

Tri-County Community School District

2022-2023



Emergency Operations Plan

Readiness and Emergency Management for Schools (REMS) 2022-2023 Tri-County Elementary Schools (PK-6th) Technical Assistance (TA) Center

Tri-County High School (7th-12th)

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****Updated remote learner procedures****

1. Introduction

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

The planning team includes the following: Chad Straight, Superintendent, Jennifer Berg, PK-12th Principal and Curriculum Director, Josh Icenbice, Head Custodian, June Williams, PK-12th Secretary, Shelly Koehn, Board and Superintendent Secretary, Dara Fisher, Preschool Teacher/PK-12 Interventionist/Parent, Andy Thomas, Secondary Lead Teacher Scott Edmundson, 6th Grade Teacher, AD, and substitute bus driver, Jenna Van Maanen, Guidance Counselor, Technology Coordinator, Keokuk County Sheriff's Department, Keokuk County EMT, Emergency Management Member, Larry Smith, Homeland Security Member, Tierney Robinson, Samantha Brumbaugh, School Nurse, Jill Hall, Food Director, and Josh Icenbice, Transportation Director

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

This plan has been recognized and approved by the following and is effective:

Jennifer Berg, PK-12 Principal and Curriculum Director

1.1. Signatory Page

Chad McKain,
Board President

Heather Schmidt,
Board Vice President

—
Ryan Hull,
School Board Member

—
Derek Hall,
School Board Member

—
Ben Molyneux
School Board Member

—
Chad Straight,
Superintendent

1.2. Table of Contents

2. Approval and Implementation

This School Emergency Operations Plan operates within the framework of the **Tri-County** School Board policy.

Any changes to this plan require approval of the Board and the District Superintendent or his/her designee. This plan supersedes all previous plans.

3. Record of Changes

All changes to this plan must be recorded.

Change Number	Date of Change	Name	Summary of Change
Evacuation Plan	June 2019	Jennifer Berg	Different location
Map updates	June 2019	Jennifer Berg, Chad Straight, Josh Icenbice	Updated emergency plans, school maps
Events Plan of Action	June 2020	Scott Edmundson	Updated emergency locations at events
Preventative Measures COVID-19	March-present time 2020	Jennifer Berg	Preventative Measures and additional securities
Preventative Measures COVID-19	March-present time 2020	Scott Edmundson	Preventative Measures and additional securities at all athletic and activity events
Updated Plan	July 24th, 2022	Jennifer Berg	Updated emergency plans
Updated Plan	June 15th, 2022	Jennifer Berg	updated emergency plans

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
Tri-County School Board	School Board	6/17/2019	5
Tri-County Administration	School Office	6/11/2019	3
Tri-County School Board	School Board	8/01/2020	3
Tri-County Administration	School Office	9/21/2020	6
Tri-County School Board	School Office	7/01/2021	6
Tri-County School Board	School Office	7/20/22	6

2. Purpose

The purpose of the **Tri-County Community School District Emergency Operations Plan** (EOP) is to outline the responsibilities and duties of school employees, students, and parents or guardians in an emergency.

Development of this plan has been done in collaboration with community response partners to ensure coordinated stakeholder participation and to best utilize available resources. This planning, meeting with the crisis management group, and exercises such as A.L.I.C.E. training and the Youth Mental Health Toolkit 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 is practiced, reviewed, and updated as needed to fit the needs of the school. Tri-County 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 before, during, and after the incident.

Guidelines and procedural functions are used in many different threat scenarios such as evacuation, reunification, lock-down, and shelter-in-place on campus and off-campus. Staff has been trained on how to react to perceived threats.

Tri-County regularly schedules training and drills for faculty and students to assure adherence to these guidelines, we document response time, and receive community support from our parental and student advisory group.

3. Scope

The **Tri-County Community School Emergency Operations Plan** outlines the expectations of faculty, staff, and administrators, 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, and vulnerabilities.

An area of vulnerability we have at Tri-County is our remote location. Due to prolonged response time in the case of an emergency the staff has been through A.L.I.C.E training and several are trained in first aid. The entire staff (associates and support staff) will be having the Youth Mental Health Training as well. CPR was offered at school for a small fee this year for all staff interested. The student advisory team has invested their time and input into the safety of our students and staff.

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, tornadoes, public health and medical emergencies, and other occurrences requiring an emergency response. The

Administrative teams shall have the authority to determine when an incident has occurred and when to implement the procedures contained within this Emergency Operations Plan.

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.

4. Situation Overview

This section should identify physical, cultural, or environmental aspects that could impact response and implementation of this plan. Sufficient detail should be included to clearly identify these aspects and their potential impact on an emergency or subsequent response and recovery. This section should also identify dependencies on parties outside the school for critical resources.

School Population

This section should provide a breakdown of the school population for each building including:

Tri-County Staff List

Chad Straight	Superintendent
Jennifer Berg	PK-12 Principal/Curriculum Director
Jenna Van Maanen	Guidance Counselor
Stacey Kolars	Business Manager
June Williams	PK-12 Secretary
Shelly Koehn	Superintendent/Board Secretary
Josh Icenbice	Head Custodian
Rodney Blount	Maintenance
Tim Ehrman	Janitor
Jill Hall	Food Director
Tammy Pierce	Food Service
Carolyn Danner	Food Service
Julie Wagner	Food Service
Dara Fisher	Preschool
Jill Hall	Preschool Associate
Barb Seaton	Kindergarten
Ashley Peak	1st Grade
Baylee VanErsvelde	2nd Grade
Michaela Lundy	3rd Grade
Jamie Schultz	Title Reading
Mary Brainard	Elementary Special Education
Megan Nemechek	4th Grade
Adrienne Thomas	Associate
Bari Parrott	5th Grade
Scott Edmundson	6th Grade/Athletic Director
Andy Thomas	Junior High Teacher
Sabrina Ryan	JHHS Special Education

Dylan Springer	Physical Education
Jody Prell	Music
Amanda Sowers	JHHS Art
Kylie McDonald	Associate
Peggy Miller	Associate
Penny Krumm	Librarian
Greg Sowers	Secondary Science Teacher
Sonja Anderson	Secondary Mathematics Teacher
Nicole Craig	Secondary Social Studies Teacher
Megan Snakenberg	Vocational Shop/Agriculture Teacher
Vince Hrasky	JHHS Business Teacher
Randy Schmidt	Secondary English Teacher
Rabi Decker	Transportation Director
Kurt Koehn	Bus Driver
Andy Thoma	Bus Driver

Geographical issues

- *Multiple jurisdictions/counties: Keokuk County*
- *Proximity to state border*
- *Schools WGS*
- *Proximity to water. Issues of flooding, bridges, etc.*
- *Proximity to power plants (nuclear, ethanol, etc.) and chemical plants*
- *Highway and road systems provide limited access to campus*
- *Railroad tracks transporting hazardous materials*
- *Distance from EMS services – impact of extended response time (5 to 20 minutes depending upon the location)*

Physical Aspects of the School

- *Age and architecture of the buildings (see appendix items and maps)*
- *Number of buildings on campus (1 school building, one greenhouse, ball building, bus barn, weight room)*
- *Size of the campus (see school map)*
- *Presence of adequate communication equipment/cell phone coverage as well as a working backup intercom system in case of telecommunications failure*

Social/Cultural issues

- *Language barriers of students and parents: One ELL student*

- *Economic situations of impacted families: Parents may not drive, parents may not have gas money to meet at the reunification site, or parents may not be present.*
- *Foster parents to children should be on the emergency contact list within the school system.*
- *Religious beliefs: Catholic, Methodist, Luthern, and other religious groups.*

4.1. Tri-County Community School District

4.1.1. School Population

Tri-County Community School District current enrollment is approximately (#) 230 preschool through 12th grade students located in a one story building on campus. These students are supported by a staff and faculty that consists of certified teachers, support staff, administrators, lead teachers and leadership team members, transportation specialists, one nurse, and administrative assistants (two secretaries).

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main PK-12 office. The master schedule is also collated in the appendix as a reference.

Tri-County Community School District is committed to the safety of all 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 or temporary*)
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is:

- One preschool student (disabilities, autistic, non-verbal). This student has a paraeducator.
- One student in 5th Grade (large motor skill deficits) This student has a paraeducator assigned.
- One student in 11th grade (disabilities, limited large gross motor skills, deformity of one hand) This student has a paraeducator assigned.

