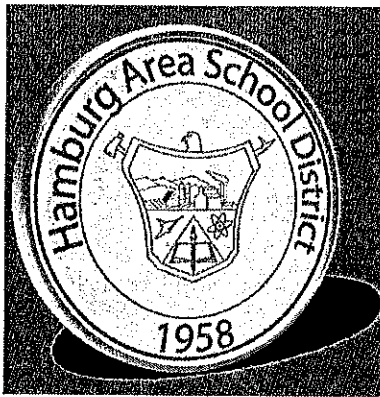


# Emergency Operations Plan

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HAMBURG AREA SCHOOL DISTRICT

**2024 - 2025**



## Promulgation and Policy Statement

The Hamburg Area School District is committed to the safety and security of students, faculty, staff, and visitors at all its locations. To support that commitment, the School Board has asked for a thorough review of the district's emergency protection, mitigation, prevention, preparedness, response, and recovery procedures relevant to natural, technological, and human-caused disasters.

The Emergency Operations Plan (EOP) that follows is the official policy of the Hamburg Area School District. It is a result of a comprehensive review and update of school policies in the context of its location in Berks County, Pennsylvania, and in the current world situation. It gives both the authority and the responsibility to Hamburg Area School District officials to perform their tasks before, during, or after an incident.

We support its recommendations and commit the Hamburg Area School District resources to ongoing training, exercises, and maintenance required to keep it current.

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the Hamburg Area School District community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories are essential.

## Acknowledgment and Implementation

This emergency operations plan is effective immediately and supersedes all previous editions. The undersigned have delegation of authority for specific modifications that can be made to the plan without prior approval.



Hamburg Area School District, SUPERINTENDENT

8/13/2024

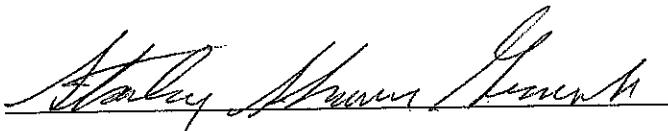
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Hamburg Area School District, BOARD PRESIDENT

8-12-24

DATE



SAFE SCHOOLS COORDINATOR

8-13-2024

DATE

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The Hamburg Area School District is located in Berks County and within the boroughs of Hamburg and Shoemakersville, and the townships of Perry, Windsor, Tilden, Upper Bern, and Upper Tulpehocken, encompassing 103 square miles and serves a total population of 17,366. The District's Administration Office is located at 701 Windsor Street, Hamburg PA 19526. The Hamburg Area School District is made up of 4 buildings listed below.

SCHOOL NAME	SCHOOL ADDRESS	COUNTY	MUNICIPALITY	STAFF/STUDENTS
High School	701 Windsor Street, Hamburg Pa 19526	Berks	Hamburg	95/665
Middle School	711 Windsor Street, Hamburg Pa 19526	Berks	Windsor	75/439
Perry El.	201 North 4 <sup>th</sup> Street, Shoemakersville, PA 19555	Berks	Perry	55/340
Tilden El.	524 West State Street, Hamburg PA, 19526	Berks	Tilden	65/580

Building emergency plans and floor layouts or maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, and utility shut-offs are found under separate cover.

#### **5. Transportation Information - ESHELMAN TRANSPORTATION**

The Hamburg Area School District contracts Eshelman Transportation with a fleet consisting of over 42 vehicles that are specialized for the task of transporting a varied student body in support of HASD programs and for the school programs of Berks and surrounding Counties. In addition, Eshelman transports field trip students throughout the eastern Pennsylvania area. Eshelman transports about 1,800 students each school day on its vehicles and contracts over 42 transportation staff members including drivers, assistants, vehicle technicians, and office staff. HASD is overjoyed to be able to provide its school district with the best possible school bus and van services through Eshelman Transportation.

#### **D. Coordination with Emergency First Responders**

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, and emergency agencies, as well as mental health and other community organizations. Our Hamburg Area School District EOP includes planning with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident. Our school planning may include a Memorandum of Understanding (MOU) or other written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy will be maintained with other important documents related to this school emergency operations plan in Appendix A (example). Planning should specify the type of communication and services provided by one agency to another. In accordance with State law, our plan has been shared with our first response agencies, Hamburg EMS as well as, and Berks County Emergency Management Agencies (EMAs).

