School District serves students in Page, Fremont, Mills, and Montgomery County
- 11 miles to Missouri and 30 miles to Nebraska
- 17.2 miles to Page County Sheriff's Office
- Proximity to power plants (nuclear, ethanol, etc.) and chemical plants
- Highway and road systems provide limited access to campus
- Railroad tracks transporting hazardous materials

Shenandoah PK-12 Schools

Physical Aspects of the School

- Available communication equipment/cell phone coverage

Social/Cultural issues

- Approximately 10-12 students speak a home language other than English.

School Information Data Sheet

Shenandoah Bus Barn

Physical Aspects of the School

- Available communication equipment/cell phone coverage
- Number of buses-13, vans-4, Suburbans-6

4.1 Shenandoah Administration Office & Preschool

4.1.1 School Population

Current enrollment is approximately 100 three & four-year-old preschool students located in one, two-story building on campus. These students are supported by a staff and faculty that consists of:

- 5 Teachers and specialists
- 1 Full Time Administrator, 1 Part Time Administrator
- 5 Office support staff
- 8 Instructional Assistants
- 3 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is located in the district's student information system which is currently PowerSchool. PowerSchool is a hosted platform and can be accessed remotely.

4.1.2 Building Information

The Administration Office & Preschool, completed in 1960, is located on an 11.52-acre lot and includes three buildings, one football field & track, four tennis courts, one playground, and one parking lot. All classes take place in the main building on campus. There is a main entrance on the east side of the building, with additional preschool public entrance on the south side of the building. There are keyed entrances on the north side of the building and two on the west side of the building (one for the basement). There are also exit only doors on the north and east sides of the building.

A public address system works within the building, but there are operational alarms systems, radios, speaker systems on the phone, and bull horns to use in the case of an emergency. The score board on the football field also has an operational speaker system.

4.1.3 Geographical Issues

The Shenandoah Administration Office is 0.5 miles from the hospital and 0.8 miles from the fire & police stations.

4.1.4 Threat/Hazard Assessment Summary

The Administration Office & Preschool is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. These identified threats/hazards have been assessed are consistent with the district summary. One additional threat would be the potential for city sewage to backup through the basement drains.

School Information Data Sheet

4.2 Shenandoah Elementary/Middle School

4.2.1 School Population

Current enrollment is approximately 757 elementary & middle school students located in one, two-story building on campus. These students are supported by a staff and faculty that consists of:

- 58 Teachers and specialists (4 shared with High School)
- 2 Full Time Administrators, 1 Part Time Administrator
- 3 Office support staff
- 3 Other support staff
- 18 Instructional assistants
- 6 Food Service staff
- 5 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is located in the district's student information system which is currently PowerSchool. PowerSchool is a hosted platform and can be accessed remotely.

The School's current enrollment of students and staff with access and functional needs is 8.

4.2.2 Building Information

The Elementary/Middle School, completed in 2002, is located on a 38.51-acre lot and includes one building, one playground, and two parking lots. The elementary students are on the east side of the building and the middle school students are on the west side of the building. There are two main entrances located on the south side of the building. There are also entrances on the west side of the building, north side of the building, and others marked on the building maps.

A map of the building is included in the annex. Key locations are marked on the map.

A public address system works within and out of the building. Radios, phone system and bull horns are also available.

4.2.3 Geographical Issues

The Shenandoah Elementary/Middle School is located 0.9 miles from the hospital and 1.7 miles from the fire & police stations.

4.2.4 Threat/Hazard Assessment Summary

The Elementary/Middle School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. These identified threats/hazards have been assessed and are consistent with the district. It is a two-story building with one elevator.

School Information Data Sheet

4.3 Shenandoah High School

4.3.1 School Population

Current enrollment is approximately 332 high-school students located in one, one-story building on campus. These students are supported by a staff and faculty that consists of:

- 31 Teachers and specialists (4 shared with Elementary/Middle School)
- 2 Administrators
- 2 Office support staff
- 1 Other support staff
- 8 Instructional assistants
- 4 Food Service staff
- 3 Maintenance and custodial staff

The School's current enrollment of students or staff with access and functional needs is **4**.

A master schedule of where classes, grade levels, and staff are located during the day is located in the district's student information system which is currently PowerSchool. PowerSchool is a hosted platform and can be accessed remotely.

4.3.2 Building Information

The High School, completed in 1968, is located on a 45.75-acre lot and includes three buildings, two practice fields, running trail and two parking lots. All classes take place in the main building on campus, with horticulture classes utilizing the greenhouse as well. There is a main entrance located on the south-central side of the building. There are additional main entrances on the southeast, southwest, and north-central sides of the building. In addition, there are six other entrances to the building and three garage doors on the north side of the building.

A map of the building is included in the annex. Key locations are marked on the map.

A public address system works within the building with the exception of the FEMA room. Radios, phone system and bull horns are available.

4.3.3 Geographical Issues

The High School is located 0.8 miles from the hospital and 1.6 miles from the fire & police stations.

4.3.4 Threat/Hazard Assessment Summary

The High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. These identified threats/hazards have been assessed by risk and are consistent with the District summary.

School Information Data Sheet

4.4 Shenandoah Bus Barn

4.4.1 School Population

There are no students enrolled at this facility. This facility serves the transportation needs of the district and includes:

- 15 Transportation staff

4.4.2 Building Information

The Bus Barn is located on a 1.37-acre lot and includes two buildings.

A map of the building is included in the annex. Key locations are marked on the map.

4.4.3 Geographical Issues

The Bus Barn is located 0.7 miles from the hospital and 0.9 miles from the fire & police stations.

4.4.4 Threat/Hazard Assessment Summary

The Bus Barn is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. These identified threats/hazards have been assessed by risk and are consistent with district. There is a gasoline tank and larger equipment on the property. There is also a second-floor storage area, parking lot across the street and there is limited outdoor light.

4.5 Resources

The Shenandoah Community School District's leadership and planning team realize the importance of working with community partners and forming agreements to access services as needed. Memorandums of understanding will be formed where needed for support.

5 Planning Assumptions and Limitations

5.1 Planning Assumptions

The Shenandoah Community School District may deviate from this EOP if the following assumptions prove not to be true during operations. The EOP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident such as a fire, gas main breakage or hazardous materials exposure could occur at any time without warning. The employees of the school affected should not wait for direction from local response agencies before activating this plan and protecting lives and property.

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- Following a major or catastrophic incident, the district and/or schools may need to rely on its own resources and be self-sustaining for up to 72 hours.
- Assistance from law enforcement, fire, and emergency managers will be available in most serious incidents. However, the district and/or school must be prepared to carry out the initial response until this external assistance arrives.
- In most cases, law enforcement or fire service personnel will assume Incident Command, or establish unified command, depending on the type of emergency.
- There may be numerous injuries of varying degrees of seriousness to students, faculty, and/or staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Conducting regular drills and exercises on the threats/hazards identified in this plan can improve the districts readiness to respond to incidents and reduce incident-related losses.
- Incident management will be conducted in a manner consistent with the principles contained in the US Department of Homeland Security National Incident Management System documentation.
- An intentional threat against the district, a school, or a student will result in law enforcement and security response actions.
- A large-scale emergency requires an effective and coordinated response between all community stakeholders and partners and will help to reduce the impact of the emergency on students, faculty, and staff, minimize public concern, and assist in recovery efforts.
- Buildings in the district shall coordinate their emergency actions with this plan.

5.2 Limitations

It is the policy of the Shenandoah Community School District that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, the district can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

6 Concept of Operations

The information 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.

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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/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.

6.1 Key Areas of Emergency Planning

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

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

6.2 National Incident Management System

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations and the private sector, to work seamlessly before, during, and after an event, regardless of the cause, magnitude, location or complexity. This system ensures that those involved in incident response/recovery understand their roles and have the tools to be effective. The ultimate goal of NIMS is to protect and mitigate the impact on life or property.

The Shenandoah Community School District recognizes that staff and students will act as first responders during an incident. NIMS Training enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

NIMS compliance for the district and schools includes completing the following:

1. Adopt the use of the Incident Command System (ICS). All administrators/supervisors and staff who assume roles described in this plan will complete IS-100.SCA: Introduction to Incident Command System for Schools.

School Information Data Sheet

2. Complete NIMS awareness course IS-700: Introduction to NIMS. The Superintendent and district wide Incident Commander will complete IS-700.
3. Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.

6.2.1 Communication

Timely and effective communication is critical to an effective response and recovery. Direction on communications may be found in the annex. Additional information may be obtained through the District.

6.2.2 Initial Response

School personnel are usually first on the scene of an incident in a school setting. 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 and will seek technical assistance from State and Federal agencies and industry where appropriate.

The Superintendent or his/her designee is responsible for activation of the district-wide EOP. The school principal or his/her 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.

Incident Command System

Policy & Public Information Group:

- **Superintendent, Kerri Nelson**
- **Board President, Jean Fichter**
 - **Communication Support**
 - Natalie Kirsch, School Messenger, Media, Emergency First Responders
 - Trevor Scanlan, Technology Support
 - Patty Roberts, Bilingual – Spanish/English

District Wide Incident Commanders

- **Kerri Nelson (Primary)**
- **Steve Hielen (Secondary)**

School Site Safety & Security

- **Building Incident Commander: Building Principals, Jason Shaffer, Monte Munsinger**
- **Incident Command Support Team Leads: Jon Weinrich, Aaron Burdorf, Tiffany Spiegel**
 - Support Teams
 - Elementary: Jon Weinrich, Brent Ehlers, Andy Campbell, Brett Roberts
 - Middle School Team: Jon Weinrich, Brent Ehlers, Andy Campbell, Brett Roberts
 - High School: Aaron Burdorf, Brian Daoust, Ty Ratliff
 - Logan: Tiffany Spiegel, Natalie Kirsch, Richard Morgan-Fine

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- **Transportation Lead: Jon Weinrich**
 - Support Team: Holly Scherff, Craig Leigan, Don Nelson, Ashley Pease
- **Water & Food Lead: Kristin Edwards**
 - Support Team: Twyla Clark, Melissa Smithhisler
- **First Aid Lead: Linda Laughlin & Kristy O'Rourke**
 - Additional Supports: Shenandoah Medical Center, Amy Reafleng & Ty Davison
 - Office: 712-246-7169
 - Cell: [REDACTED] Ty Davison
 - Stop the Bleed: Amy Reafleng

*Reunification

- **Lead: Tiffany Spiegel**
 - Student and Staff Information Access: Anita Baker, Cori Feller, Connie McGinnis, Pam Nebel, Wendy Palmer
 - Student Check Out: Natalie Denton, Sonia Leece, Kerra Ratliff
 - Communication with Staff & Student Support: Maria Blake, Teresa Hughes, Nicole Grindle
 - Remain with Students: All teachers and associates

*Access Law Enforcement as Needed

Volunteer Coordination

- **Lead: Lisa Holmes**

Finance

- **District Lead: Sherri Ruzek, Lisa Holmes (Secondary)**
- **Building Specific Leads: Kerri Nelson (Primary), Jason Shaffer (Secondary), Monte Munsinger (Secondary)**

Crisis Team

- **Lead for District Wide Response: Kerri Nelson (Primary), Tiffany Spiegel (Secondary)**
- **Lead for Building Specific Response: Tiffany Spiegel (Logan), Monte Munsinger (JK-8), Jason Shaffer (High School)**
- **General Response: All Administration.** If additional support is needed use Level A-C.
 - Level A: At Risk Staff and School Counselors
 - Level B: GHAEA, At Risk Staff and School Counselors
 - Level C: GHAEA, Midwest Mental Health, At Risk Staff and School Counselor

6.2.3 Implementation of the Incident Command System (ICS)

In a major emergency or disaster, one or more of the buildings may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at each school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident

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command post (ICP) and provide an assessment of the situation to the principal, superintendent or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. 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.

7 Organization and Assignment of Responsibilities

The principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this EOP is activated, staff will be assigned to serve within the ICS based on their expertise and training and the needs of the incident.

7.1 Organization

Emergency Management for Shenandoah Community School District is comprised of the following:

7.1.1 The Policy Group

- Superintendent, Dr. Kerri Nelson
- School Board President, Jean Fichter or School Board

In complex incidents, the Policy Group will be convened at the Superintendent's Office in the Logan Administration Building. The role of the Policy Group is to:

- Support the on-scene Incident Commander with strategic guidance, information analysis, and needed resources
- Provide policy and strategic guidance
- Help to ensure that adequate resources are available
- Identify and resolve issues common to all organizations
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center (JIC)

7.1.2 School Site Safety and Security

The Director of Maintenance & Operations, Steve Hielen is responsible for all aspects of maintenance and operations and is a key team member for emergency management planning and operations for the school. Upon the activation of the EOP for a school incident, Steve Hielen will assume the role as incident commander for the district unless delegated.