- One student in 12th grade (missing one limb, false leg)
- Staff members will compromised immune systems (Kindergarten and Secondary Science)
- Staff with young children at home

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

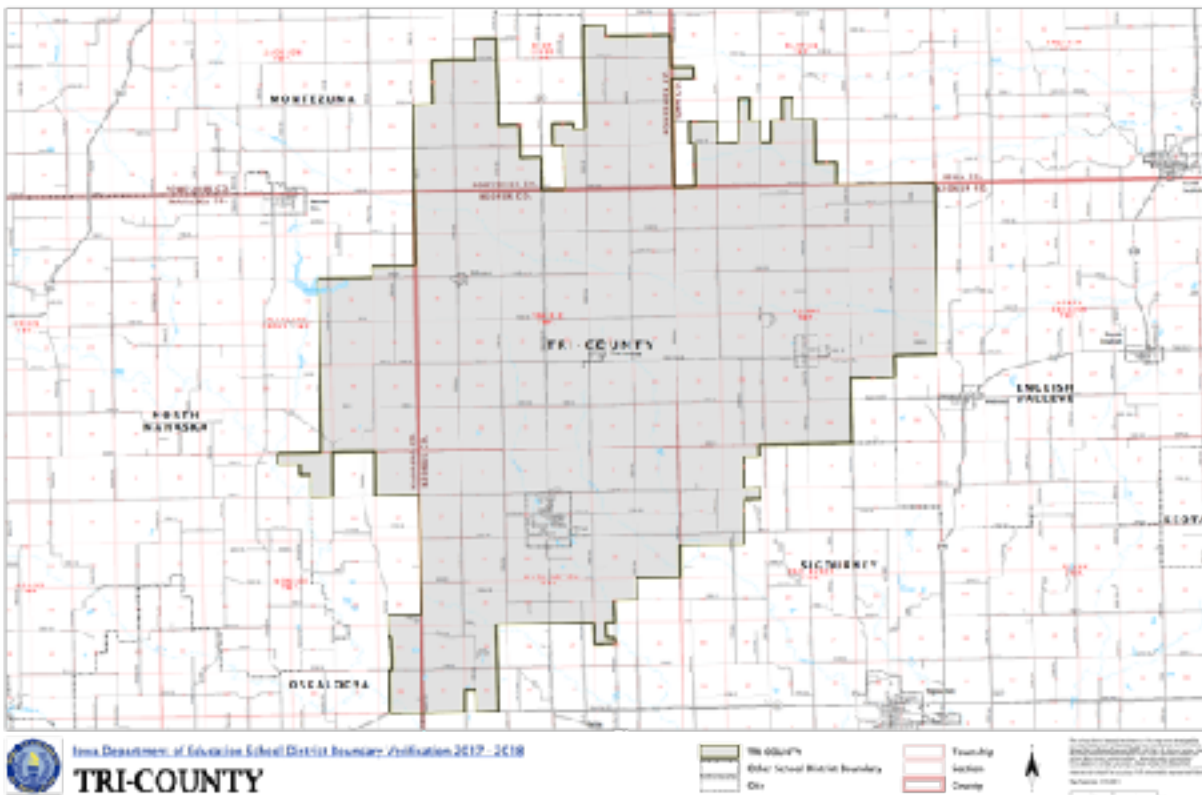
2. Building Information

This section should describe the physical features of the school that may impact emergency operations or response capabilities.

Tri-County Community School District is located on a 15-acre lot and includes one building, one baseball field, one football field, one softball field, and two playgrounds, one student parking lot, one greenhouse, one baseball/softball building, and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations.

A public address system works within the building, but does not exist on the exterior or



on sports fields. The public address system is through Powerschools. Mr. Straight, Ms. Berg, Mr. Edmundson, and Mrs. Koehn have access to send messages through this system.

3. Geographical Issues

This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

Estimated Response Time: 7 minutes from Sigourney, Iowa for law enforcement arrival, 4 minutes from What Cheer Fire Department, 4 minutes from Keswick Fire Department and Rescue.

Geographic Information:

Threat/Hazard Assessment Summary

Tri-County Community School District 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. Iowa Homeland Security and Emergency Management completed a site assessment **upcoming within the next few weeks (add date when completed)**

to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

Larry Smith, Keokuk County Emergency Management

Tierney Robinson, Iowa Department of Homeland Security & Emergency Management tierney.robinson@iowa.gov July 28th, 2020

If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

5. Planning Assumptions

The Planning Assumptions section identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the EOP. The assumptions indicate areas where adjustments to the plan may have to be made as the facts of the incident become known. The assumptions also provide the opportunity to communicate the intent of senior officials regarding emergency operations priorities.

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

- 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.
- In a major catastrophe, 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 serious incidents. However, the district and/or school must be prepared to carry out the initial response until this external assistance arrives. *In some rural locations, this may be an extended period of time.* Due to the location of the Tri-County Community School District, staff and students may administer basic first aid in the case of a prolonged response time with emergency staff.
- 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. Lockdown drills and evacuation drills will be held once a year, fire drills and tornado drills will be held each quarter, and other emergency response drills will be practiced at the discretion of administration.
- Each year the staff is trained on the Emergency Crisis Management Plan and updated on the principles of the plan. **September/October 2021 during Professional Development**
- 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. **July 2021**
- 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.

6. Concept of Operations

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

Priorities for incident management include:

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

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

Incident - An incident is a situation that is limited in scope and potential effects.

Emergency - An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.

Disaster - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

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

6.1. Key Areas of Emergency Planning

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

1. **Prevention** – Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.
2. **Protection** – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources is vital to local jurisdictions.
3. **Mitigation** – Mitigation activities are those which eliminate or reduce the probability of a disaster occurring. Also included are those long-term activities, which lessen the undesirable effects of unavoidable hazards. *Mitigation techniques will be utilized during the COVID-19 pandemic.**
4. **Preparedness** – Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.

5. **Response** – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.
6. **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the school to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

2. National Incident Management System

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding all responding entities 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 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.

Tri-County Community School District recognizes that staff and students will act as first responders in an incident. Adopting NIMS enables staff and students to respond more effectively and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

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

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will complete IS-100.SCA: Introduction to Incident Command System for Schools.
- Complete NIMS awareness course IS-700 (Introduction to NIMS).
- Incorporation of the district EOP into the County Hazard Mitigation Plan.
- Train and exercise of the plan. All students and staff are expected to participate in training and exercising of the threat/hazard annexes and the functional annexes included in this plan. Each school is charged with ensuring the training and equipment for response and recovery operations are in place.

The Incident Commander (**Principal Jennifer Berg**) at each school will be delegated the authority to direct all incident activities within the school jurisdiction. The Incident Commander will establish an incident command post and provide an assessment of the situation to the Superintendent, or other officials, incident manager, identify incident management resources required, and direct on-scene incident management activities from the incident command post.

If no incident commander is present at the onset of an incident, the most qualified individual will assume command until relieved by a qualified Incident Commander (**Scott Edmundson, Athletic Director or Chad Straight, Superintendent**).

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

2.1. Communication

Timely and effective communication is critical to an effective response and recovery. Direction on communications may be found at Tri-County Community School District at 3003 Hwy. 22 in Thornburg, Iowa. Additional information may be obtained through the District.

Details regarding the district communication plan may be added here. If a separate communication plan is developed, include a reference to that plan including version and date. The communication plan should reflect the resources and capacity of the district and include internal communication, communication with the media, and notification to parents/public.

A reference may also be made to any pre-drafted messages developed in response to the threat annexes included in this plan.

2.2. Initial Response

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

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

Incident Commander: Jennifer Berg, Principal

Designee: Scott Edmundson, Athletic Director

7. Organization and Assignment of Responsibilities

The basic plan establishes the organizational structure that will be relied on to respond to an emergency. It includes a list of the kinds of tasks to be performed by position and organization, without all of the procedural details. When two or more organizations perform the same kind of task, one should be given primary responsibility, with the other(s) providing a supporting role. For the sake of clarity, a matrix of organizations and areas of responsibility (including functions) should be included to summarize the primary and supporting roles. Shared general responsibilities should not be neglected. The matrix might also include organizations not under school district control if they have defined responsibilities. Organization charts, especially those depicting how the Incident Command System or Unified Command System structure is implemented, are helpful. This section should also outline agency and departmental roles related to prevention and protection activities.

7.1. Organization

Emergency Management for **Tri-County Community School District** is composed of the following:

7.1.1. Policy Group

7.1.2. The Policy Group is composed of the following Superintendent,

7.1.3. Chad Straight

- School Board President, Chad McKain

In complex incidents, the Policy Group will be convened at **Tri-County Central Office**. 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)

3. School Site Safety and Security

The **Superintendent and Principal are** responsible for emergency management planning and operations for the school. Upon the activation of the EOP for a school incident, the Principal assumes the role as *Incident Commander* unless delegated.

4. 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 Coordinator/Director, Randy Schmidt will report directly to the Incident Commander for assignment unless otherwise notified.
Operations	Upon learning of an incident, the operational plan will go into effect.
Business and Finance	Stacey Kolars, Business Manager will be notified.
Human Resources	
Food and Nutrition	Jill Hall will be notified immediately following an incident.

2. Responsibilities

2.1. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual.