#### **E. Hazards Analysis Summary**

Hamburg Area School District is exposed to many hazards which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Berks County Department of Emergency Services and local municipalities maintain an Emergency Operations Plan (EOP) to address hazards and incidents. The HASD EOP has been developed to fit into the Berks County and local municipalities EOP.

A hazard analysis has been completed for the Hamburg Area School District. A listing of the most likely hazards and vulnerabilities is provided in Table 1.

**TABLE 1. HIGH-PRIORITY HAZARDS**

HAZARD	PROBABILTY	ANNEX
Flood	Medium	Severe Weather Annex
Severe Weather	High	Severe Weather Annex
Medical Emergency	High	Medical Emergencies Annex
Fire/Explosion	Low	Fire/Explosion Annex
Threat of Violence	Medium	Threat of Violence Annex
Fight/Disturbance/Gangs	High	Fight/Disturbance/Gangs
Power or Systems Failure	Medium	Systems Failure Annex
Gas Leak/Smell	Medium	Gas Leak
Hostage	Low	Hostage Annex
Armed Intruder	Low	Armed Intruder Annex
School Bus Emergencies	High	School Bus Emergencies Annex
Bomb Threat	Medium	Bomb Threat Annex
Student Demonstration/Civil Unrest	Medium	Student Demonstration/Civil Unrest Annex
Missing Student/Kidnapping	Low	Missing Student Annex
Suicide/Death of Student	Medium	Suicide/Death of Student Annex
HazMat/Chemical Spill	Medium	Hazardous Materials Annex
Cyber Attack	Medium	Cyber Security Annex
Nuclear Power Plant	Low	Nuclear Power Plant Annex
Infectious Disease/Contamination	Low	Infectious Disease/Contamination Annex

## F. Assumptions and Limitations

### 1. Planning Assumptions

- The school community will continue to be exposed and subject to hazards and incidents, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place, including after-school activities. 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 (e.g., fire gas main breakage) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be several injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Since it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, can prevent or reduce incident-related losses.
- Maintaining the school EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to participate in training and conduct periodic emergency drills and exercises can improve the school's readiness to respond to incidents.

- A spirit of volunteerism among school employees, students and families will help provide assistance and support to emergency response efforts.
- Per Commonwealth law, school buildings will be made available to municipal, county, and state officials for emergency planning, exercise purposes, and actual service as mass-care facilities in the event of a community emergency evacuation.
- Per Commonwealth law, school bus and transportation vehicles owned or leased by universities, colleges, and school districts shall be made available to local, county, and state officials for emergency planning, exercise purposes, and actual service in the event of a community emergency evacuation.
- The Hamburg Area School District has developed this plan striving to be in compliance with the FEMA, *"Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101."*
- The Hamburg Area School District has likewise developed this plan striving to be consistent with the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center's: *"Guide for Developing High-Quality Emergency Operations Plans for K-12 Schools."*
- Per Commonwealth law, the Hamburg Area School District has developed this plan striving to be in compliance with Pennsylvania Emergency Management Agency "Multi-Hazard Planning Toolkit."
- The Hamburg Area School District has developed this plan using federal, state, and local best practices.
- The Hamburg Area School District emergency operations program will follow the National Incident Management System (NIMS) guidelines.

## **2. Planning Limitations**

It is the policy of the Hamburg Area School District that no guarantee is implied by this plan of an ideal emergency response and incident management system. As personnel and resources may be overwhelmed, the Hamburg Area School District can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

## **Section 3.0 Concept of Operations**

### **A. Objectives**

The objectives of the Hamburg Area School District emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel, should an emergency affect the school, and to return to normal operations as quickly as possible to support students, staff, and the community. To meet these objectives, the Hamburg Area School District shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

### **B. General**

- It is the responsibility of Hamburg Area School District officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect Hamburg Area School District.
- It is the responsibility of the Hamburg Area School District to provide in-service emergency response education for all school and office personnel.
- It is the responsibility of the Director of School Safety and Security to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
- To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