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7.1.3 District or School Departments

District and school departments will support emergency response operations through performance of their normal roles and responsibilities. If called upon, school departments will activate personnel and implement appropriate response actions identified in the plan, or as directed by the Incident Commander or school administration.

Activation of the ICS for a school event may be modified as needed to best serve the nature of the incident. When the ICS is activated, staff will direct the efforts of their departments according to their respective procedures for emergency operations.

Department	Duties and Responsibilities
Transportation	Upon learning of an incident, the Transportation Supervisor will report directly to the Incident Commander for assignment unless otherwise notified.
Operations	Upon learning of an incident, the Director of Maintenance and Operations will assume the role of Incident Commander and report directly to the Superintendent.
Business and Finance	Upon learning of an incident, the School Business Official will report directly to the Incident Commander for assignment unless otherwise notified.
Technology	Upon learning of an incident, the Information Technology Director will report directly to the Incident Commander for assignment unless otherwise notified.
Food and Nutrition	Upon learning of an incident, the Food Service Director will report directly to the Incident Commander for assignment unless otherwise notified.

7.2 Responsibilities

7.2.1 District Incident Commander: Steve Hielen, Director of Maintenance and Operations

Responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.).
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principals and other officials informed of the situation.

7.2.2 Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus

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on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the policy group and the Incident Commander.

7.2.3 Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff should be trained and certified in first aid and CPR.

7.2.4 Associates

Responsibilities include assisting their assigned student and assisting teachers as directed if special needs students are safe.

7.2.5 Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid and psychological first aid if necessary. Counselors will be trained in psychological first aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander.

7.2.6 School Nurses

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

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7.2.7 Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

7.2.8 School Secretary/Office Staff

Responsibilities include:

- Assist in the school site assessments.
- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principals and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed. (i.e., acting as messengers, etc.)

7.2.9 Food Service Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

7.2.10 Transportation/Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.

7.2.11 Other Staff (Substitute Teachers)

Responsibilities include reporting to the Incident Commander if requested or activated.

7.2.12 Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an emergency situation.
- Learn to be responsible for themselves and others if the emergency situation warrants.
- Understand the importance of not being a bystander by reporting situations of concern to appropriate staff.
- Develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

7.2.13 Parents/Guardians

Responsibilities include:

- Understanding their roles during a school emergency.

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- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Report any suspicious activities to the school that raises concern for the health and safety of students and/or staff.

8 Direction, Control, and Coordination

8.1 Incident Command

The Incident Command System (ICS) organizational structure can be modified to adjust to the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organizational structure expands as functional responsibilities are delegated.

This EOP will be activated using implementation of the ICS. When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.

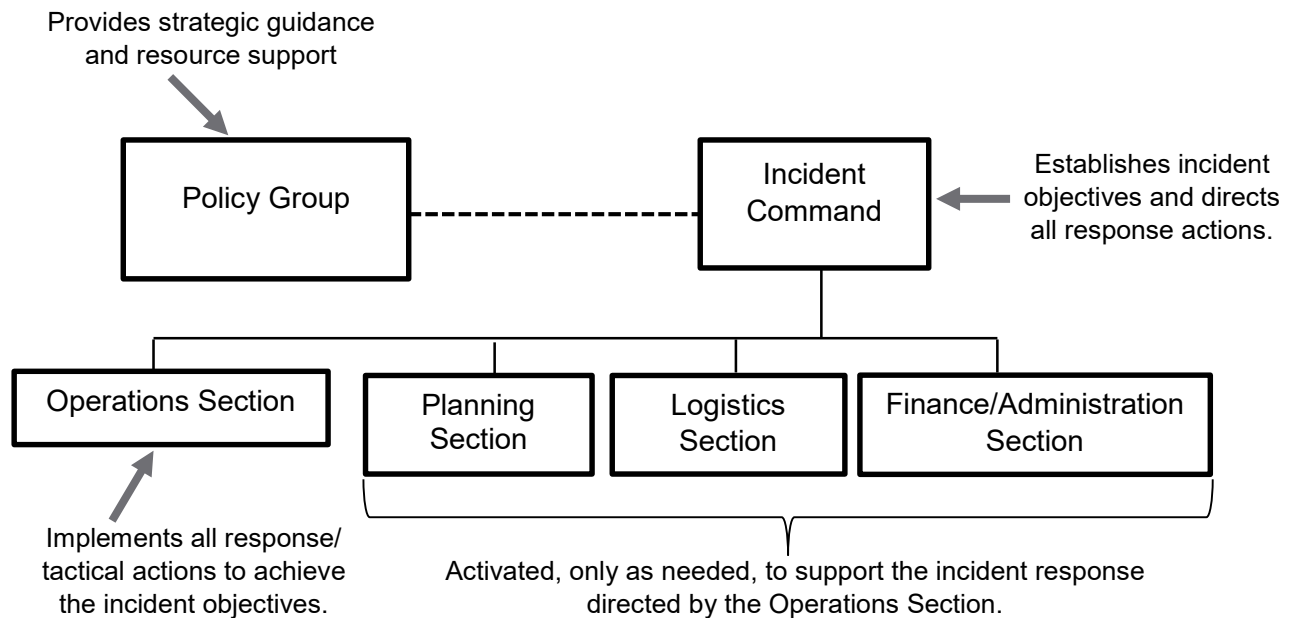
The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership (*Principal, Superintendent, etc.*) has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities. These responsibilities do not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

- Provides policy guidance on priorities and objectives based on situational needs and the EOP.
- Oversees resource coordination and support to the on-scene command from an Operations Center.

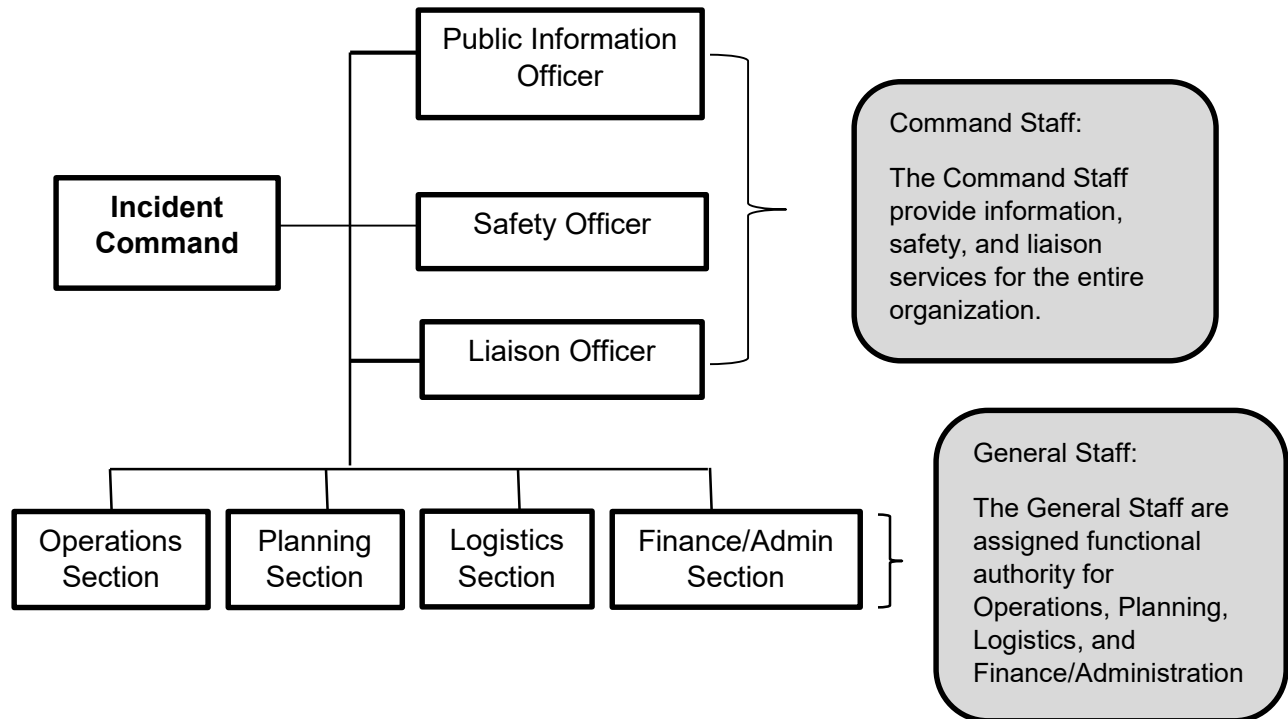
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8.2 Incident Management

The school ICS may be organized into the following functional areas:



Organization Expansion



The School/District Incident Commander will be integrated into the Incident Command structure or assume a role within a Unified Command structure.

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If a school emergency is within the authority of the first-responder community (i.e. emergency requiring law enforcement or fire services, etc.), Command will transition to the appropriate agency and a Unified Command structure will be formed. In the event there is a transfer of command, a briefing between individuals transferring command shall occur.

8.3 Incident Command Post

Every incident must have some form of an Incident Command Post. The ICP is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. The ICP also provides a location where operations may be conducted under the Incident/Unified Command System.

The ICP will be positioned outside of the present and potential hazard zone, but located within safe proximity to the emergency site. The ICP is generally responsible for incident response management as follows:

- Serves as a temporary field location for tactical-level on-scene incident command and management.
- Provides an on-site headquarters for the Incident Commander, Command Staff, and General Staff.
- Serves as a field collection point for tactical intelligence and analysis.
- The Incident Command Post provides the initial securing of the perimeter of the area, coordinates the actions of the operating units, and remains operational during the field actions (rescue, response, recovery, etc.) as required.

8.4 Incident Commander

The Incident Commander (IC) is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

- Life Safety
- Protect Public Health
- Incident Stabilization
- Property and Environment Preservation
- Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene. He or she must keep the Executive/Senior Administration and the Policy Group informed and up-to-date on important matters pertaining to the incident.

The first staff person on scene will assume the role of Incident Commander until a more qualified individual can assume command. School-related responsibilities and duties include:

- Exercise the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
- Establish an Incident Command Post (ICP) and provide an assessment of the situation to the Executive/Senior Administration, which may also include the Policy Group or other officials, recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities from the ICP.
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

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- Coordinate media relations and information dissemination with the Principal.
- Serve as the primary on-scene contact for outside agencies assigned to the incident, establish unified command as necessary, develop working knowledge of local/regional agencies, and assist in accessing services when the need arises.
- Document activities.
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Determine whether to implement incident management protocols (e.g., Evacuation, Shelter-in-Place, Lockdown, etc.), as described in the appropriate Functional Annex in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel.
- Keep the Executive/Senior Leadership and Policy Group informed of the situation.

8.5 Unified Command

Unified Command applies ICS to incidents involving multiple jurisdictions or agencies. It enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within Unified Command. Each Incident Commander is responsible for overseeing the actions of their individual agencies. For example, within Unified Command, law enforcement would not tell school personnel how to manage activities associated with threat/hazard or functional annexes (i.e. parent-student reunification, etc.). The following occurs under Unified Command:

- The Incident Commander, through the Incident/Unified Command System, coordinates the actions of their responding unit on the scene.
- Advises School Leadership and the District of needs that may include resources or personnel from other departments/schools as required.
- Isolates the incident site and maintains control of the inner and outer perimeters.
- Establishes tactical communications and designates a primary radio channel.
- Facilitates tactical planning and contingency planning.
- Briefs first responder personnel.
- Designates a staging area for supporting agencies.
- Ensures documentation of decisions and activities.
- Provides situational updates to the Policy Group.
- Approves requests for additional resources or for the release of resources.
- Approves additional alerts as needed.
- Establishes immediate priorities.
- Coordinates any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate).
- Determines security boundaries.
- Performs other duties as required by the situation.
- Ensures the completion of an incident After Action Report (AAR).

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8.6 Public Information Officer

The Public Information Officer (PIO) – Superintendent or designee - is responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

- Check in with Incident Commander and receive a situation brief.
- If necessary, establish and supervise a Joint Information Center (JIC) with PIO's from the other responder agencies.
- Coordinate press releases among response organizations.
- Designate a media center and facilitate scheduled press briefings.
- Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee.
- Monitor news media outlets reports of the incident.
- Prepare periodic briefings to Executive Policy Group on public information activities and submit draft press releases for review and approval.