Mr. Edmundson will be the designated individual then Mrs. Williams.

In the principal's absence the athletic director will assume the role of the Incident Commander.

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

2.2. 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.
- Participate in all training and professional development provided by the school.

3. Instructional Assistants

Responsibilities include assisting teachers as directed.

4. Counselors, Social Workers, and Psychologists

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Provide counseling support to all students and staff as needed.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- 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.
- Participate in all training and professional development provided by the school.

5. School Nurses/Health Assistants

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.
- Participate in all training and professional development provided by the school.

6. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- 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 the condition of school.
- Participate in all training and professional development provided by the school.

7. School Secretary/Office Staff

Responsibilities include:

- 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 or ICS supervisor.
- Provide assistance to the Principal.
- Monitor radio and media emergency broadcasts.
- Alert families on Powerschool.
- Assist with health incidents as needed. (i.e., acting as messengers, etc.)
- Account for students in the case of an evacuation (will transfer students on the first bus with the principal) This individual is Mrs. Williams.
- Participate in all training and professional development provided by the school.

8. Food Service/Cafeteria 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 or ICS supervisor.
- Participate in all training and professional development provided by the school.

9. Transportation/Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed (this is designated in What Cheer) Contact Person is Bob Dugger.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.
- Participate in all training and professional development provided by the school.

10. Other Staff (Itinerant Staff, Substitute Teachers)

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

- Participate in all training and professional development provided by the school.

11. 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.

12. Parents/Guardians

Responsibilities include:

- Understanding their roles during a school emergency.
- 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 Emergency Operations Plan will be activated using implementation of the Incident Command System (ICS). When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.

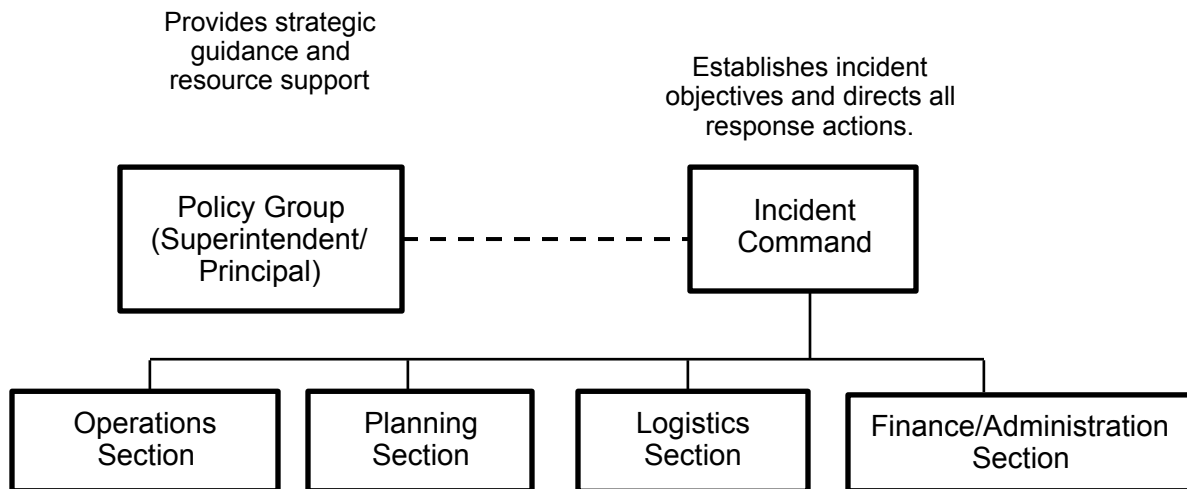
The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership (*Principal, Superintendent, etc.*) has the authority to make decisions, commit resources, obligate funds, and command the resources 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:

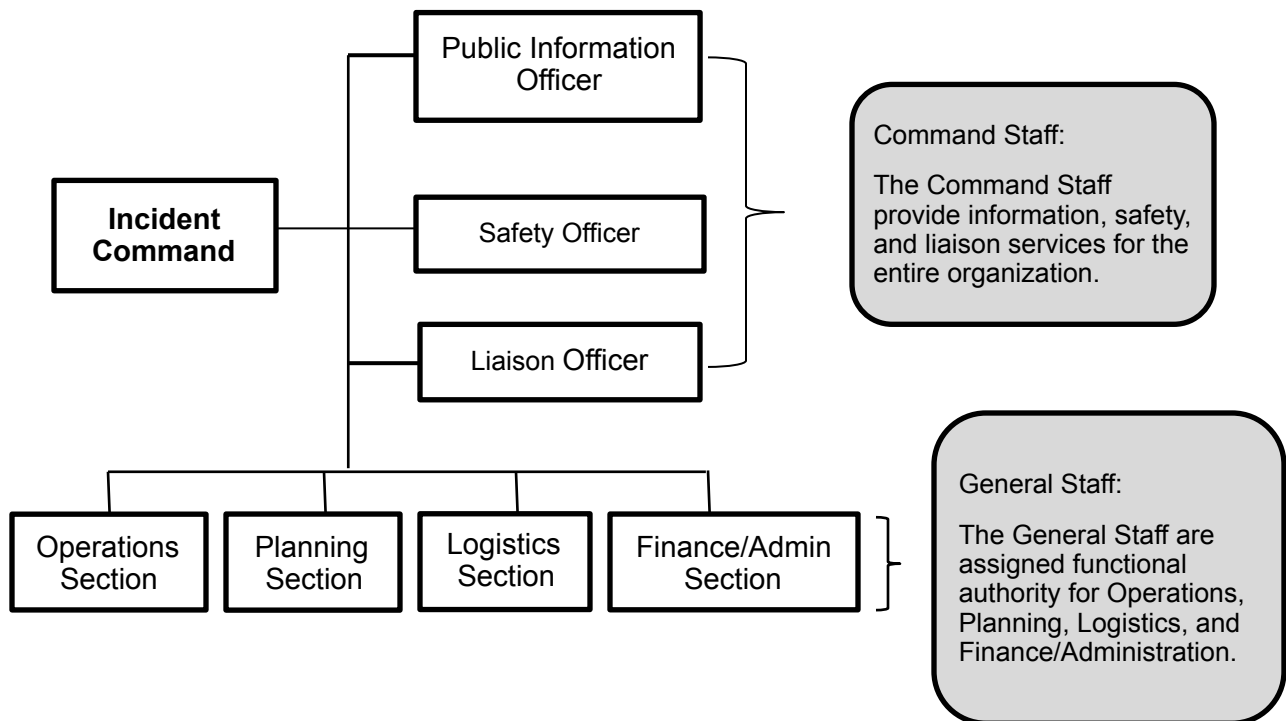
- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
- Oversees resource coordination and support to the on-scene command from an Operations Center.

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.

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.

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 (ICS). The Incident Command Post will be the FCS room or Central Office at the Tri-County Community School District.

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.

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:

1. Life Safety
2. Protect Public Health
3. Incident Stabilization
4. Property and Environment Preservation
5. 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 (Principal or AD) 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).
- 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. *(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)*
- Keep the Executive/Senior Leadership and Policy Group informed of the situation.

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).

6. Public Information Officer

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

- Check in with the 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 the Executive Policy Group on public information activities and submit draft press releases for review and approval.

The Keokuk County Emergency Operations will assist with media coverage and act as a facilitator on-site if available.

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, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan
- 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, Strike Teams described in the following table may be established within the Operations Section:

Strike Team	Potential Responsibilities
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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. SR Teams are responsible for ensuring that all students and staff evacuate the building, or 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
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>
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	<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 ● Conducting perimeter control
Psychological and Emotional Support Team	<p>The Psychological and Emotional Recovery 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

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.

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

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 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.

9.1. Sources and Use of Resources

Tri-County Community School District will use:

our own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance by means of written or contractual agreement:

- First aid kit and sanitation supplies
- Counseling services
- Food/water supplies
- Security
- Communication systems (Powerschool Messenger, TC Facebook, and the TC Website)

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 duties may include:

- Assume responsibility for overall documentation and record keeping 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.

An important component of the EOP is a set of interagency agreements with various city/county agencies to aid timely communication. These agreements help coordinate services between the agencies and **Tri-County Community School District**. Various agencies and services include county emergency management agency, law enforcement, county health department, fire departments and EMS services. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

9. Information Collection, Analysis, and Dissemination

This section describes the critical or essential information common to all operations identified during the planning process. It identifies the type of information needed, the source of the information, who uses the information, how the information is shared, the format for providing the information, and any specific times the information is needed. School/District prevention and protection assets must develop the Information Collection, Analysis, and Dissemination section in close cooperation with school departments and local support agencies such as, law enforcement, fire, emergency management, utilities, insurance agencies, transportation, etc. The contents of this section may be incorporated into the plan as an annex, if needed.