- This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. For example, the warning annex addresses techniques that can be used to warn staff, students, and parents during any emergency situation, whatever the cause.
- The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. It is encouraged to utilize the ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel will be trained in ICS.
- The Hamburg Area School District will conduct emergency response training, drills, etc. as required by law.
- Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The Hamburg Area School District is charged with ensuring the training and equipment necessary for an appropriate response are in place.
- This plan is based upon the concept that the emergency functions that must be performed by the Hamburg Area School District generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Personnel and equipment resources are limited; some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.
- Local government is responsible for organizing, training, and equipping local emergency responders and emergency management personnel, providing appropriate emergency facilities, providing suitable warning and communications systems, and for contracting for emergency services. The state and federal governments offer programs that provide some assistance with portions of these responsibilities.

## C. Operational Guidance

### 1. Initial Response

Hamburg Area School District personnel are likely to be the first on the scene of an emergency situation within the school. They will normally take charge and activate an emergency response and remain in charge of the incident until it is resolved or others who have legal authority to do so assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

The Superintendent/Principal or Director of School Safety will be responsible for activating the Hamburg Area School District Emergency Operations Plan and the relevant annex(es) which may include:

### 2. Standard Response Protocol (SRP)

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility.

The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive". Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.



- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

### 3. Notification Procedure

- In case of an incident at any district facility, the flow of information shall be from the school principal/designee to the district office. Information should include the nature of the incident and the impact on the facility, students, and staff.
- In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school principal/designee. Specific guidelines and means of communications are found in the individual annexes and appendices.

### 4. Training and Exercise

Hamburg Area School District understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the Hamburg Area School District plan and the most current procedures, the following training, drill, and exercise actions will occur:

- Training and refresher training sessions shall be conducted for all Hamburg Area School District personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance.
- Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials, such as annexes and appendices. Input from all employees is encouraged.
- Hamburg Area School District will plan for the appropriate mandated number of drills and exercises during the school year. The types of drills and exercises will be determined by the Superintendent/Director of School Safety and Security/Principal.
- Hamburg Area School District will participate in any external drills or exercises sponsored by local emergency responders. Availability of Hamburg Area School District personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the District/School's ability to respond to and deal with emergencies.

### D. Phases of Emergency Management

This plan addresses emergency actions that are conducted during all five phases of emergency management. The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after the incident.

1. **Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.
2. **Mitigation:** Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.
3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. Examples:

Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.

4. **Response:** Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
5. **Recovery:** Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

#### **E. National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

As part of its NIMS implementation, HASD participates in the local government's NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff who assume roles described in this plan will receive ICS-100 training.
- Complete NIMS awareness course IS-700 NIMS: An Introduction.
- Participate in local government's NIMS preparedness program and incorporate the District EOP into the Berks County Department of Emergency Services EOP.

#### **F. Incident Command System (ICS)**

- Hamburg Area School District will employ the Incident Command System (ICS) in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- The Incident Commander (IC) is responsible for carrying out the ICS function of command, managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.
- This plan has been developed and reviewed with the support of our local first responders. In reviewing this plan, the local first responders concur and support our commitment to employ ICS standards and processes when responding to, or training for prospective events.

#### **G. Implementation of the Incident Command System (ICS)**

- The designated Incident Commander (IC) for the Hamburg Area School District will implement the ICS and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
- For disaster situations, a specific incident scene may not exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warnings to the public. As the potential threat becomes clearer and a specific impact site or sites are identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community-wide disaster.

#### **H. Incident Command System (ICS) / Emergency Operations Center (EOC) Interface**

For community-wide disasters, the Municipal and/or County EOC may be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the incident command and the EOC. A general division of responsibilities is outlined below.

**The ICS is generally responsible for field operations, including:**

- Isolating the scene.
- Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
- Providing warnings and emergency instructions to district/school staff, students, and emergency responders in the area of the incident.
- Determine and implement protective measures for the district/school staff, students and emergency responders in the immediate area of the incident.
- Implementing traffic control procedures in and around the incident.
- Requesting additional resources from the EOC.