8.7 Operations Section

The Operations Section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, psychological first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Responsibilities and duties may include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an Incident Action Plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide access to psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, the teams described in the following table may be established:

Strike Team	Potential Responsibilities
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. Other responsibilities of the First Aid Team include:</p> <ul style="list-style-type: none">• Setting up first aid stations for students• Assessing and treating injuries• Completing the master injury report <p>Note: The Logistics Section provides first aid to responders. This team is dedicated to students, faculty, staff, or visitors.</p>

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Strike Team	Potential Responsibilities
Evacuation/ Shelter/Care Team	<p>Evacuation, shelter, and student care includes accounting for students, protection from weather, providing for sanitation needs, and providing food and water. Other responsibilities include:</p> <ul style="list-style-type: none"> • Accounting for the whereabouts of all students, staff, and volunteers • Setting up a secure assembly area • Managing sheltering and sanitation operations • Managing student feeding and hydration • Coordinating with the Student Release Team • Coordinating with the Logistics to secure space and supplies
Facility Security Response Team Admin/Custodial	<p>The Facility Security and Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary • Securing and isolating fire/hazmat • Assessing and notifying officials of fire/hazmat • Conducting perimeter control
Crisis Response Team	<p>The Crisis Response Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing need for onsite mental health support • Determining the need for outside agency assistance • Providing onsite intervention/counseling • Monitoring well-being of school Incident Management Team, staff, and students, and reporting findings to the Operations Section Chief
Student Release Team	<p>Reunification refers to reuniting students with their parents or guardians in an efficient, safe, and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up secure reunion area • Checking student emergency cards for authorized releases • Completing release logs • Coordinating with the Public Information Officer on external messages
Search and Rescue Team	<p>Search and Rescue Teams search the entire school facility, entering only after they have checked for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building, or if it is unsafe to move an individual, that their location is documented so professional responders can locate them easily and extricate them. Other responsibilities include:</p> <ul style="list-style-type: none"> • Identifying and marking unsafe areas • Conducting initial damage assessment • Obtaining injury and missing student reports from teachers <p>Will be used at the direction, guidance and assistance of law enforcement, EMS and Fire Department.</p>

8.8 Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident, and to plan appropriate incident management activities.

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Responsibilities and duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities

8.9 Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities and duties may include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

8.9.1 Sources and Use of Resources

The Shenandoah Community School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Shenandoah Medical Center, Shenandoah Police Department, Shenandoah Fire Department are local resources able to assist in the event of an emergency.

8.10 Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional responsibilities and duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

The Finance and Administration Section may not be established onsite at the incident. Rather, the school and/or school district management offices may assume responsibility for these functions.

8.11 Coordination with Policy/Coordination Group

The superintendent/building administrator and Incident Commander will keep the Policy/Coordination Group informed.

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8.12 Coordination with Responders

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into a community Incident Command structure or assume a role within a Unified Command structure that is used by community responders.

9 Information Collection

9.1 Types of Information

Before, during, and after an incident, school officials will assign administrative staff to monitor the weather, local law enforcement alerts. This information will be shared with school principals with any immediate actions required identified.

10 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 roles 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.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

10.1 Training

All Shenandoah Community School District staff and students will receive training during the school year to better prepare them for an incident. Parents and guardians will receive information about the plan through the district's website.

10.1.1 Staff Training

Basic training and refresher training sessions will be conducted as part of the staff professional development schedule for the school year for all school personnel.

Mandatory staff training will include:

- Threat/hazard and incident awareness training for all staff.
- Orientation to the School EOP
- First aid and CPR for all staff.

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- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Two online FEMA courses: ICS 100 (administrators & supervisors) and IS-700 (Superintendent & Incident Commander). Both courses are available without charge at FEMA's Emergency Management Institute Website.

Requirement	Admin	Teachers	Support Staff	Substitutes	Students	Coaches
After School Event Emergency Plans – Flip Chart	X					X
ALICE Course	X					
ALICE Online	X	X	X	X		X
ALICE Overview	X	X	X	X	X	X
Bloodborne Pathogens	X	X	X	X		X
Chemical Right to Know	X	X	X	X		X
CPR	X	X	X		X (Seniors)	X
Crisis Response Manual – Flip Chart	X	X	X	X		
ICS 100	x					
ICS 700	Supt. & District IC					
Stop the Bleed (1 per wing & assigned staff on rotating basis)	X	X	X			
Suicide Prevention	X	X	X			X

All Shenandoah Community School District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

10.1.2 Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

10.1.3 Parent/Guardian Training

Parents/guardians will be provided the opportunity to access information regarding school response procedures via the Shenandoah Community School District website.

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10.2 Exercises

Drills will be conducted in consistent with state requirements. Additionally, a drill requiring a larger response will be conducted at least once per school year in coordination with local law enforcement and the fire department, Page County Sherriff, and Page County Emergency Management.

11 Administration, Finance, and Logistics

11.1 Agreements and Contracts

If school resources prove to be inadequate during an incident, the Shenandoah Community School District will request assistance from local law enforcement and Page County emergency services, and Shenandoah Medical Center. Such assistance includes equipment, supplies, and/or personnel. Memorandums of understanding will be developed with providers as necessary to access the assistance as needed.

11.2 Recordkeeping

11.2.1 Administrative Controls

The Shenandoah Community School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

11.2.2 Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

11.3 Incident Costs

11.3.1 Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

11.3.2 Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

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- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

11.4 Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. The district has digitally archived many essential records and subscribes to a backup service. Historic board minutes need to be digitally archived.

12 Plan Development and Maintenance

The Shenandoah Community School District EOP integrates with school and district policy and procedures and a number of stakeholder EOPs or guidelines. The District EOP utilizes existing program expertise and personnel to support prevention, protection, mitigation, preparedness, response, and recovery efforts. The EOP is has been developed referencing information provided by the Iowa Department of Education, A.L.I.C.E. training and protocols, Iowa High School Athletic Association's After School Event Emergency Plans, the Shenandoah Community School District Crisis Response Plan, and components and principles of the National Incident Management System (NIMS) and Incident Command System (ICS). Other resources from the Shenandoah Medical Center and Green Hills AEA were also referenced. Local law enforcement and Page County Emergency management were also consulted.

The Shenandoah Community School District shall oversee or coordinate with applicable partners to conduct the following:

- The EOP shall be reviewed annually and modified as necessary by the Superintendent, Incident Commander, and District Administrators.
- The District EOP shall coordinate with external agencies that may be affected by EOP implementation, in an effort to ensure consistency and compatibility with jurisdictional plans.
- If updates of the EOP involve substantive changes, they will be submitted for board approval.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP and all updates to staff.
- Each school identified in this plan is responsible for ensuring key staff has the opportunity to attend EOP training and exercise activities.
- The District will ensure EOP compliance with the applicable local, state, and federal laws and procedures.

Annexes

Response to Specific Threats, Hazard's and Crisis Situations

All staff are provided a copy of the Crisis Response Manual and After School Events Emergency Plans and are required to become familiar with the outlined response protocols.

All staff are required to complete a series of emergency preparedness trainings and be familiar with protocols. In addition, all staff are required know the location of the nearest “white bucket” to use in the event of an emergency situation requiring a lock down, shelter, evacuation, or reunification. White buckets contain general supplies and items that would be helpful in the event of an emergency or need to lock down and shelter for an extended amount of time.

Crisis Response Manual

Overview

The purpose of this manual is to provide building administrators, counselors and staff with a quick reference guide to use in a crisis. It is the philosophy of the Shenandoah Community School that a pre-planned and organized approach is most effective to reduce psychological and social difficulties following a crisis in school.

The Crisis Response Manual includes procedures which are designed to deal with a number of crises that could occur in the district. These procedures do not cover every condition that might develop and it may not always be possible to follow every procedural step. This manual is designed to be used in conjunction with your building emergency procedures.

Administrator's Checklist for Responding to a Crisis

- Call 911 for emergency services. If it is necessary to send anyone to the hospital by ambulance, send the school nurse or other staff member along to serve as a liaison between the hospital and school with instructions to relay information back to the school as soon as possible.
- Call parent/guardian/spouse/relative
- Call Superintendent, 246-1581 (O), or [REDACTED] (C)
- Notify Crisis Response Team

Media Procedures

The only means to inform the general public is by mass media. Therefore, it is important to ensure that the media receive prompt, accurate information. Isolated quotes from individuals can be incomplete or misleading and should be avoided.

After calling appropriate emergency personnel and following safety procedures:

- Notify the Superintendent's office.
- Refer all media requests to the Superintendent
- Inform office staff of the situation and refer phone inquiries to the Superintendent's office.
- Only Superintendent or designee speak to media.
- With written permission from the Superintendent, media personnel will be allowed in the building.

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Always prepare for media communications and have your key message prepared. Some recommendations for responded are listed here.

Before an Interview

- Develop a relationship with local reporters, know their deadlines and the types of stories they cover.
- Know the subject of the interview. Ask the reporter ahead of time the topic of the story and the kinds of questions he or she would like to address. Anticipate probable questions and plan your response.
- Review any background information and gather information to give the reporter.
- Know your goal for the interview. Consider the three major points you'd like to make.

During the Interview

- Concentrate on communicating your key message.
- Always speak using plain language.
- Speak in "headlines". Offer conclusions first, briefly and directly, then back it with facts or details. Don't over answer. Short answers are better than long answers.
- Always be honest. Never lie to a reporter.
- Three acceptable responses to a reporter's question: I know and I'll tell you. I don't know. I know but I can't tell you. When you don't know try to get back to the reporter. The last response – I know but I can't tell you – **should only be used rarely and in cases of student/staff confidentially protected by FERPA or other legal requirements.** Seek legal guidance if necessary.
- Frame your response in a positive statement. Some topics are difficult to respond to in a positive manner. It is okay to acknowledge something didn't go well, but state it in a manner than conveys concern for what happened and what next steps might be.
- If you don't want to see it in print, don't say it. Always assume that they are using a recording device of some kind.
- Avoid saying "no comment". If it can't be discussed, share why (confidentiality, legal reasons, or insufficient information). Seek legal guidance if necessary.
- Stay calm and show appropriate show appropriate emotion. If you get angry, don't argue with the reporter. Take a moment to calm down and think before you answer a question that you find offensive or difficult to talk about.
- Don't tell the reporter how to write a story and don't ask to see a story before it is printed.

When Dealing with a Negative News Story

- Don't try to cover up bad news. Be the first with good news and bad news.
- Use designate a point person for communication and use key messages so the facts are accurately portrayed. Fact check your information before sharing.
- Don't lecture the reporter about how this story will "hurt" education or the school district.
- Keep it simple and stick to the facts. Don't inject personal opinion or guess what might have happened.

Crisis Communications

- **Always respond to the emergency first.** If first aid or emergency personnel are warranted, the school employee should take the necessary steps to handle the situation. Ask another school employee to dial 911 or notify the school nurse. The injured person should never be left unattended by a school employee.
- **Notify the parents.** Once the Principal is apprised of the situation, he or she should begin procedures to notify the parents/guardian of the child. If the injured party is a school employee, a spouse or next of kin should be notified. The Principal should give the

School Information Data Sheet

notification if possible. Otherwise, someone on the office staff should make the call. NOTE: If a parent/guardian cannot be reached, a message should be left. If there is no answering machine, the office staff should continue to try to reach next of kin or the parent at 5-minute intervals, until someone is reached.

- **Notify Administration Office.** The next call from the Principal or office staff should be to the administration office. Should emergency vehicles respond and the child not be transported, go ahead and make the call to the administration office anyway. Questions about the presence of an emergency vehicle on campus may come into the administration office and the staff there needs to be updated periodically on what is happening.
- **Crisis Response Team Activated.** The Superintendent or designee will take the necessary steps to notify the Crisis Response Team, should the need arise. The Superintendent or administrative designee will make the decision as to the level of response and need for outside agencies.

General Response: All Administration. If additional assistance is necessary consider the appropriate level of response.

Level A: At Risk Staff and Guidance Counselors

Level B: GHAEA, At Risk Staff and Guidance Counselors

Level C: GHAEA, Midwest Mental Health, At Risk Staff and Guidance Counselor

Crisis Team Lead for District Wide Response: Kerri Nelson (Primary), Tiffany Spiegel (Secondary)

Crisis Team Lead for Building Specific Response: Tiffany Spiegel (Logan), Monte Munsinger (K-8), Jason Shaffer (High School)

Utilizing the Crisis Response Team

The Crisis Response Team is a supportive service which can help schools assess, plan and intervene in crises affecting staff and students. A pre-planned, organized approach has been shown to be effective in reducing the emotional and social impact of a crisis.

Crisis Response Team Services

- Meet with Principals and key staff to formulate an action plan.
- Assist in handling media coverage.
- Facilitate a staff meeting to provide information related to the crisis.
- Support the school staff.
- Help teachers process information with students.
- Work with students individually or in groups.
- Be available for contact with parents.
- Provide helpful, factual information to parents.