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, and crime reports daily. 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 role and responsibilities and are trained on all standard operating procedures and guidelines associated with emergency response. Training and exercises provide the opportunity to increase understanding and implementation of these protocols.

The plan should identify the position responsible for each of the following items.

- EOP training opportunities shall be incorporated into the annual school calendar in the Fall
- Review and update (if necessary) of the EOP shall be incorporated into the annual school calendar.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to staff and ensuring opportunities to attend and participate in EOP training and exercise activities.
- Working with response agency partners, HSEEP compliant exercises will be conducted to train staff and evaluate the adequacy of the EOP. Following HSEEP procedures, an After Action Report (AAR) and the Improvement Plan (IP) for each exercise shall be developed and documented appropriately.

11. Administration, Finance, and Logistics

This section may include identification of resources in a general sense as well as guidelines for acquisition. Check the county hazard mitigation plan for assistance and consistency with accessing community resources.

This section should include:

- *References to Mutual Aid Agreements: Written agreements between organizations, either public or private, for reciprocal aid and assistance in case of disasters too great may be dealt with unassisted.*
- *Authorities for, and policies on augmenting staff by reassigning public employees and soliciting volunteers, etc.*
- *General policies on keeping financial records, reporting, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.*

For the purposes of potential insurance, local, state, or federal assistance, or reimbursement, identify the process for which school or district event documentation is tracked. For example, Financial Management may issue a project number for the incident response effort, and may disseminate the project number for use by all school or district departments participating. This project number would be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any emergency or disaster requiring a substantial response effort.

It is helpful if the processes for tracking expenses and resources are consistent with day-to-day operations.

12. Plan Development and Maintenance

This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities.

This section should:

- *Describe the planning process, participants in that process, and how development and revision of different “levels” of the EOP (basic plan, annexes, and standard procedures) are coordinated during the preparedness phase*
- *Assign responsibility for the overall planning and coordination to a specific position.*
- *Provide for a regular cycle of training, evaluating, reviewing, and updating of the EOP. (See the Training and Exercises section)*

Tri-County Community School District’s 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 structured according to the *Guide for Developing High-Quality School Emergency Operations Plans* provided by the *Readiness and Emergency Management for Schools, Technical Assistance Center* and follows the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). In addition, the EOP utilizes the Homeland Security Exercise and Evaluation Program (HSEEP) to address response, training, exercises, equipment, evaluation, and corrective action practices.

Tri-County shall oversee or coordinate with applicable partners to conduct the following:

- The EOP shall be reviewed annually and modified as necessary by the Emergency Crisis Management Team.
- **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.**
- Substantive changes between review periods, such as changes in roles or responsibilities, will prompt notification to listed stakeholders. Minor edits such as grammar or spelling changes will require no notification.
- If updates of the EOP involve substantive changes, **the Emergency Crisis Management Team** will generate a draft document for distribution to relevant partners for review and comment.
- After a stakeholder review and comment period, the updated EOP will be submitted for final review and approval by individuals identified on the signatory page. The updated plan becomes effective upon completion of all signatures.
- 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.

13. Authorities and References

Functional Annexes

Lockdown Protocol

WEAPONS/INTRUDER ON CAMPUS AND OTHER POLICE EMERGENCIES

1. Notify the building principal/designee.
2. Evacuate the immediate area if possible. DO NOT use the fire alarm at this point.
3. Using the public address system, the code words “**Teachers, please shut your doors.**” will be announced, notifying staff to keep students in their area until notified to do otherwise. The secretary will continue to produce the live location of the intruder.
4. Call Keokuk County Sheriff – 911.
5. When the Sheriff arrives at the scene, they will take control of the situation and work closely with school officials.
6. If evacuation of the building is required, use the fire alarm or “**Code 0**”.
7. After consulting with the Sheriff, the building principal/designee will determine when it is safe to return to the area.
8. Implement personal intervention counseling to students if needed.

SERIOUS INJURY OR DEATH

1. Summon building principal/designee or faculty members trained in CPR. 2. Call 911.

Do not notify next of kin. 3. Notify parent/nearest relative as indicated on the emergency card/PowerSchool in the office. 4. Building principal/designee will appoint a staff member, along with the emergency card, to follow the ambulance to the hospital. 5. The school guidance counselor will be available for counseling as needed.

Family Reunification

Emergency Reunification Annex
2019

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Purpose

The purpose of this plan is to develop a process of family reunification that ensures the safe, orderly, and documented reunion of students and families in the event of an emergency evacuation or school closing. This plan provides guidance to school personnel and members of the Reunification Team of the Heartland Area Education Agency. This plan serves the students of Tri-County Community School District.

Scope

The Reunification Plan outlines the roles and responsibilities of the Reunification Team and provides specific information on the responsibilities, equipment, and tasks associated with each reunification team member role. This plan may be activated by the school Principal, Vice Principal, or designee following a school evacuation requiring supervision of students, accountability of students following an event, and/or confirmation of reunification with a parent or guardian.

References to oversight, management, and implementation of this plan can be found in the school Emergency Operations Plan.

Assumptions

The following assumptions apply to activities associated with this plan:

- A plan has been developed and training has occurred for evacuation of students and school personnel.
- A plan for transporting students to the reunification site has been developed.
- The reunification process will be carried out by XXXXXXXX who have received training on this plan.
- Teachers and staff have been trained on this plan and understand their roles and responsibilities in the reunification process.
- While some emergencies are slow to develop, others occur without warning. The rate at which the emergency occurs may impact the ability to coordinate personnel, equipment or other resources to support reunification operations.
- In some emergencies, students may have left the school ground and require reunification with families on their own. Under these circumstances, students have been encouraged to notify parents or guardians as soon as possible.
- Persons other than those listed on the student's emergency release card will try to pick up students during an emergency.
- The responsibilities for teachers and school staff will remain as described in the school emergency operations plan.
- The Law Enforcement will request access to the reunification site upon activation of this plan.
- Some parents or guardians may be reluctant to fully cooperate with the family reunification process.
- Parents or guardians may be emotional when arriving at the school.

Color Codes

This plan adopts a color-coded system of moving parents through the reunification process. Parents will STOP at the red check-in desk, WAIT in the yellow waiting area, and GO through the green release gate once reunification is complete. The intent is to create a visual component and increase awareness regarding progression through the process. All documentation for staff roles and responsibilities correspond to the affiliated color code as do directional signs and instructions.

AEA Reunification team members will wear colored wristbands that signify their current team assignment. Team members should sign into their team upon arrival. If reassigned to another team, the member should indicate the team check-out time and reassignment on the team sign-in/out sheet. No staff member should change teams without the approval of leadership.

Reunification Site Selection

Reunification sites are preselected and assigned as needed per request. Tri-County Community School District is responsible for coordination and selection of each site following law enforcement, school, or district requests.

Plan Activation

The decision to activate the reunification plan can be based on a variety of factors including the safety of children, the nature of the emergency, and the complexity of the incident. The School Principal, Athletic Director or designee may activate this plan as necessary following an event requiring relocation of students. This includes, but is not limited to, an active shooter/intruder event, natural disaster, or facilities issue that deems the building unsafe for students.

Support for reunification will be provided by the following: (Reunification site roles only)

Agency	Role	Contact Information
Keokuk County Emergency Management	Management of Reunification	Larry Smith (641) 622-2528
City of Sigourney Police Department	Site Security Traffic Control	911
City of What Cheer Fire	Site Safety and Security	911
City of Sigourney EMS	Medical care/First Aid	911
Great Prairie Education Agency	Reunification of parents/ guardians and students	Amy Molyneux, Social Worker Michelle Deshler, Regional Director (641)660-9912

Students will be moved to the reunification site, the Football Field with their teachers as described in the School Evacuation Annex and the School Transportation Plan.

All students will remain together with their teacher at the reunification site. It is recommended that teachers be prepared with activities for their students that will help reduce emergency-based trauma.

Students

Upon activation of this plan, students will be moved to the reunification site by bus. The school Principal will contact Keokuk County Emergency Management to request transportation and activate the School Emergency Evacuation Plan. Throughout the

process, students should remain with their teacher and classmates. Students requiring minor medical attention should be escorted to the first aid station.

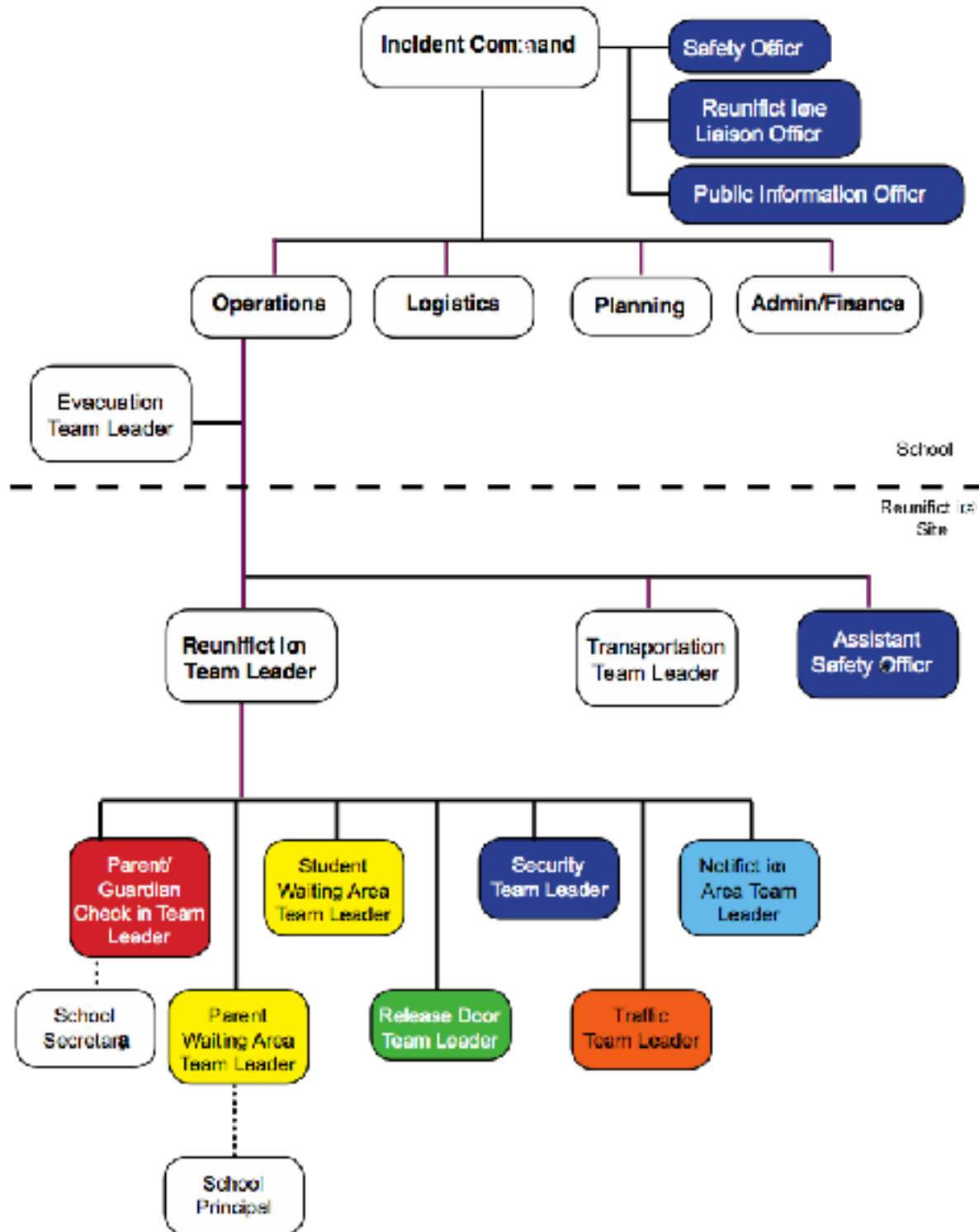
Parents

Parents are notified as described in the Communication Annex and informed regarding the reunification location. They should be reminded to bring a government issued photo ID such as a driver's license and instructed to follow signage upon arrival to begin the check-in process. (See Parent/Guardian Check-in Area for a description of the processes).

It is likely that parents will arrive at the reunification site prior to the reunification team, school staff, and students. In anticipation of this event:

- Parents are educated and informed regarding the reunification process in advance of an emergency.
- Law enforcement and security personnel are located around the reunification site to increase compliance with the process and encourage cooperation.
- All parents and guardians have received a copy of the NCMEC Family Emergency Playbook and are encourage to develop an emergency plan in the event families are separated in an emergency.

Reunification Command Structure



Roles and Responsibilities

It is recommended that all staff participate in Incident Command Structure training (IS-100 at www.training.fema.gov) to better understand the basic principles of emergency response and assignment of roles and responsibilities described in this section.
-Completed May 30th, 2019

Upon activation of this plan, the Principal will be responsible for carrying out all activities identified in the Emergency Evacuation Plan, including but not limited to, contact with Keokuk County Emergency Management to request activation of ESF #1 Transportation.

Principal, Jennifer Berg

The Principal will accompany the first bus of students to the reunification site and assist with communication with parents in the Parent Waiting Area along with all available clergy.

Athletic Director, Scott Edmundson

The Athletic Director will initiate and manage the evacuation of students and staff in accordance with the Emergency Evacuation Annex.

Secretary, June Williams

The School Secretary or designee will accompany the first bus with children to the reunification site and assist the Parent Check-In Team with records management and authorization for parent/guardian.

The chart on the following page defines the Command Structure that will be utilized in the St Pius reunification process.

Teachers

Teachers are to remain with their students at all times. They should assure that their students are transported to the reunification site as a group and remain as a group throughout the process whenever possible.

Reunification Response Team

The nature of the emergency may dictate the roles and responsibilities associated with reunification. While the players may change, the tasks associated with each role are fairly constant. All individuals in the positions identified below, excluding Notification Team Members, are cross-trained on all team roles and responsibilities and may be moved to tasks as needed. Notification Team Members have received specialized training in dealing with various mental health aspects associated with reunification and should remain on the Notification Team with affected families.

- Reunification Liaison Officer
- Safety Officer: Keokuk County Sheriff
 - Assistant Safety Officer: Keokuk County Deputies
- Reunification Team Leader: Jennifer Berg
- Reunification Logistics Officer: Scott Edmundson
- Parent Check-in Team Leader: Jenna Van Maanen
 - Parent Check-in Support Staff: Penny Krumm, Greg Sowers, Ashley Peak
- Notification Team Leader: Jamie Schultz
 - Notification Team Support Staff: Baylee VanErsvelde, Sonja Anderson
- Student Waiting Area Team Leader: Megan Nemechek
 - Student Waiting Area Support Staff: Jill Hall, Michaela Lundy, Sabrina Ryan, Kylie McDonald
- Parent Waiting Area Team Leader: June Williams
 - Parent Waiting Area Support Staff: Shelly Koehn, Mary Brainard, Megan Snakenberg
- Reunification Area Team Leader: Dara Fisher
 - Reunification Area Support Staff: Barb Seaton, Ashley Schroeder, Melanie Tygart
- Release Door Team Leader: Vince Hrasky
 - Release Door Support Staff: Patty Davis, Nicole Craig, Jody Prell
- Security Leader: Bari Parrott
 - Security Support Staff: Andy Thomas, Dylan Springer, Greg Sowers
- Traffic Leader: Sheriff's Department
 - Traffic Support Staff: Josh Icenbice, Tim Ehrham

Security

- 1.) Tri-County will maintain controlled access at all door entrances. Security cameras will be maintained and observed during the school day hours.
- 2.) Visitors will be required to “State their name.” Visitors will be required to check into one of the offices (elementary or secondary).
- 3.) Visitors will be issued a color coded “Visitor Name Tag.”

Threat- and Hazard-Specific Annex

BOMB THREAT PROCEDURES

IF A BOMB THREAT CALL IS RECEIVED AT SCHOOL:

Use your Threat Call Checklist (see below).

Upon receipt of a bomb threat, the person receiving the calls should make every attempt to:

1. Prolong the conversation as long as possible.
2. Identify background noises.
3. Note distinguishing voice characteristics.
4. Interrogate the caller as to the description of bomb, where it is, and when it is due to explode.
5. Determine the caller's knowledge of the facility.
6. **DON'T HANG UP THE PHONE!** Use another phone to call police at 911.

The person receiving the call will immediately notify the building principal who will then call the Sheriff's Department – 911.

The principal will evacuate the school immediately using Fire Evacuation Procedures.

The bomb can be almost anything, ranging from the most overt bundle of dynamite and clock to cleverly concealed, perfectly ordinary objects. A briefcase, shoe box, tool box, and pieces of pipe have been used. You will be looking for something that does not belong in that particular surrounding.

If what appears to be a bomb is found, **DO NOT TOUCH IT**. The Sheriff's Department will deal with it.

Check the absentee list for possible clues to who might have phoned in the bomb scare.

Attendance will be taken when the students are assembled away from the school. Give roll and count to Ms. Berg or Mrs. Williams.

THREAT CALL CHECKLIST

DON'T HANG UP PHONE – USE ANOTHER PHONE TO CALL POLICE.

Time of Call: _____

Record the exact words used by caller:

Ask:

What time is it set for: _____

Where is it: _____

What does it look like: _____

Why are you doing this: _____

Who are you: _____

Voice on phone: (Check all that apply): Intoxicated Man Woman

Child Accent Speech Impediment Other

Background Noise (Check all that apply): Airplane Traffic Music

Talk Children Machines Other

DON'T HANG UP PHONE – USE ANOTHER PHONE TO CALL POLICE

Person receiving call, immediately notify the building principal/designee and alert Superintendent's office.