To contact the Crisis Response Team call:

Team Member	Work Phone	Home Phone	Cell Phone
Dr. Kerri Nelson	██████████	██████████	██████████
Jason Shaffer	██████████	██████████	██████████
Monte Munsinger	██████████	██████████	██████████

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Steve Hielen	██████████	██████████	██████████
Jon Weinrich	██████████	██████████	██████████
Linda Laughlin	██████████	██████████	██████████
Kristin Edwards	██████████	██████████	██████████
Aaron Burdorf	██████████	██████████	██████████
Heather Weiss	██████████	██████████	██████████
Tiffany Spiegel	██████████	██████████	██████████
Brenda Wood	██████████	██████████	██████████
Kristy O'Rourke	██████████	██████████	██████████
Jennifer Housman	██████████	██████████	██████████
Sonia Leece	██████████	██████████	██████████

Basic First Aid Priorities

1. Survey the scene to make sure it is safe. You cannot help by becoming a victim yourself.
2. Call 911
3. Do not move a victim if you suspect neck or back injury, unless absolutely necessary.
4. Make certain the person is breathing.
5. Make certain the person's heart is beating.
6. Control severe bleeding.
7. Do CPR as necessary.
8. Treat all body fluids as potentially infectious.

In a serious emergency for which medical care is needed at once, the rescue squad should be called immediately, Dial 911.

Health Precautions:

1. Body fluids of all persons should be considered to be potentially containing infectious agents (germs).
2. When possible, direct contact with body fluids should be avoided. Disposable gloves are available for emergency use, as necessary. All offices have been provided with an emergency kit with the necessary contents.
3. Vigorous hand washing should always be a first priority whenever one comes in contact with any body fluid.
4. Disposable gloves, plastic bags and a disinfectant solution need to be used for protection and cleanup in all situations.

If items to be disposed of are materials with body fluids on them (such as bloody bandages or disposable diapers), these items should always be placed in a plastic bag and securely tied, prior to disposal.

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Infectious Disease

All body fluids should be treated as if they contain potential infectious agents!

USE OF GLOVES: Any caretaker should wear gloves when cleaning up blood spills, vomit, urine, feces, semen or vaginal secretions. Gloves should also be worn when removing any body fluid spills from the environment (furniture, floors, rugs, etc.).

HAND WASHING: Hand washing after contact with an individual is routinely recommended. In the case of accidental contact with blood, hands and/or affected skin areas should be washed immediately. Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water for approximately ten seconds. A waterless hand rinse would be used when running water is not available.

CLEANING METHODS: Soiled environmental surfaces should be promptly cleaned with a freshly prepared household chlorine bleach solution (1:10 dilution). Apply a disinfectant absorbent agent to soiled rugs, allow to dry, sweep up with a dustpan and broom and follow with a disinfectant rug shampoo, applied with a brush. Using fresh bleach solution, soak mops, brooms and brushes for ten minutes. Other cleaning equipment should also be thoroughly rinsed in fresh bleach solution.

Washable clothing should be pre-soaked and washed separately using one-half cup chlorine or non-chlorine bleach per wash cycle. All district-owned garments must be appropriately cleaned before issued to students. Intimate apparel or garments worn without underclothing will not be reissued to another student.

Material involving direct oral contact (instrument mouthpieces, CPR manikins, face masks) should be cleaned before reuse or reissue. Established guidelines for CPR should be followed. Scrub surfaces with alcohol (70%) and allow to remain wet for thirty seconds before wiping dry. Surfaces cleaned with bleach solution should remain wet for ten minutes before rinsing with fresh water and wiping dry.

DISPOSAL OF MATERIALS: Clothing and other non-disposable materials that are soaked with body fluids should be placed in plastic bags and instructions for handling given to appropriate persons. Disposable towels, tissues, gloves and cleaning supplies should be used whenever possible and should be placed in a plastic bag, securely tied and disposed of daily. Used cleaning solutions should be flushed down a toilet.

Bus Accident

Precautionary Measures before Leaving the District:

- Check to see if first aid kit and other emergency equipment are on the bus or school vehicle as required by law.
- Take a list of students and sponsors in attendance. Leave a copy with the school office. Be sure to include a home phone number, names of parents, parents' work phone, home address, indications of health or medical problems, and medical release forms.
- The bus driver, supervisor, or designee shall be responsible for all procedures, including an accounting of all passengers.

In the event of an accident:

- Remain calm.
- If threat of fire exists, move the children to a safe place.

School Information Data Sheet

- Contact **transportation office** or **other administrator** for recommendations and help managing the environment such as contacting parents/guardians, transporting students home, arranging for towing, or other needs.
- Call emergency services and request assistance.

In District:

Jon Weinrich - [REDACTED] Holly Scherff – [REDACTED]

Police/Ambulance - 911

Dr. Kerri Nelson - [REDACTED]

Other Administrators

Name	Office	Cell	Home
Dr. Kerri Nelson	[REDACTED]	[REDACTED]	[REDACTED]
Jason Shaffer	[REDACTED]	[REDACTED]	[REDACTED]
Monte Munsinger	[REDACTED]	[REDACTED]	[REDACTED]
Steve Hielen	[REDACTED]	[REDACTED]	[REDACTED]
Aaron Burdorf	[REDACTED]	[REDACTED]	[REDACTED]
Tiffany Spiegel	[REDACTED]	[REDACTED]	[REDACTED]

Benefiel's Towing 712-382-1611

Out of District:

Highway Patrol - 1-800-525-5555

Page County Sheriff - 712-542-5193

Montgomery County Sheriff - 712-623-5107

Fremont County Sheriff - 1-800-432-9240 or 712-374-2673

Mills County Sheriff - 712-527-4871

After-hours trip:

Jon Weinrich - [REDACTED]

Dr. Kerri Nelson - [REDACTED]

Aaron Burdorf - [REDACTED]

Other Administrators

Name	Office	Cell	Home
Dr. Kerri Nelson	[REDACTED]	[REDACTED]	[REDACTED]
Jason Shaffer	[REDACTED]	[REDACTED]	[REDACTED]
Monte Munsinger	[REDACTED]	[REDACTED]	[REDACTED]
Steve Hielen	[REDACTED]	[REDACTED]	[REDACTED]

School Information Data Sheet

Aaron Burdorf	██████████	██████████	██████████
Tiffany Spiegel	██████████	██████████	██████████

Do not issue statements to the media. Refer inquiries to civil authorities, the Superintendent's Office, 246-1581.

Catastrophic Injury

A catastrophic injury is defined as any injury that might render a person paralyzed, result in a loss of a limb and/or is life threatening.

What are the indicators of a catastrophic injury?

1. The person may be unconscious (always assume that a spinal injury may exist).
2. The person may have loss of feeling in one of more of their extremities.
3. The person may have the inability to move one or more of their extremities.
4. The person may experience a tingling or burning in one or more of their extremities.
5. Any combination of number 2 and 4, accompanied by extreme weakness of one or more of the extremities.

When a catastrophic injury has occurred:

1. Call 911 or emergency personnel.
2. Do not move the injured person unless there is immediate danger of further injury.
3. As long as there is a pulse, there is no need to move the person.
4. Remain calm for the sake of the injured person.
5. If pulse or breathing stops before help arrives, begin CPR.
6. Maintain the situation until the emergency unit arrives.
7. A school representative will go with the injured person to the hospital with the immediate family member(s)

Checklist for Telephone Threats

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm. Do not hang up. Keep the caller on the line as long as possible and listen carefully.
- Get a co-worker's attention and have them call 911 and notify the principal.

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did YOU place the bomb/hazard? Why?
- Where are you?

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Exact wording of threat: _____

If voice is familiar, who did it sound like? _____

Caller ID Information:

Male	Female	Adult	Juvenile	Age
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Call Origin:

Local	Long Distance	Internal	Cell Phone	Age
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Caller's Voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep Breath		

Background Sounds: Check all that apply:

Voices	Airplanes	Street Noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	Horns
House Noises	PA System	Music	Motor	Phone Booth	Factory Machines
Other					

Threat Language: Check all that apply:

Well-Spoken (Educated)	Foul	Taped	Incoherent	Irrational	Message Read from Script
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Did caller indicate knowledge of the building? Give Specifics:

School Information Data Sheet

Person Receiving Call: _____

Phone Number Where Call Was Received: _____

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

Chemical Spill/Toxic Fumes

INSIDE THE BUILDING

- Evacuate the building if there are toxic fumes, poison, or an unknown substance.
- Call 911.
- Designate a knowledgeable person to meet emergency responders.
- Close doors as you leave.
- Stop forced air circulation.
- Media is to be directed to the Superintendent's Office.

OUTSIDE THE BUILDING

- Call 911.
- Designate a knowledgeable person to meet emergency responders.
- Never enter vapor plume to "test or smell" it.
- Close all windows and shut off outside air intakes.
- Prepare to evacuate area.
- Media is to be directed to the Superintendent's Office.

Evacuation/Alternate School Locations in Case of a Crisis:

Although it is highly unlikely, some crisis situations may require that the school is evacuated and the students relocated. If emergency personnel determine that the building will be unsafe for some time, notify the Superintendent's Office. No one is to re-enter the building without the expressed permission of the Principal or Superintendent.

The Administrative Office will make the following calls:

Police - 911 or 246-3512

Dr. Kerri Nelson	██████████	██████████	██████████
Jason Shaffer	██████████	██████████	██████████
Monte Munsinger	██████████	██████████	██████████
Steve Hielen	██████████	██████████	██████████
Aaron Burdorf	██████████	██████████	██████████

School Information Data Sheet

Tiffany Spiegel	[REDACTED]	[REDACTED]	[REDACTED]
Jon Weinrich	[REDACTED]	[REDACTED]	[REDACTED]

The following locations are possible evacuation sites:

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Crisis Management Tips

1. Don't make the emergency worse. The world hasn't ended, life will go on, and you will get over this. Not making it worse, may well be the best you can do. Don't let people take foolish chances and become part of the problem.
2. Control the information flow. The problem is generally too much, not too little. Reliable filters must be established so you get isolation from all the input information clamoring for your attention. Equally important is the formation of a plan to pass information to others quickly. Others need to have an overview of what you are doing in order to support the needed logistics efforts to bring in additional resources.
3. Delegate! Start putting problems into "boxes" early and give them to others to work on, while insuring a smooth hand off. You can't possibly deal with everything, so start trying to identify coherent aspects of the problem to give to someone else. Insist on feedback - a review and summary of actions taken and the results.
4. Refuse to be drawn into trivia. Demands that you personally deal with even the most mundane problems will be made constantly. Don't do it. Keep your focus on important items and refuse to deal with trivial matters.
5. Remember personalities! You may feel that you are dealing with all that one human can handle and that everyone should understand your problems, state of mind, fatigue, etc. and act accordingly. Many will, some will not. Rivalries on staff will surface and people will act irrationally. Be prepared and do not let these facts of human nature frustrate you.
6. Insist subordinates get adequate rest. They won't otherwise and you will be left with people who are performing poorly because of exhaustion. Remember that this rule also applies to you.
7. Bring key organizations and people together fairly often to disseminate information and exchange views. People and organizations react negatively and irrationally when there is a lack of information; counter this by scheduled meetings. Here and in everyday management, insist on an economy of communications.

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8. In the face of uncertainty, remember to select the option that leaves the greatest freedom for subsequent actions. You won't have enough information available in many cases to be comfortable with your decision. Face the need for possible future reversals and act to minimize their impact.
9. Accountability. Litigation may follow! Keep a good audit trail of actions, conditions and decisions to facilitate your defense, should it be necessary. Establish from the outset of systematic effort to gather and store data to assist you in the future.
10. Do not let individuals or organizations abdicate their responsibilities. For various reasons, some will want to do this. Insist they carry out their responsibilities, regardless of how painful it may be for them.
11. Establish relationships with other organizations and their capabilities, limitations and lines of communication, well in advance. A time of crisis is not the time to get to know people.
12. Critically reexamine assumptions. Here and in everyday management, most of our decisions are based on assumptions. Some of these are in the forefront of our thought process and are vital.
13. Return to normal operations as soon as possible. In the meantime, appoint a responsible staff officer, whose only job is to supervise normal day to day operations. We must always keep the store open, even while fighting fires.