Date _____ Call Received by _____

Distribute copies immediately to:

Building Principal, Superintendent's Office, and Sheriff's Department

LOCKDOWN GUIDELINES

Lock down guidelines may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons in the school building.

Office person will issue a lockdown by announcing over the intercom system: **“Teachers, please shut your doors.”** If that is not possible, sending a messenger to several rooms in each hallway to pass the word along that staff should follow lockdown procedures.

Visually scan the hallway and direct all students, staff, and visitors into the nearest classroom. Allow minimal time for students to return from the restroom, drink, etc. before locking the door. Students and/or staff unable to return to a room, go to the nearest restroom.

Students and staff in the lunchroom, proceed to the industrial arts room.

Move all persons away from windows and doors. Instruct them to sit in the safest place in the classroom, out of the view of potential perpetrators.

Lock classroom doors

Barricade the doors

Cover door glass, if possible.

Shut off the lights.

Close all windows and pull the window shades in the classroom.

Keep students quiet.

Refrain from phone use unless absolutely necessary.

Make a list of all persons absent from the classroom. If there are extra students, call the teacher to inform them of their students' whereabouts. Use a quiet voice.

When the phrase **“Code 0” followed by your class name** is announced (Example: Code 0 Mr. Hrasky); use the same exit you use for fire evacuation and proceed to the safety checkpoint which is the football field. Take attendance again and wait there until building administration and/or police officers arrive.

Allow no one outside of classrooms until either the “**Code 0**” or the “all clear” signal is given (“**Teachers may resume regular classroom activities.**”).

Soft lockdown procedure:

Students and staff in the lunchroom, proceed to the industrial arts room.

Move all persons away from windows and doors. Instruct them to sit in the safest place in the classroom, out of the view of potential perpetrators.

Lock classroom doors

No students in the HALLWAY

No students SWITCHING
classes

Continue teaching in a calm, quiet manner

Make a list of all persons absent from the classroom. If there are extra students, call the teacher to inform them of their students’ whereabouts. Use a quiet voice.

CHILDREN LEFT AT SCHOOL

Each campus/department will develop procedures for children left at school or other district sponsored activities. District employees should be familiar with notification procedures for contacting district administrators.

1. Check the student's emergency card/PowerSchool program and call the parents or Designated emergency number. DO NOT transport the child in a private vehicle.
2. Contact the building principal or secretary at school or at home.
3. Call the Sheriff's Department at 911 if parents/emergency numbers cannot be reached.

CHILD KIDNAPPING OR MISSING STUDENTS

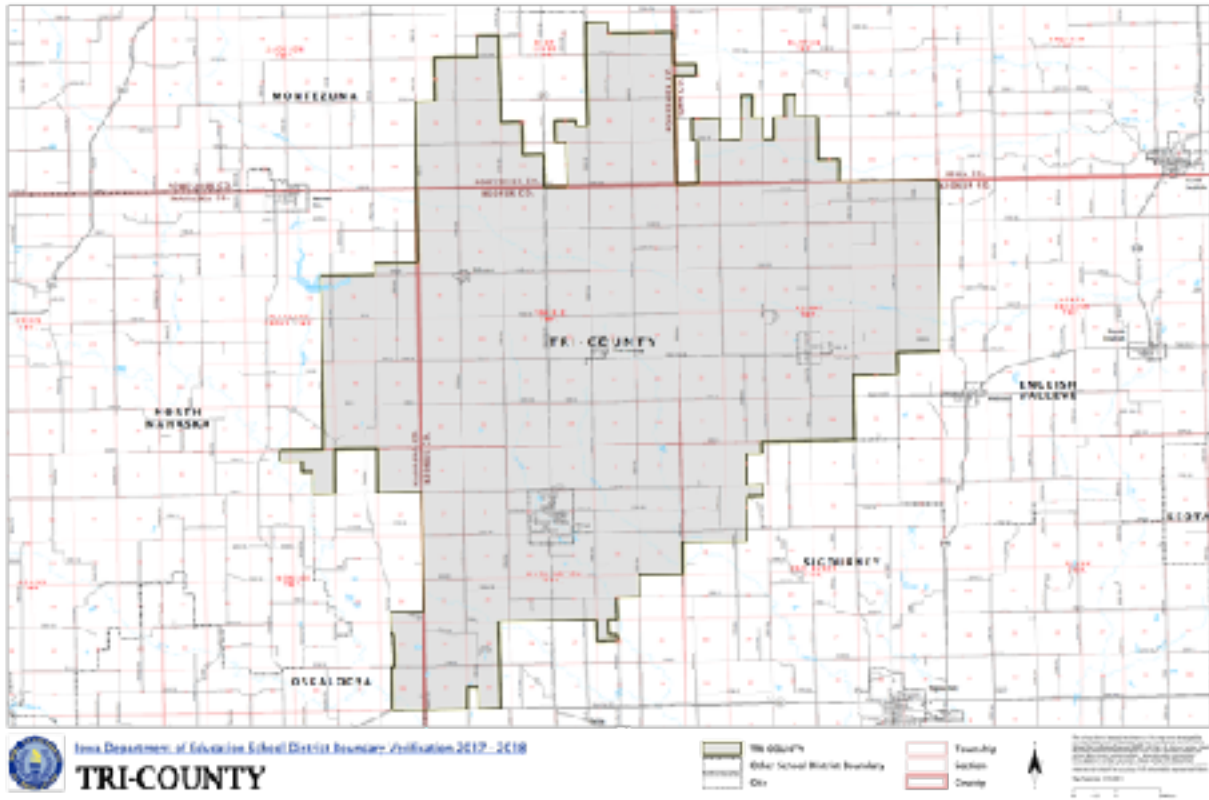
The school will develop procedures to avoid kidnapping. Procedures should include cross-checking the system to properly verify the release of students to parents/guardians.

1. Notify the principal.
 2. Call the parent/guardian listed on the student's emergency card in conjunction with notification of the police department.
 3. Call designated emergency numbers.
 4. Call the Sheriff's Department at 911. The following information should be reported if known:
 1. Full name of child
 2. Age of child
 3. Physical description of child and child's clothing
 4. Physical description of assailant(s), including vehicle used
 5. Direction of flight
 6. List of witnesses for police
1. When police arrive, they will take control and work closely with school officials/relatives. 1. Refer all media contact to the superintendent's office.

Non custodial parent

1. If non custodial parent arrives at school and wants to take the child, notify Principal/secretary.
2. The office will check with the custodial parent for permission.
3. If non custodial parent threatens to use force, let the child go with the parent and then
Notify the Sheriff's Department –
911.

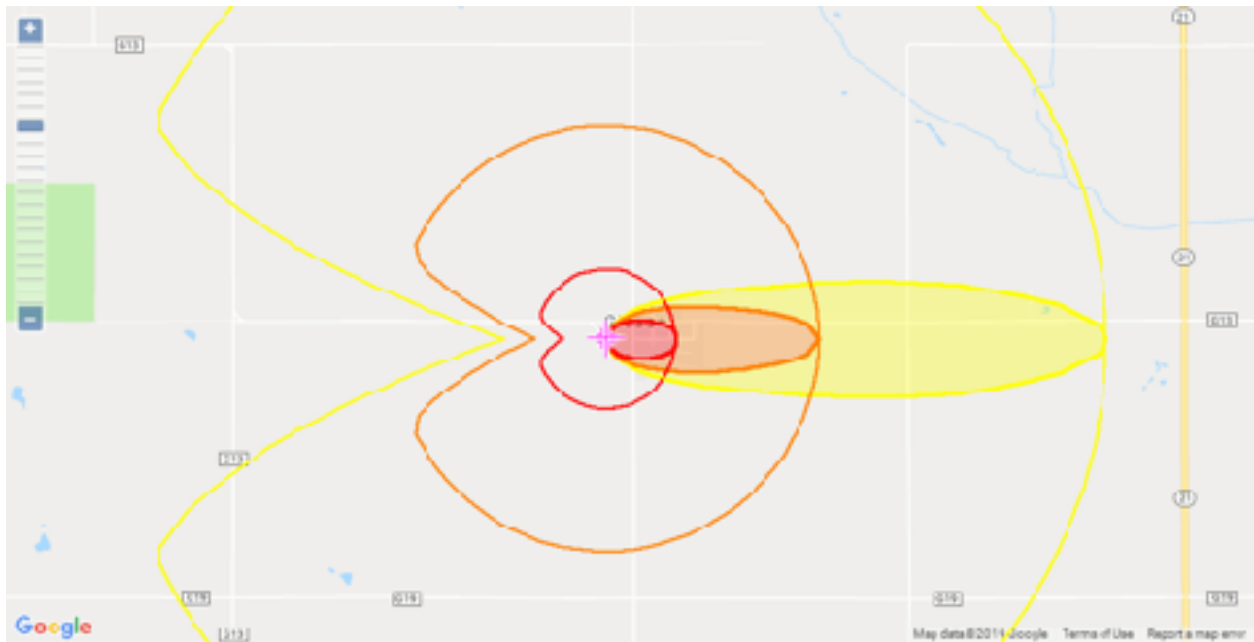
Thornburg, Iowa Local Maps/Information



Hazard Materials for fixed facilities for City of Keswick and City of Gibson

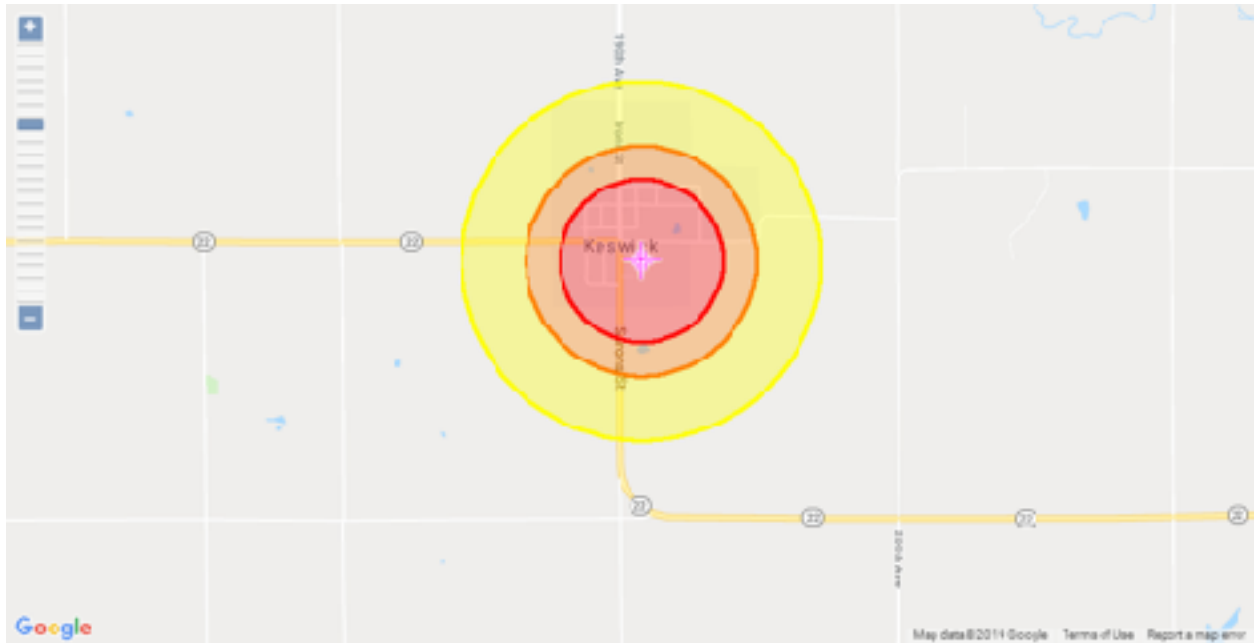
Please note Tri-County Community School District is out of the vulnerable areas.*