Emergency Numbers

Police, Fire, Ambulance:

- 911

Shenandoah Police:

- 712-246-3512

Page County Sheriff:

- 712-542-5193

Mills County Sheriff:

- 712-527-4871

Fremont County Sheriff:

- 712-374-2673

Fire Department:

- 712-246-2300

Shenandoah Hospital:

- 712-246-1230

Administration:

Dr. Kerri Nelson, Superintendent
[REDACTED]

Jason Shaffer, High School Principal
[REDACTED]

Monte Munsinger, K8 Principal
[REDACTED]

Aaron Burdorf, Assistant HS Principal/A.D.
[REDACTED]

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Tiffany Spiegel, Early Childhood
[REDACTED]

Jon Weinrich, Transportation
[REDACTED]

Steve Hielen, Maintenance & Operations
[REDACTED]

Hotline Numbers:

Poison Control:

- 1-800-222-1222

Alcohol/Drug Information:

- 1-800-729-6686

Drug/Alcohol Treatment:

- 1-800-662-4357

Adolescent Suicide:

- 1-800-786-2929

AIDS Information:

- 1-800-342-2437

Al-Anon & Alateen:

- 1-800-356-9996

Boys Town National Hotline:

- 1-800-448-3000

Child Abuse Hotline:

- 1-800-422-4453

Iowa Teen Health Line:

- 1-800-443-8336 (Monday-Friday, 4-8 PM)

National Runaway Hotline:

- 1-800-RUNAWAY (1-800-786-2929)

Emergency Steps for Undefined Situations

1. **Staff should assess the injury or situation to determine seriousness. Err on the side of caution.**
2. **If the situation is catastrophic, call 911. Do not leave the injured person unattended.**
 - a. If two or more staff are present, you should send someone to seek help.
 - b. With only one staff present, you should send two students to make the emergency call. After the call is made, one of the students should return to the staff to inform them that the call has been made. One student may need to stay and monitor the phones.
 - c. Designate a person for crowd control. Remove others from the area.
3. **After 911 contact the following personnel:**
 - a. After calling 911 notify the building administrator/ supervisor or superintendent.
4. **What should a staff do away from school when they are with students?**
 - a. Seek help from site administration.
 - b. Seek help from the bus driver, if available.
 - c. Seek help from a parent or other responsible adult for crowd control

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- d. Once the EMT unit arrives, you should begin to contact the above stated personnel.
- e. Use good judgment regarding completion of the contest.

Fire Emergency Procedures

Every classroom must have an emergency evacuation plan and a backup evacuation plan and **PRACTICE BOTH.**

1. Alarm sounds.
2. Evacuate immediately and consider those with disabilities.
3. Do not stop to get personal items - purse, coat, books, etc.
4. Teachers follow lines to make sure no one is left behind. Shut classroom doors. It is not necessary to shut the windows. Teachers must take attendance and grade book.
5. Classes need to line up at the assigned area, a safe distance from the building. Keep clear of fire equipment and fire hydrants.
6. Teachers check to see if all are present. If anyone is missing, it must be reported immediately to the Principal and/or a firefighter.
7. If the Principal determines that the emergency will be of a considerable duration or if remaining at the site presents a hazard, the Superintendent or designee will arrange transportation and an alternative site.

To be effective, fire drills must be **UNEXPECTED.** Each drill should be planned for a different period.

NO ONE REENTERS THE BUILDING UNTIL ALL CLEAR HAS BEEN SOUNDED OR PERMITTED TO REENTER BY THE FIRE COMMANDER.

Gas Leak

Natural gas leaks can occur inside or outside of a building. The potential hazards of a gas leak are: fire, explosion, carbon monoxide poisoning and suffocation. You should suspect a gas leak if you smell a very unpleasant odor, like that of rotten eggs. Mercaptan is added to gas to let you know that a leak exists.

For all Gas Leaks:

- Contact your building Principal or designee.
- Contact Maintenance Supervisor at 246-8455 and inform them of the emergency situation.
- Contact MidAmerican 1-800-595-LEAK (5325)
- If maintenance is not available and the situation is an emergency, call 911.

If the smell of gas is strong:

- Evacuate the building.
- Move upwind from any smell.

If the smell of gas is faint:

- Open windows or doors.
- Evacuate the area.

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If person(s) is unconscious:

- Do not enter the area without breathing protection.
- Remove all persons from the area.
- Contact the School Nurse.

Intruder Situations

Stranger in the Building:

- Strangers/trespassers on campus should be approached in pairs.
- Ask for identification, determine their presence and accompany them to the office.
- Notify the Principal. Next, notify the Superintendent's Office.
- Designated staff member will make announcements in clear language to inform and provide direction.
- Once the threat has ended, the office will make an all clear announcement, followed by an explanation.

Hostage Situation:

- Call 911
- Assign a staff member to liaison with the police. Police will establish a command post.

What to do:

- Notify the Principal who will notify the appropriate staff. (To include but not limited to building guidance counselor and /or AEA staff.)
- Don't do anything to escalate the situation before the police arrive.
- Notify the Principal first, then notify the Superintendent's Office.
- Designate personnel to monitor the hallways and other areas of the building to direct students who are not in a class to a safe area.
- Principal or his/her representative will make announcements in clear language to inform and provide direction.
- Teachers should follow A.L.I.C.E. protocol to consider the safest response to the situation.
- The principal will make a list of those being held hostage. Each teacher will take a head count of their class.
- The principal will develop an appropriate communication plan in conjunction with superintendent & leadership team.
- Once the threat has ended, give the all clear announcement and then explain the crisis.
- Determine the need for the level of Crisis Response Team necessary to help students and help staff deal with the aftermath.

Violent Intruder - if a violent situation or threat occurs, **A.L.I.C.E.** begins.

A.L.I.C.E. is an acronym for

1. **Alert**, CALL 911 and notify the office. It is important to be as clear and accurate with the information as possible. Remember to identify yourself, your location, the suspect information, type of weapon, direction of travel and a call back number. Don't hang up unless your safety is compromised or you are directed to by the dispatcher.

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2. **Lockdown** or shelter in place. By locking down and barricading or blocking entry points, you are making yourself a hard target and creating a stronghold that nobody should be able to enter. Wait for the all clear announcement prior to opening the door.
 3. **Inform**
 - *As real-time information becomes available.
 - *Use this information to make single or collective decisions as to the best option for survival.
 - *Be flexible because the situation will be dynamic and fluid.
 4. **Counter** the attacker as a last resort. There is also the possibility of the intruder entering a secured area. If this is the situation then total commitment to countering the attacker is essential. Many objects can be used as distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder and make yourself a hard target. **NOISE – MOVEMENT – DISTRACTIONS – DISTANCE – SWARM**
- Evacuate**, or get out!! Evacuate based on information available. Your goal here is to put as much time and distance as possible between you and the attacker. When you can evacuate do so quickly and move to rally point, be flexible in route as needed. **Rally Points**

Remember, there are no guarantees in an active shooter/violent intruder situation, but just as in most other emergency situations the more you prepare, the better your chances of survival.

Lines Down in the Area

- Have an adult present in the area of the downed lines to prevent anyone from going near them.
- Call the power company for your area - 1-800-799-4443
- Call Maintenance - 246-8455
- Call the Police Department - 246-3512

Power Failure

- Use the hand-held radio to inform the Superintendent and the Maintenance Department of the situation.
- Evacuate the building by fire drill procedures if there is a danger of fire.
- Relocate the students to rooms with windows or direct outside ventilation.

Principal Checklist for the Death of a Student's Parent/Guardian

Suggestions:

- Verification of death (spouse, parent, hospital, police, mortuary)*
- Inform child's teachers and counselor.
- Inform child's peers/classmates.*
- A visit to the home by school personnel (teacher, counselor, principal) when appropriate.
- Arrange for a remembrance from the school (food, card, flowers).
- Arrange for appropriate staff to attend services and subs for the same.

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- Identify people to help the teacher talk with the student's classmates about the death and how to welcome the student back to class.
 - Assess counseling needs for the child/children when she/he returns to school (counselor/social worker).
 - Plan for and provide follow up visit(s) with the family, when appropriate.
 - Provide student/family with information on community resources, if needed.
- *Coordinate with other Principals/buildings that may be involved.

Principal Checklist for a Student/Staff Death

Immediate Action by Any Staff Member:

- Report any known information to an administrator/ supervisor. If your direct supervisor is unavailable contact the superintendent directly.
- Keep information confidential and avoid sharing information that has not been validated. There are concerns with FERPA and communication.

Immediate Actions to be taken by the Principal/Supervisor:

- Obtain and confirm the facts concerning the death(s).
- Notify Superintendent.
- Determine level of Crisis Response Team necessary.
- Develop an appropriate communication plan in conjunction with superintendent & leadership team.

Follow up actions to be taken by the Principal/Supervisor in conjunction with the Crisis Response Team:

- Update information concerning the death(s).
- Develop a plan for the day.
- Meet with the building staff.
- Make announcement to students.
- Plan for subs, if needed.
- Notify other schools affected.
- Identify the students/staff who are most effected.

REPORT OF SUICIDE RISK

Potential Suicide Checklist:

Suicide threats must always be taken seriously and intervention should be immediate. If a situation is potentially life threatening, students and staff need to recognize that the issue of confidentiality does not apply.

Potential Suicide Risk:

- Assess the degree of risk and notify Principal or other administrator.

Administrative Steps to Take:

- Initiate the Suicide Risk Assessment.
- Contact the student's parent/guardian and plan how to help the student.
- Police involvement may be needed if the student is assessed to be in immediate danger and parents cannot be located or cannot help. Shenandoah police can transport a student to

School Information Data Sheet

receive mental health services; school staff should avoid transporting students in private vehicles.

- Family specialist, police or Child Protective Services may need to be involved if parents are unable or unwilling to help.
- Refer parent/guardian to appropriate services (physician, mental health or community agency).

Administrative Follow Up:

- Check to be sure the student has received or is receiving appropriate services.
- Plan for the student's transition back to school.
- Brief appropriate staff on the student's status.

Tornado

The National Weather Service may issue tornado warnings/watches. The warnings will be relayed to all schools by radio. The Page County Storm Spotters may sound tornado warnings. KMA Radio will broadcast on 960 AM and 99.1 FM. The Superintendent's office will be responsible for relaying information from the National Weather Service.

TORNADO WATCH: A tornado may develop. Continue normal operations.

SPOTTER ALERT: Severe storms are within 50 miles of Shenandoah.

TORNADO WARNING: A tornado has been detected. A radio tone page will be broadcast by the Page County Law Enforcement Center with a message to take cover. TAKE COVER. Put the Safety Plan into operation.

If a Tornado Warning is Sounded:

- **During the Day:**
 - Upon receiving a warning, the alarm will be sounded to take cover immediately. Seconds count!
 - Secretaries shall take the hand held radio with them.
 - Students and teachers shall move to locations of safety, away from possible flying glass and other debris.
 - All persons should be prepared to tuck and duck.
 - Teachers, stay with the students in the current classes.
- **End of the Day:**
 - Students are to be held at school in the place of greatest safety.
 - **STUDENTS ARE NOT TO BOARD VEHICLES!**
- **If on Buses:**
 - All tornado watches and warnings will be relayed to the active bus drivers by the transportation director.
 - Bus drivers must keep vigilance and, if necessary, take cover by exiting the bus.
 - Bus occupants may seek safety in rural residences or outdoor places that offer protection, such as bridges.

The all clear signal will be given by the Superintendent and will be relayed to all schools. Dismissal may be delayed at the discretion of the Principal and it is the Principal who

School Information Data Sheet

determines when it is safe to dismiss students. Updates are available by contacting the Superintendent's Office at 246-1581.

Post-Tornado Procedures:

If a tornado passes without striking you, be cautious, as there may be other funnels in the area. Usually, however, more than one tornado does not occur in the same general path, following the initial tornado.

If your building is struck by a tornado:

- Notify the Administration Office – 712-246-1581.
- Call Maintenance at 712-246-8455 to turn off gas and electricity at the main switch (es) as soon as possible.
- Activate Crisis Response Team.
- Evacuate damaged area cautiously.
- Teachers take attendance.
- The injured should be moved as little as possible. All injured should be noted and all missing should be reported immediately to the Principal or designee.
- Notification of all injury and damage should be made to the Superintendent as soon as possible by telephone, radio or special messenger.
- Establish a parent-information response team as soon as possible.
- Retain students in the area until it is considered safe for students to return to class, go home, be released to their parents, or board school buses.

Water Supply Interruption

- When the District is alerted by city authorities about a scheduled brief interruption in a specific building's water supply, staff members will be notified and the Superintendent or his/her designee will determine what alternative procedures will be followed.
- If the water supply shut off is for a short time, staff will be alerted to have students use restrooms immediately, prior to the interruption. For periods of time that are deemed by the Superintendent or his/her designee to be "too long", alternative plans will be implemented; depending upon the expected length of time the water is interrupted.
- If a water main has broken, and repair will take longer than a reasonable period of time, the Superintendent, or designee, will determine the necessity for closure of any or all buildings.