Nutrien Ag Solutions – Gibson



No Critical Facilities

Multi County Oil Co. – Keswick, Iowa

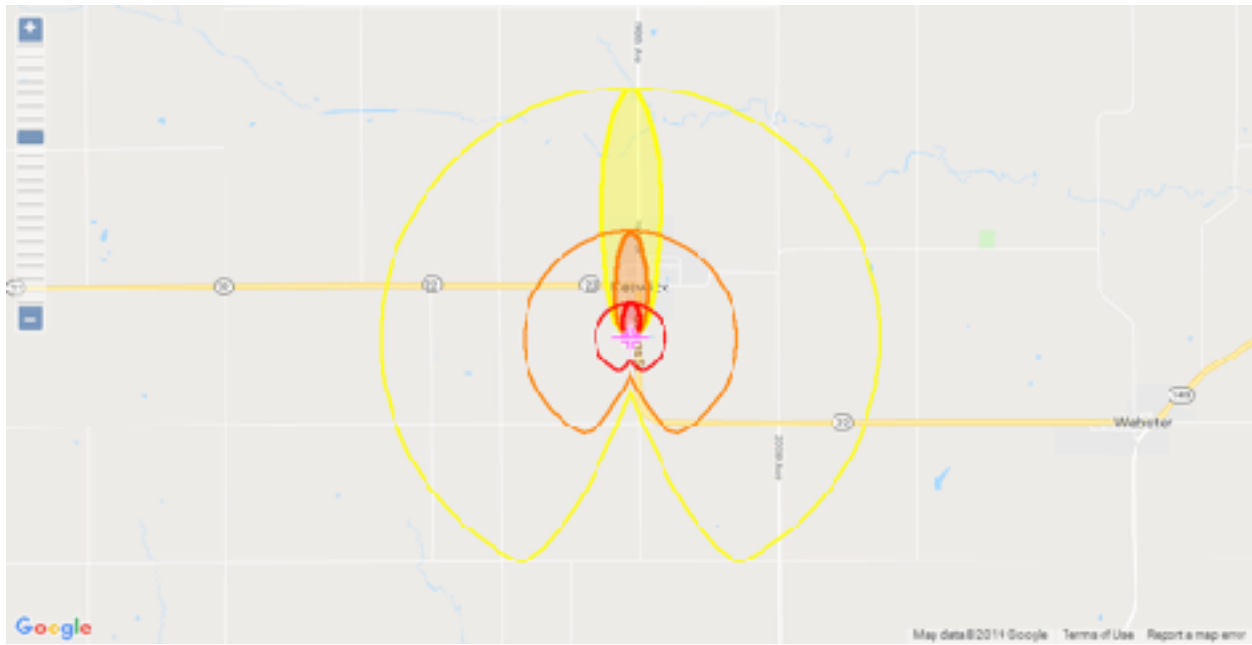


Critical Facilities: Keswick Volunteer Fire Department

125 S. Irons St.

Keswick, Iowa 50136 319-738-3473

Nutrien Ag Solutions – Keswick



Critical Facilities: Keswick Volunteer Fire Department

125 S. Irons St.

Keswick, Iowa 50136 319-738-3473

Emergency Reunification Annex

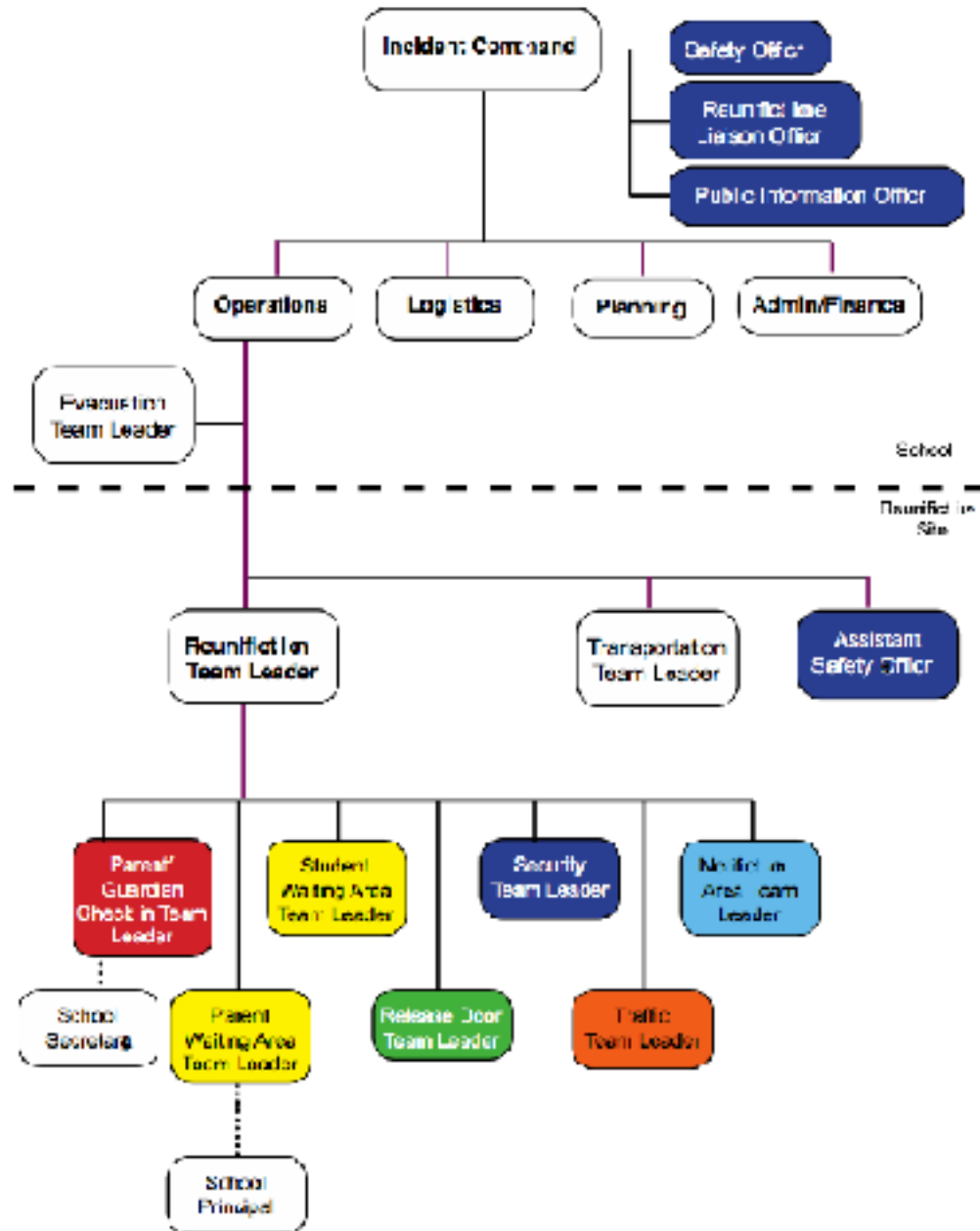
2019

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Purpose

The purpose of this plan to is develop a process of family reunification that ensures the safe, orderly, and documented reunion of students and families in the event of an emergency evacuation or school closing. This plan provides guidance to school personnel and members of the Reunification Team of the Heartland Area Education Agency. This plan serves the students of Tri-County Community School District.

Scope



Roles and Responsibilities

The Reunification Plan outlines the roles and responsibilities of the Reunification Team and provides specific information on the responsibilities, equipment, and tasks associated with each reunification team member role. This plan may be activated by the school Principal, Vice Principal, or designee following a school evacuation requiring supervision of students, accountability of students following an event, and/or confirmation of reunification with a parent or guardian.

References to oversight, management, and implementation of this plan can be found in the school Emergency Operations Plan.

Assumptions

The following assumptions apply to activities associated with this plan:

- A plan has been developed and training has occurred for evacuation of students and school personnel.
- A plan for transporting students to the reunification site has been developed.
- The reunification process will be carried out by XXXXXXXX who have received training on this plan.
- Teachers and staff have been trained on this plan and understand their roles and responsibilities in the reunification process.
- While some emergencies are slow to develop, others occur without warning. The rate at which the emergency occurs may impact the ability to coordinate personnel, equipment or other resources to support reunification operations.
- In some emergencies, students may have left the school ground and require reunification with families on their own. Under these circumstances, students have been encouraged to notify parents or guardians as soon as possible.
- Persons other than those listed on the student's emergency release card will try to pick up students during an emergency.
- The responsibilities for teachers and school staff will remain as described in the school emergency operations plan.
- The Law Enforcement will request access to the reunification site upon activation of this plan.
- Some parents or guardians may be reluctant to fully cooperate with the family reunification process.
- Parents or guardians may be emotional when arriving at the school.

Color Codes

This plan adopts a color-coded system of moving parents through the reunification process. Parents will STOP at the red check-in desk, WAIT in the yellow waiting area, and GO through the green release gate once reunification is complete. The intent is to create a visual component and increase awareness regarding progression through

the process. All documentation for staff roles and responsibilities correspond to the affiliated color code as do directional signs and instructions.

AEA Reunification team members will wear colored wristbands that signify their current team assignment. Team members should sign into their team upon arrival. If reassigned to another team, the member should indicate the team check-out time and reassignment on the team sign-in/out sheet. No staff member should change teams without the approval of leadership.

Reunification Site Selection

Reunification sites are preselected and assigned as needed per request. Tri-County Community School District is responsible for coordination and selection of each site following law enforcement, school, or district requests.

Agency	Role	Contact Information
Keokuk County Emergency Management	Management of Reunification	Larry Smith (641) 622-2528
City of Sigourney Police Department	Site Security Traffic Control	911
City of What Cheer Fire	Site Safety and Security	911
City of Sigourney EMS	Medical care/First Aid	911
Great Prairie Education Agency	Reunification of parents/ guardians and students	Kathy Utterback, (641)660-1508 Social Worker Nathan Wood, Regional Director (641)660-9912

Plan Activation

The decision to activate the reunification plan can be based on a variety of factors including the safety of children, the nature of the emergency, and the complexity of the incident. The School Principal, Athletic Director or designee may activate this plan as necessary following an event requiring relocation of students. This includes, but is not limited to, an active shooter/intruder event, natural disaster, or facilities issue that deems the building unsafe for students.

Support for reunification will be provided by the following: (Reunification site roles only)

Students will be moved to the reunification site, the Football Field with their teachers as described in the School Evacuation Annex and the School Transportation Plan.

All students will remain together with their teacher at the reunification site. It is recommended that teachers be prepared with activities for their students that will help reduce emergency-based trauma.

Students

Upon activation of this plan, students will be moved to the reunification site by bus. The school Principal will contact Keokuk County Emergency Management to request transportation and activate the School Emergency Evacuation Plan. Throughout the process, students should remain with their teacher and classmates. Students requiring minor medical attention should be escorted to the first aid station.

Parents

Parents are notified as described in the Communication Annex and informed regarding the reunification location. They should be reminded to bring a government issued photo ID such as a driver's license and instructed to follow signage upon arrival to begin the check-in process. (See Parent/Guardian Check-in Area for a description of the processes).

It is likely that parents will arrive at the reunification site prior to the reunification team, school staff, and students. In anticipation of this event:

- Parents are educated and informed regarding the reunification process in advance of an emergency.
- Law enforcement and security personnel are located around the reunification site to increase compliance with the process and encourage cooperation.
- All parents and guardians have received a copy of the NCMEC Family Emergency Playbook and are encouraged to develop an emergency plan in the event families are separated in an emergency.

Roles and Responsibilities

Principal, Jennifer Berg

The Principal will accompany the first bus of students to the reunification site and assist with communication with parents in the Parent Waiting Area along with all available clergy.

Athletic Director, Scott Edmundson

The Athletic Director will initiate and manage the evacuation of students and staff in accordance with the Emergency Evacuation Annex.

Secretary, June Williams

The School Secretary or designee will accompany the first bus with children to the reunification site and assist the Parent Check-In Team with records management and authorization for parent/guardian.

The chart on the following page defines the Command Structure that will be utilized in the St Pius reunification process.

Teachers

Teachers are to remain with their students at all times. They should assure that their students are transported to the reunification site as a group and remain as a group throughout the process whenever possible.

Reunification Response Team

The nature of the emergency may dictate the roles and responsibilities associated with reunification. While the players may change, the tasks associated with each role are fairly constant. All individuals in the positions identified below, excluding Notification Team Members, are cross-trained on all team roles and responsibilities and may be moved to tasks as needed. Notification Team Members have received specialized training in dealing with various mental health aspects associated with reunification and should remain on the Notification Team with affected families.

- Reunification Liaison Officer
- Safety Officer: Keokuk County Sheriff
 - Assistant Safety Officer: Keokuk County Deputies
- Reunification Team Leader: Jennifer Berg
- Reunification Logistics Officer: Scott Edmundson
- Parent Check-in Team Leader: Jenna Van Maanen

- Parent Check-in Support Staff: Penny Krumm, Greg Sowers, Jennifer Zebuhr, and Marina Flores
- Notification Team Leader: Jamie Maxwell
 - Notification Team Support Staff: Shelly Andre, Sonja Anderson, Patty Davis
- Student Waiting Area Team Leader: Paula Kirkpatrick
 - Student Waiting Area Support Staff: Jill Hall, Tami Foubert, Sabrina Ryan, Jeff Follman
- Parent Waiting Area Team Leader: June Williams
 - Parent Waiting Area Support Staff: Shelly Koehn, Mary Brainard, Megan Snakenberg, Amanda Sowers
- Reunification Area Team Leader: Dara Fisher
 - Reunification Area Support Staff: Barb Seaton, Marina Flores, Melanie Tygart
- Release Door Team Leader: Vince Hrasky
 - Release Door Support Staff: Shelly Andre, Dylan Springer, Jody Prell, Tammy Pierce
- Security Leader: Bari Parrott
 - Security Support Staff: Andy Thomas, Mike Streigel, Greg Sowers
- Traffic Leader: Sheriff's Department
 - Traffic Support Staff: Josh Icenbice and Tim Ehrham

Appendix 1

Classroom Go-Kit's

- Classroom Roster
- Parent/Guardian Emergency Contact Information
- Water
- Snacks (granola, fruit bars, etc..)
- Blanket
- First Aid Kit