School Information Data Sheet

ally and Reunification Protocols

Reunification Site: [REDACTED]

Reunification Team	Position/Role	Responsibility	Items to take to Reunification Site	Location	Needed Documents
Tiffany Spiegel	Administrator/ Reunification Lead	Manage entire command post, communicate with law enforcement and media	Bus radio, laptop, cell phone, paper copy of reunification plan, bull horn	All areas	EOP Reunification Sheets
Anita Baker, Connie McGinnis	Office staff/ Student & Staff Information Access	Access student management system for parent and staff contacts, escort	Bus radio, laptop, paper copy of reunification plan, white crisis bucket	#1, Parent Check-In	EOP Reunification Sheets
Pam Nebel, Wendy Palmer, Cori Feller	Office staff/ Student & Staff Information Access	Retrieve students after parents check in, reunify parent and child at check in area	Bus radio, laptop, paper copy of reunification plan, white crisis bucket	#1,2, Parent Check-In	EOP Reunification Sheets
Teresa Hughes, Maria Blake, Nicole Grindle	Instructional Coaches/ Communication with staff & student support	Communicate updates and relevant information to staff at reunification site and support students as needed, Runners	Laptop, white crisis bucket	#1, 2, 7, Staff & Student designated areas	EOP Reunification Sheets
Natalie Denton, Sonia Leece, Kerra Ratliff	School Liaison/ Student Check out	Greet and direct public, share process of check-in with public	Bus radio, paper copy of reunification plan, white crisis bucket	#1, Parent Check-In and perimeter	
All teachers and associates	Staff/Student Support	Remain with students at designated area	White crisis bucket	#7, Staff & Student safe areas	

School Information Data Sheet

Location Map has been Redacted

School Information Data Sheet

Additional Transportation Information

Alternate Route Plan for Hard Surface Only

4 Maps have been redacted due to student addresses being listed

Driver's Contact Information

Name	Phone	Cell Phone
Weinrich, Jon		
Scherff, Holly		
Munsinger, Monte		
Adcock, Jackie		
Green, Gordon		
Greenleaf, John		
Horel, Steve		
Leigan, Craig		
Nelson, Don		
Pease, Ashley		
Priest, Dee		
Saner, Lou		
Thrasher, Ken		
Thrasher, Shirley		
Vaill, Tammy		
Wright, Adam		

Emergency Procedures

CHAPTER 6 EMERGENCY PROCEDURES

Emergency Evacuations

In an emergency it may be necessary that the bus be evacuated. This procedure is not difficult but does require a definite plan followed by periodic practice in emergency evacuation drills.

Reasons for Emergency Evacuation of a School Bus

- **Fire or danger of a fire** — If any portion of a school bus is on fire, it should be stopped and evacuated immediately. Passengers should move to a point 100 feet or more from the bus and remain there until the bus driver has determined that no danger remains. If a school bus is unable to move and is close to an existing fire or highly combustible materials, the “danger of fire” should be assumed and all passengers evacuated.
- **Unsafe Location** — In the event that a school bus is stopped in an unsafe location and is unable to proceed, the driver must determine immediately whether it is safer for passengers to remain on the bus or to evacuate.
- **Driver must evacuate a disabled bus** — If the bus is in the path of any train, or on, or closely adjacent to any railroad tracks, evacuate the bus. Also, a bus must be evacuated if final resting place is near a body of water or precipice where it could slide into the water or over a cliff. Danger of collision or reduced visibility is reason enough to consider evacuation.

Important Factors in School Bus Evacuation

- Safety of children is the utmost important reason and first consideration.
- Before evacuation, be sure the bus’s emergency brake is set, ignition is off, the transmission in park/neutral and hang the 2-way radio mic out the window.
- The driver should stay in the bus during evacuation to guarantee smoothness of the evacuation procedures.
- Evacuations should be conducted with “deliberate speed”. A time interval of 1 1/2 to 2 seconds per passenger has proven to be safest and most efficient.
- To insure a safe exit, passengers must have their hands free. They should leave all belongings on the bus.



- Passengers selected and trained in advance should be assigned to serve as leaders and helpers. Leaders will lead passengers to safety. A safety point of at least 100 feet from the bus is recommended. Helpers are two students that are stationed to aid passengers as they leave the bus through the rear emergency exit.



Common Types of School Bus Emergency Evacuation.

- Evacuations utilizing the front or service door should be conducted using the same techniques as a routine unloading. The driver will choose whether to evacuate the bus one side at a time or on a staggered seat basis.
- Evacuations utilizing only the rear exit doors have some distinctive features:
 - 1) The bus driver should walk back through the bus to the rear exit and direct the pre-assigned leader and helpers to take their position.
 - 2) The leader will open the rear emergency door, exit and stand clear, ready to lead exiting passengers to a safe location set by the driver.
 - 3) The helpers will exit and take their position, one on each side of the rear emergency exit to assist passengers in exiting the bus in a safe and orderly manner.
 - 4) Passengers should remain in their seats until directed by the driver to leave the bus. The driver may choose whether to evacuate the bus one side then the other or on a staggered seat basis.
 - 5) The driver should advise all passengers to have their hands free and coats on. Each passenger should be two steps away from the bus before the next person exits. Taller passengers should be reminded to duck their heads in order to exit safely. Younger students should be told to sit at the entrance and “scoot” out the door to lessen the fall distance.

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Student School Bus Representatives

- The school bus driver is responsible for the safety of pupils! However, in emergencies, a driver might be incapacitated and unable to direct evacuations. Therefore, school bus representatives (appointed pupils) should be selected, trained, and prepared to direct the evacuation.



The appointed student representatives should be students who are mature and regular riders. It is recommended that written parental permission be on file for these student helpers.

- Training programs should prepare student school bus representatives to be able to:
 - a) set emergency brake
 - b) turn off ignition switch
 - c) summon help when and where needed
 - d) use windows for evacuation in emergencies
 - e) set triangles/ reflectors out
 - f) open and close service and emergency exit doors
 - g) direct school bus evacuations
 - h) account for all passengers
 - i) perform other duties as directed by the driver

School Bus Evacuation Drills

- All children shall be given an opportunity to participate in evacuation drills including those children who ride buses only on special trips.
- All children should be instructed in school bus passenger safety and procedures for emergency evacuation prior to participation in evacuation drills.
- School bus evacuation drills should be held more often during fall and spring months.
- Drills should be held in restricted off-street areas and not on a bus route.
- All types of emergency evacuations should be practiced with emphasis on those utilizing the rear emergency exit.
- Rule 43.40 of the IAC states "At least twice during each year, each student who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills."

Emergency Equipment

Drivers should become knowledgeable about the use and location of all emergency equipment. These are hazard flashing lights, reflectors, first aid kit, fire extinguisher, and spare fuses.

- **Hazard lights**—flashing hazard lights are part of the lighting system of the school bus. These are used to warn traffic when the bus is disabled, abandoned, or while stopped at railroad crossings.
- **Reflectors**—Each bus is equipped with a container of three reflectors to be used day or night to warn

others that a bus is disabled or abandoned. One is to be placed 10 feet at the front or rear of the stopped vehicle. One at a distance of 100 feet to the front in the center of the traffic lane or shoulder occupied by the vehicle, and the third placed in a similar position 100 feet to the rear.

- **First Aid Kit**—the first aid kit should be stored in the driver's compartment area of the bus. Items used from the kit should be replaced as soon as possible.

- **Fire Extinguisher**—Every Iowa school bus is equipped with a fire extinguisher with a 2A-10BC rating. This type can be used on combustible liquids (fuel), and electrical wiring.

To operate

- 1) remove from the bracket and hold in an upright position.
- 2) pull the safety pin out.
- 3) Stand up wind of the fire when possible.
- 4) point the discharge tube at the base of the fire.
- 5) squeeze the handle.

Once an extinguisher has been used it must be replaced.

- In the event of an electrical fire, disconnect the battery cables.
- Too much pressure released from the extinguisher while putting out a fuel fire may spatter or spread the fire.
- Use a sweeping motion with the extinguisher aiming at the base of the fire to spread the chemical evenly over the fire.
- If a driver suspects a fire under the hood, first feel the hood's surface before opening. If the hood is hot, open the hood very carefully watching for sudden flare-ups.



Emergencies and Accidents:

- Stop and secure the bus in a safe position
- Remain calm and account for all students
- If necessary, evacuate the bus
- Administer first aid.
- Extinguish any fire.
- Place reflectors according to **321.448 Code of Iowa**.
- Send for help. If other motorists are available have them call for assistance. Every bus should carry emergency names and numbers.
- During inclement weather it is better to remain inside the bus if possible. If the engine remains to run, check passengers frequently for drowsiness, or other symptoms of carbon monoxide poisoning. If necessary, open windows to ventilate the bus.
- After an accident, follow accident reporting procedures, reporting very clear and concise details. When authorized, continue transporting. A substitute bus may be necessary.



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Weather Related Issues

Every driver of a school bus should have some basic knowledge of precautionary measures and information to use when dangerous weather approaches. Here are a few tips:

TORNADOS

A tornado is a violently rotating column of air descending from a thunderstorm cloud and touching the ground. It nearly always starts as a funnel-shaped rotating extension from a thunderstorm cloud, builds downward to the ground and grows dark as it picks up debris. Tornadoes form several thousand feet above the earth's surface, usually during warm, humid, unsettled weather, and usually in conjunction with a severe thunderstorm.



- Most likely to occur at mid afternoon, but they have occurred at all times
- Usually comes from the southwest to northeast
- Average speed is generally from 25 to 40 MPH

Sighting of a tornado while on a route:

- Driver awareness of any and all areas along the routes, such as caves, basements, concrete bridges, and other substantial structures that could be used as a shelter.
- If no shelter, a ditch or depression in the immediate area will have to be used. Evacuate the students into the shelter area, being sure that the bus has been positioned far enough, and in a direction, away from the students so that the wind will not overturn the bus onto them.
- If a funnel is sighted, it is best to evacuate the students from the bus immediately into an appropriate shelter. *Trying to out run a tornado is not a wise decision!*
- Maintain radio communication if possible. Carry a portable radio during threatening periods.

BLIZZARDS

Winter months pose the most concern. Some precautionary measures to consider are:

- Have knowledge of existing and possible weather conditions
- Monitor fuel tank and start with a full tank
- Check exhaust system for leaks
- Set up a calling tree to notify parents of delays or problems
- Do not allow anyone to leave the bus, except at regular stops
- Carry emergency items such as sand
- If stuck and the engine is running, check for exhaust fumes. Exhaust pipes may become plugged with snow. Open windows as necessary. Remain calm and give very clear details of problem and location over the radio. Stay in the bus. If the bus is stalled on the roadway, keep flashing lights going as long as possible.

FLOODS

- Never drive through water when unsure of the roadbed or hidden depressions or objects
- Check all bridges and bridge approaches before crossing if they have not been traveled
- Do not allow students in the water if the depth is unknown
- Check brakes periodically after driving in water

AGRI-CHEMICAL

Be alert to locations where agri-chemicals are being used along the route and watch for potential hazards such as:

- Portable tanks being towed or carried on other vehicles may release fumes that are not visible
- Bulk stations may also release deadly fumes
- Be aware of aerial spraying. Insecticides can be harmful
- All windows and vents should be closed if chemical conditions are encountered

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K-8 Evacuation

Buses will line up in front of the building

- We have 7 busses in our normal 2nd round fleet, plus Jackie's PK/SPED bus
 - Bus 19-1 – 65 -K (65)
 - Bus 19-2 – 77 – K (27), 1 (50)
 - Bus 18 – 83 – 1 (20), 2 (63)
 - Bus 15 – 83 – 2 (7), 3 (76)
 - Bus 14 – 65 – 3 (10), 4 (55)
 - Bus 7 – 65 – 4 (26), 5 (39)
 - Bus 8 – 65 – 5 (48), 6 (17)
 - Bus 9 – 65 – 6 (51), 7 (14)
 - Bus 11 – 65 – 7 (65)
 - Bus 10 – 65 – 7 (6), 8 (59)
 - Bus 1 – 36 – 8 (3)
 - K – 92
 - 1 – 70 – 162
 - 2 – 70 – 232
 - 3 – 86 – 318
 - 4 – 81 – 399
 - 5 – 87 – 486
 - 6 – 78 – 564
 - 7 – 85 – 639
 - 8 – 62 – 701
- Extra Drivers called in case of emergency
 - Jon
 - Holly
 - Adam
 - Craig
 - Lou
 - Jackie
 - Don
 - Dee
 - Derek – until Kenny & Shirley arrive
 - Aaron
 - Mike Jones
 - Brent Ehlers
- At the Armory
 - Locations
 - Parent pick up – happens at the north door
 - 1st round elementary – students line up with normal staff assignments
 - We need color signs and normal people to lead the lines to buses.
 - 2nd round elementary – students with after school staff
 - Middle school – students go with normal homeroom teacher groups to wait for second round
 - Students are accounted for by group lists – need all lists in the white buckets.

School Information Data Sheet

Building Maps

Logan Preschool/Administration Building - Redacted

School Information Data Sheet

JK-8 Building - Redacted

School Information Data Sheet

High School - Redacted

School Information Data Sheet

Master Schedules

A master schedule of where classes, grade levels, and staff are located during the day is located in the district's student information system which is currently PowerSchool. PowerSchool is a hosted platform and can be accessed remotely.

WELLNESS SERVICES AGREEMENT

This Services Agreement (“**Agreement**”) is made and entered into this 1st day of July, 2019 (the “**Effective Date**”) by and between Shenandoah Medical Center, an Iowa non-profit company (“**Hospital**”) and Shenandoah Community School District, an Iowa public school corporation organized and existing under the laws of the State of Iowa (“**School District**”).

PURPOSE

Hospital has developed a Workplace Wellness Solution Program (the “**Program**”) through which Hospital provides certain wellness services, including annual wellness visits / health coach services, to promote healthy lifestyles and to foster work environments supporting wellness and preventive care initiatives. School District sponsors an employee wellness program. School District desires for Hospital to assist it with the administration of its employee wellness program and specifically in the provision of wellness services to School District’s employees, in accordance with the terms and conditions outlined in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, the parties hereto agree as follows:

1. **Services to be Provided.** Hospital shall provide the following wellness services, which are customarily provided through Hospital’s Program (the “**Services**”):
 - (a) Lab Evaluation – On-site wellness screen offers 22 blood tests including cholesterol, blood sugar, thyroid, blood cell count, and electrolytes.
 - (b) Health Risk Assessment – Used to collect health information coupled with a process that includes biometric testing to assess an individual's health status, risks, and habits. This information is used to engage School District employees in their health, shape lifestyle choices, and promote prevention. A de-identified summary will be provided to School District Leadership to better understand the health characteristics of its employees.
 - (c) Care/Nutrition Management – An annual private consultation between the employee and our Occupational Health Nurse and Health Coach to discuss lab results, discuss the results of the health risk assessment and discuss a plan for preventative future care.
 - (d) Prevention Summary Roadmap – Preventative services recommended based on a patient’s specific demographic.
 - (e) Annual Immunizations – On-site flu shots offered to all School District employees at a rate of \$30 per immunization (for 2019).
 - (f) Pre-work Job Screening – Series of tasks designed to assess a worker's ability to perform physical or other demands of a job for which he/she has been hired. This service is offered, upon request of the School District, at a fixed discounted rate of \$25 per screening.

- (g) SMC Wellness Center Access – The Wellness Center at Shenandoah Medical Center combines state-of-the-art equipment, comprehensive fitness programs and a team of professional trainers that work with individuals to develop and implement healthy lifestyle changes. Access by employees to the Wellness Center is included in this proposal.
- (h) Personal Training – Customized workout schedules based on health history, goals and current physical status. Employees will be advised on proper exercise techniques to ensure good form, strength and conditioning. This service is offered at a rate of \$25 per month, which will be billed directly to the employee, if employee elects to participate in this service.
- (i) Customized Services Brochure – A full packet will be composed by Hospital staff to be provided to School District’s employees.

School District acknowledges and agrees that Hospital may modify the Services, in accordance with Hospital’s Program. Hospital shall provide School District with notice of any material changes to the Services identified in this Section 1 at least thirty (30) days prior to any effective date of a change.

Hospital shall provide Services, through qualified personnel, in a professional and efficient manner in accordance with industry and professional standards. School District shall set aside and maintain designated areas adequate for the provision of Services. Hospital and School District shall mutually agree on a schedule for the performance of the Services. School District shall assist the Hospital in obtaining all necessary authorizations and consents for the provision of Services. The Hospital shall develop all authorization and consent forms for employees.

2. **Compensation.** In consideration of the Services, School District shall pay Hospital the fees in an amount and manner as outlined in Schedule A, attached hereto and incorporated herein by reference. On an annual basis, Hospital may modify the fees for the Services by providing at least thirty (30) days written notice of such modifications.

3. **Term and Termination.** The term of this Agreement will begin on July 1, 2019 and shall continue for one (1) year and may be renewed for successive one (1) year terms upon mutual agreement of the parties at least sixty (60) days prior to the end of the existing term (the initial term and any renewal term shall be referred to herein as the “**Term**”). This Agreement may be terminated prior to the expiration of any Term as follows:

(a) **Mutual Agreement.** If both Hospital and School District mutually agree, in writing, this Agreement shall terminate on the terms and date stipulated in such writing.

(b) **For Cause Termination.** This Agreement may be terminated by either party at any time by notifying the other party of its intention to terminate “for cause” at least thirty (30) days prior to the termination date. Such notice shall be in writing and specifically set forth the reasons justifying termination for cause. For purposes of this Agreement, “for cause” means: a material breach by a party to this Agreement of one or more obligations imposed upon the party under this Agreement. If the alleged breach is not cured within thirty (30) days, the Agreement will automatically terminate on the termination date specified in the notice.

4. **Relationship of the Parties.** The parties hereto are independent contractors. This Agreement does not constitute and shall not be construed in any manner so as to create as between these parties a joint venture, employment relationship, agency agreement, partnership or any other relationship other than that of independent contractors.

5. **Proprietary Information.** In the event Hospital needs any of School District's proprietary information, including but not limited to any marketing plans, financial information, trademarks, or copyrights (whether registered or unregistered), it shall only utilize such proprietary information to perform Services hereunder and shall return all proprietary information immediately upon the termination of this Agreement.

6. **Compliance with Laws & Regulations.** School District and Hospital agree to comply with all applicable federal, state and local laws in the performance of obligations under this Agreement, including but not limited to the Health Insurance Portability and Accountability Act of 1996 and the regulations promulgated thereunder ("HIPAA"). If Hospital is a Business Associate of School District, Hospital will execute a Business Associate Agreement.

7. **Insurance.** Hospital and School District shall each maintain comprehensive general liability insurance and professional liability insurance (for Hospital) in amounts of not less than \$1,000,000 per claim/\$3,000,000 in the aggregate. Upon request, each party will provide the other with a certificate of insurance evidencing this coverage

8. **Indemnification.** To the extent permitted by law, each party shall indemnify and hold harmless the other against all actions, claims, demands and liabilities, and against all loss, damage, costs and expenses, including reasonable attorneys' fees, arising directly or indirectly from an alleged injury to a person or to property as a result of the negligent or intentional act or omission of a party or any of its employees, subcontractors, or agents, except to the extent any such loss, damage, costs and expenses were caused by the negligent or intentional act or omission of the other party or its officers, employees or agents or covered by applicable insurance.

9. **Notices.** Any notice required to be given by this Agreement shall be in writing and personally delivered or sent by certified U.S. mail to the following addresses:

If to Hospital:

Attn: Matt Sells, CEO
300 Pershing Ave.
Shenandoah, IA 51601

If to School District:

Attn: Kerri Nelson, Superintendent
304 West Nishna Road
Shenandoah, IA 51601

10. **Miscellaneous.** This Agreement may not be assigned by either party to this Agreement without the express written consent of the other party. This Agreement, including any attachments, contains the entire understanding of the parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings. Except as otherwise provided herein, any modification of this Agreement shall be effective only if it is in writing and signed by both parties to this Agreement. The failure or delay by a party at any time to require performance of any provision shall not affect the right of such party to require performance at a later time; no waiver shall be effective unless it is in writing and is signed by the party asserted to have granted such waiver. Should any provision of this Agreement or application thereof be held invalid or unenforceable, the remainder to this Agreement shall not be affected and shall continue to be valid and

enforceable to the fullest extent permitted by law unless to do so would defeat the purpose of this Agreement as mutually determined by the parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Iowa.

IN WITNESS WHEREOF, the parties through their duly authorized officers, have executed this Agreement on the first date above written.

SCHOOL DISTRICT

HOSPITAL

By: _____

By: _____

Title: _____

Title: _____

01604173

**SCHEDULE A -
COMPENSATION**

Payment. School District shall pay Hospital an Annual Plan Fee in the amount of \$15,000.00. The Services that are included in the Annual Plan Fee are indicated below. In addition, and for the Services that are not included in the Annual Plan Fee, School District shall pay Hospital in the amount and manner indicated below.

Service	Price
Lab Evaluation	Included
Care/Nutrition Management	Included
Health Risk Assessment	Included
Preventive Summary Roadmap	Included
Annual Flu Immunizations	\$30/employee
Pre-work Job Screen	\$25/screen
SMC Wellness Center Access	Included
Personal Training	\$25/month (to be paid by employee)
Customized Services Brochure	Included

Payment Terms. For the Annual Plan Fee, School District agrees to pay Hospital the amount of the Annual Plan Fee by August 1, 2019 and then on the anniversary of such date for each successive term. For other charges, Hospital will maintain and will provide School District with documentation detailing Services provided during the previous month or some other time period. School District agrees to pay Contractor all fees due no later than thirty (30) days from the date of receipt of such documentation. Any amounts on invoices not paid within such period shall be subject to a compounding one and one-half percent (1.5%) service fee, or the maximum allowed by law, whichever is less, for each thirty (30) day period beyond the due date.

423F.3 Use of revenues.

1. A school district receiving revenues from the secure an advanced vision for education fund under this chapter without a valid revenue purpose statement shall expend the revenues subject to subsections 2 and 3 for the following purposes:

- a. Reduction of bond levies under sections 298.18 and 298.18A and all other debt levies.
- b. Reduction of the regular and voter-approved physical plant and equipment levy under section 298.2.
- c. Reduction of the public educational and recreational levy under section 300.2.
- d. For any authorized infrastructure purpose of the school district as defined in subsection 6.
- e. For the payment of principal and interest on bonds issued under sections 423E.5 and 423F.4.

2. A revenue purpose statement in existence for the expenditure of local sales and services tax for school infrastructure purposes imposed by a county pursuant to section 423E.2, Code Supplement 2007, prior to July 1, 2008, shall remain in effect until amended or extended. The board of directors of a school district may take action to adopt or amend a revenue purpose statement specifying the specific purposes for which the revenues received from the secure an advanced vision for education fund will be expended. If a school district is located in a county which has imposed a local sales and services tax for school infrastructure purposes prior to July 1, 2008, this action shall be taken before expending or anticipating revenues to be received after the unextended term of the tax unless the school district elects to adopt a revenue purpose statement as provided in subsection 3.

3. a. If the board of directors adopts a resolution to use funds received under the operation of this chapter solely for providing property tax relief by reducing indebtedness from the levies specified under section 298.2 or 298.18, the board of directors may approve a revenue purpose statement for that purpose without submitting the revenue purpose statement to a vote of the electors.

b. If the board of directors intends to use funds for purposes other than those listed in paragraph "a", or change the use of funds to purposes other than those listed in paragraph "a", the board shall adopt a revenue purpose statement, subject to approval of the electors, listing the proposed use of the funds. School districts shall submit the statement to the voters no later than sixty days prior to the expiration of any existing revenue purpose statement or change in use not included in the existing revenue purpose statement.

c. The board of directors may use funds received under the operation of this chapter for a joint infrastructure project with one or more school districts or one or more school districts and a community college established under chapter 260C, for which buildings or facilities are constructed or leased for the purpose of offering classes under a district-to-community college sharing agreement or concurrent enrollment program that meets the requirements for funding under section 257.11, subsection 3. If the board intends to use funds received under the operation of this chapter for such a joint infrastructure project, the board shall adopt a revenue purpose statement or amend an existing revenue purpose statement, subject to approval of the electors, stating the proposed use of the funds.

d. The board secretary shall notify the county commissioner of elections of the intent to take an issue to the voters pursuant to paragraph "b" or "c". The county commissioner of elections shall publish the notices required by law for special or general elections, and the election shall be held on a date specified in section 39.2, subsection 4, paragraph "c". A majority of those voting on the question must favor approval of the revenue purpose statement. If the proposal is not approved, the school district shall not submit the same or new revenue purpose statement to the electors for a period of six months from the date of the previous election.

4. The revenues received pursuant to this chapter shall be expended for the purposes specified in the revenue purpose statement. If a board of directors has not approved a revenue purpose statement, the revenues shall be expended in the order listed in subsection 1 except that the payment of bonds for which the revenues have been pledged shall be paid first. Once approved, a revenue purpose statement is effective until amended or repealed by the foregoing procedures. A revenue purpose statement shall not be amended or repealed to

reduce the amount of revenue pledged to the payment of principal and interest on bonds as long as any bonds authorized by sections 423E.5 and 423F.4 are outstanding unless funds sufficient to pay principal, interest, and premium, if any, on the outstanding obligations at or prior to maturity have been properly set aside and pledged for that purpose.

5. A school district with a certified enrollment of fewer than two hundred fifty pupils in the entire district or certified enrollment of fewer than one hundred pupils in high school shall not expend the amount received for new construction without prior application to the department of education and receipt of a certificate of need pursuant to this subsection. A certificate of need is not required for repairing schoolhouses or buildings, equipment, technology, or transportation equipment for transporting students as provided in section 298.3, or for construction necessary for compliance with the federal Americans With Disabilities Act pursuant to 42 U.S.C. §12101 – 12117. In determining whether a certificate of need shall be issued or denied, the department shall consider all of the following:

- a. Enrollment trends in the grades that will be served at the new construction site.
- b. The infeasibility of remodeling, reconstructing, or repairing existing buildings.
- c. The fire and health safety needs of the school district.
- d. The distance, convenience, cost of transportation, and accessibility of the new construction site to the students to be served at the new construction site.
- e. Availability of alternative, less costly, or more effective means of serving the needs of the students.

- f. The financial condition of the district, including the effect of the decline of the budget guarantee and unspent balance.

- g. Broad and long-term ability of the district to support the facility and the quality of the academic program.

- h. Cooperation with other educational entities including other school districts, area education agencies, postsecondary institutions, and local communities.

6. a. For purposes of this chapter, “*school infrastructure*” means those activities authorized in section 423E.1, subsection 3, Code 2007.

- b. Additionally, “*school infrastructure*” includes the payment or retirement of outstanding bonds previously issued for school infrastructure purposes as defined in this subsection, and the payment or retirement of bonds issued under sections 423E.5 and 423F.4.

- c. Additionally, “*school infrastructure*” includes the acquisition or installation of information technology infrastructure. For purposes of this paragraph, “*information technology infrastructure*” means the basic, underlying physical framework or system necessary to deliver technology connectivity to a school district and to network school buildings within a school district.

- d. A school district that uses secure an advanced vision for education fund moneys for school infrastructure shall comply with the state building code in the absence of a local building code.

7. The general assembly shall not alter the purposes for which the revenues received under this section may be used from infrastructure and property tax relief purposes to any other purpose unless the bill is approved by a vote of at least two-thirds of the members of both chambers of the general assembly and is signed by the governor.

2008 Acts, ch 1134, §29; 2008 Acts, ch 1191, §73; 2013 Acts, ch 88, §36; 2013 Acts, ch 141, §50, 51; 2015 Acts, ch 120, §46

Referred to in §76.4, 275.12, 423E.5

Pursuant to the provisions of Section 423F.3, Code of Iowa, the Shenandoah Community School District hereby adopts and submits to the Commissioner of Elections of Page County, Iowa, this Revenue Purpose Statement to be submitted to the electors at an election to be held September 8, 2009.

Money received by the Shenandoah Community School District from the State of Iowa secure an advanced vision for education fund may be spent for any one of more of the following purposes:

To provide funds for property tax relief.

To provide revenue pledged to the payment of principal and interest on bonds authorized by sections 423E.5 and 423F.4 Code of Iowa as long as any are outstanding.

To provide funds to build and furnish new school building(s); to build and furnish addition(s) to District buildings; to remodel, repair, and improve the District's school buildings; to purchase and improve grounds; for demolition work; and to furnish and equip district facilities.

To provide funds for the purchase, lease, or lease-purchase of buildings or equipment, to implement energy conservation measures, sharing or rental of facilities, procuring or acquisition of libraries, or opening roads to schoolhouses or buildings.

To provide funds for emergency repairs to respond to natural disasters, and for unanticipated mechanical, plumbing, structural, roof, electrical system failures, and for environmental remediation.

To provide funds to establish and maintain public recreation places and playgrounds; provide for supervision and instruction for recreational activities; or for community education purposes.

To provide funds for activities which may be funded by the physical plant and equipment levy, and other expenditures and purposes as now or hereafter permitted by law and designated by the Shenandoah Community School District.

To provide funds to pay principal and interest or to retire general obligation bonds issued for school infrastructure purposes, energy improvement loans, loan agreements authorized by Iowa Code section 297.36, and sales, service and use tax revenue bonds issued under Iowa Code section 423E.5.

It being understood that if this proposition should fail to be approved by the voters, such failure shall not be construed to terminate or restrict authority previously granted by the voters to expend receipts from the secure an advanced vision for education fund.

Revenue Purpose Statement

What is a Revenue Purpose Statement?

On XXXX of this year, Shenandoah Community School District will bring to our patrons a mandated ballot issue regarding the allowed uses of the 1-cent sales tax in the State of Iowa that is dedicated to all of our Iowa schools. Provided below is information regarding Shenandoah Community School District's Revenue Purpose Statement and the process prescribed by state laws for our district to continue to use these funds through 2051. If you have any other questions after reviewing this information, please do not hesitate to contact Kerri Nelson or Sherri Ruzek at 712-246-1581.

What is a Revenue Purpose Statement?

It is a ballot issue that describes the allowed uses for the 1-cent sales tax in the State of Iowa that is dedicated to all Iowa school districts. This \$.01 sales tax is known as SAVE (Secured an Advanced Vision for Education). Shenandoah's current Revenue Purpose Statement was originally passed in September of 2009. Our district did this to outline the allowed uses for our SAVE fund, as required by law.

What do we currently do with the \$.01 sales tax revenue?

Over the past 10-years we have used this fund to pay down the debt levy on the K-8 Building. We have used this revenue to pay for computers for our students and technology infrastructure for our buildings. The revenue has been used to purchase buses, update building security, classroom and entrance doors. It has also been used to purchase and install energy efficient lighting, update entryways and sidewalks into our buildings, make roof and brick repairs, upgrade the Fire Alarm Systems, replace windows, and other such repairs. The revenue has also been used to maintain a rotation of the transportation fleet and to construct the wrestling/safe room.

Why is this important now?

Our district's current Revenue Purpose Statement sunsets, or ends after a fixed period of time. We would like to extend our current Revenue Purpose Statement until 2051, which is allowed by Iowa law. With the extension, we can work with our local banks to structure revenue bonds against our current SAVE revenue. This will allow us to make much-needed repairs to all of the facilities in our district. Our high school was constructed in 1965. Although the "bones" of this facility are strong, after 51 years, it is in need of some significant repairs, updating and remodeling to bring it into the 21st century.

Will this raise my taxes?

The answer to this is a definite NO. This will absolutely not raise your taxes. This is the primary reason we would like to extend our current Revenue Purpose Statement. By extending our Revenue Purpose Statement until 2051, we can generate the necessary funds to assist with remodeling and building, and to keep technology, transportation and building repairs on rotation and in excellent condition without raising our taxes. Without your support to extend our Revenue Purpose Statement, it will be extremely difficult to update our facilities to meet the 21st century needs of our children.

This is NOT a vote on the SAVE funding. This is NOT a vote to increase the SAVE \$.01 sales tax. The sales tax rate is set by the legislature. This is only a vote to extend our current Revenue Purpose Statement language to 2051. The sole purpose of the Revenue purpose Statement is to describe and outline the uses for which the \$.01 sales tax may be used at Shenandoah CSD.

When will the Revenue Purpose Statement vote be held?

The vote is scheduled for September 10th. I would encourage you to get out and vote on September 10th, or contact the Page County Auditor's office at 712-542-3219 to vote by absentee ballot. It is an important decision for our district, our facilities and our kids. Listed below are additional frequently asked questions that will provide additional information regarding our Revenue Purpose Statement and the September 10th vote.

ADDITIONAL INFORMATION:

Why does it require a vote?

Bringing the Revenue Purpose Statement to voters for approval was a requirement imposed by the Iowa Legislature in 2008. The requirements for a Revenue Purpose Statement election are specifically stated in Iowa Code 423E. This section of the law requires the Board of Directors to adopt a Revenue Purpose Statement, subject to the approval of the electors, listing the proposed use of these funds.

Do we currently have a Revenue Purpose Statement in place and in general terms, what uses will be allowed under the Revenue Purpose Statement?

The Shenandoah Community School District currently has a Revenue Purpose Statement. The language outlined below identifies what is allowed under our current statement: Money received from the local sales and services tax for school

infrastructure may be spent for any one or more of the following purposes: To provide funds for property tax relief. To provide revenue pledged to the payment of principal and interest on bonds authorized by sections 423E.5 and 423F.4 Code of Iowa as long as they are outstanding. To provide funds to build and furnish new school building(s); to build and furnish addition(s) to District buildings; to remodel, repair, and improve the District's school buildings; to purchase and improve grounds; for demolition work; and to furnish and equip district facilities. To provide funds for the purchase. Lease, or lease-purchase of buildings or equipment, to implement energy conservation measures, sharing or rental of facilities, procuring or acquisition of libraries, or opening roads to schoolhouse or buildings. To provide funds for emergency repairs to respond to natural disasters, and for unanticipated mechanical, plumbing, structural, roof, electrical system failures, and for environmental remediation. To provide funds to establish and maintain public recreation places and playgrounds; provide for supervision and instruction for recreational activities, or for community education purposes. To provide funds for activities which may be funded by the physical plant and equipment levy, and other expenditures and purposes as now or hereafter permitted by law and designated by the Shenandoah Community School District. To provide funds to pay principal and interest or to retire general obligation bonds issued for school infrastructure purposes, energy improvement loans, loan agreements authorized by Iowa Code section 297.36, and sales, service and use tax revenue bonds issued under Iowa Code section 423E.5.

Will passage of the Revenue Purpose Statement require a “super majority”?

No. Only a simple majority is (50% +1) is needed for passage.

What happens if the Revenue Purpose Statement is not approved?

Iowa law requires a minimum of six months to elapse before another Revenue Purpose Election can be held. If the original version is not approved, either the same or a revised Statement can be brought back to our voters.

Will voting by absentee ballot be possible?

Yes. Please contact the Page County Auditor's office at 712-542-3219.

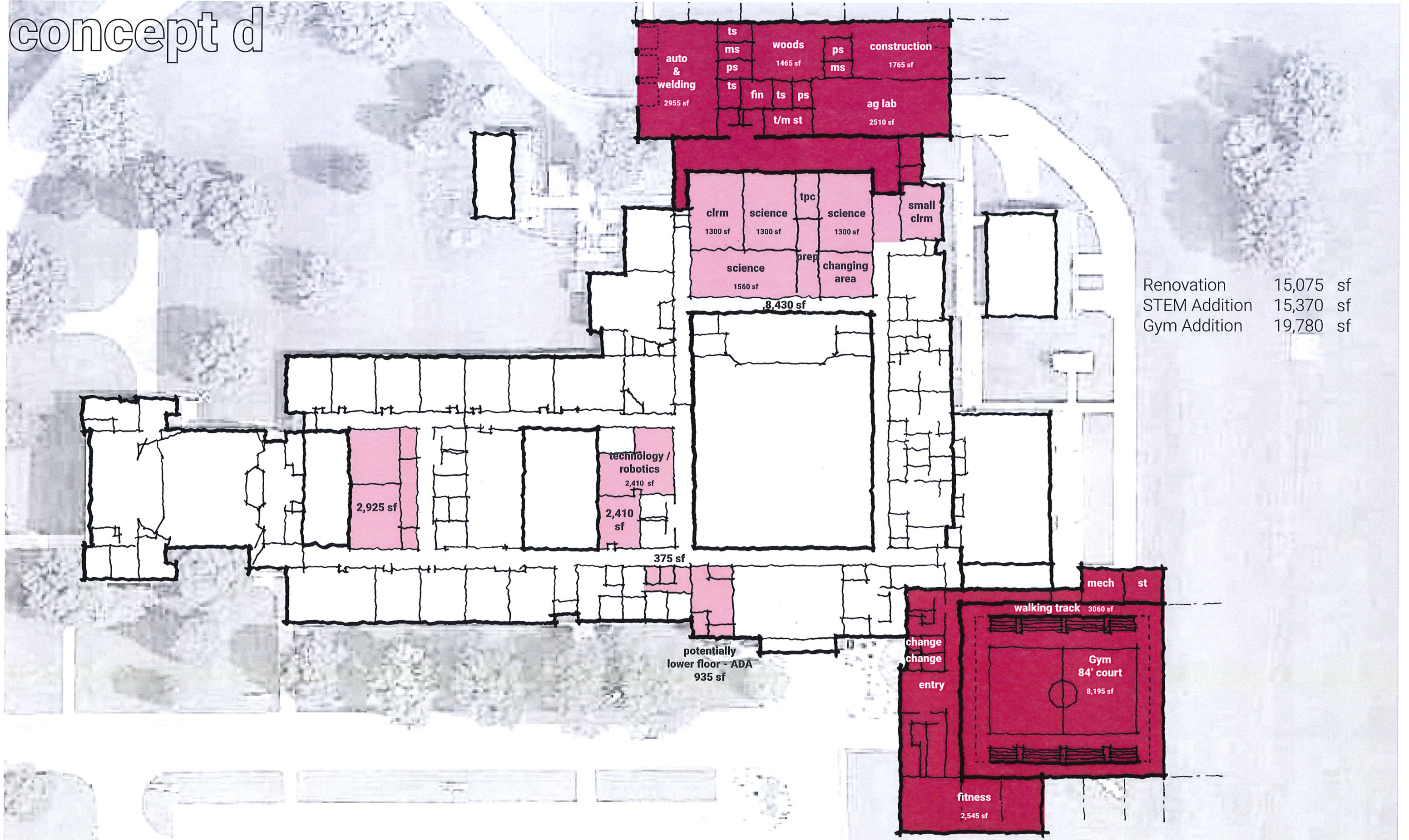
Additional Questions?

Please do not hesitate to contact Kerri Nelson or Sherri Ruzek at 712-246-1581.

Building Plan

Shenandoah High School Addition

concept d



Renovation	15,075	sf
STEM Addition	15,370	sf
Gym Addition	19,780	sf

concept d