**The EOC is generally responsible for:**

- Providing resource support for the incident command.
- Issuing community-wide warnings.
- Issuing instructions and providing information to the public.
- Organizing and implementing a large-scale evacuation.
- Organizing and implementing sheltering for community evacuees.

In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes, such as an Area Command. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

#### **I. Source and Use of Resources**

Hamburg Area School District will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

- Maintain an inventory of organizational response assets, equipment, and supplies.
- Request assistance from volunteer groups active in disasters.
- Request assistance from industry or individuals who have resources need to assist with the emergency.

#### **J. Physical and Psychological Safety**

The physical safety of students, faculty, staff, and others in the community during an incident is addressed throughout every annex.

In addition to physical safety, this EOP ensures provisions for supporting the psychological safety of students, faculty, staff, and others in the community during an incident. These provisions are aligned with best practice based programs and research-based practices and are in alignment with NASP PREPaRE trainings.

This EOP, in compliance with PA Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel. These strategies, and additional information regarding psychological safety, are located in the Mental Health and Safety Annex.

## **Section 4.0 Organization and Assignment of Responsibilities**

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the responsibilities to be performed by position and organization.

A building principal and/or assistant principal may need assistance in managing all of the aspects associated with an incident. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. 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.

### **School Organization – Description/relationship between district and school**

#### **A. School Board**

- Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- Review school construction and renovation projects for safety.

#### **B. Executive Director/Superintendent**

- Appoint a district Safe School Coordinator to assist in planning and review.
- Consult with the local Emergency Management Office to analyze system needs regarding emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- Develop and coordinate in-service emergency response education for all Hamburg Area School District personnel.
- Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- Authorize implementation of emergency preparedness curriculum.
- Serves as the principal coordinator for NIMS planning implementation.
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.

- Have overall decision-making authority in the event of an emergency until emergency responders arrive.
- Monitor the emergency response during emergency situations and provide directions where appropriate.
- With the assistance of the Public Information Officer, keep the public informed during emergencies.
- Stay in contact with the leaders of the emergency service agencies working with the emergency.
- Keep the school board informed of emergency status.
- Request assistance from local emergency services when necessary.
- Support the needs of families of students or staff members who may have been transported to hospitals.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other schools or community sites such as community emergency shelters or hospitals.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

**C. School/District Safety Planning Committee**

- Consists of school administration, principal, teacher(s), school maintenance, law enforcement, fire, EMA, local and county EMA, school nurse, school district solicitors, school counselors, school resource officer and/or security personnel; as practical.
- Serves as the staff advisor to the [superintendent and principal] on emergency management matters.
- Keep the [Superintendent and Principal apprised of the preparedness status and emergency management needs.
- Coordinate local planning, preparedness activities, and the maintenance of this plan.
- Establish Incident Command Post (ICP) and alternate ICP locations in coordination with responding law enforcement, fire, and EMS.
- Per Commonwealth law, develop and update supporting ICP documentation detailed in 22 PA Code § 10.24.
- Prepare and maintain a resource inventory.
- Arrange appropriate training for district emergency management personnel and emergency responders.
- Coordinate periodic emergency exercises to test emergency plans and training.
- Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- Coordinate with organized volunteer groups and businesses regarding emergency operations.

**D. Principal/Building Administrator/Director of School Safety**

- Serves as the Incident Commander or delegates authority to a qualified individual.
- Retains the overall responsibility for the safety of students and staff.
- Manage school policy-level activities.
- Interface with agencies and parents.
- Coordinate between the Superintendent and incident management.
- Provide potential student and staff outbreak and pandemic threat information to their municipal EMA and PA Department of Health.
- Encourage all staff members to develop personal and family emergency plans.

**E. Public Information Officer**

- Serves as the first line point of contact with representatives of the media for the district.
- Coordinates with the Superintendent or designee on content of news releases.
- Coordinates media briefings, as necessary.
- Coordinates news releases with other Public Information Officers (Fire, Law Enforcement, Emergency Management).

#### **F. Teachers**

- Supervising students under their charge.
- Take steps to ensure the safety of students, staff and other individuals in the implementation of protective actions and incident management protocols established in the HASD EOP.
- Direct students in implementation of protective actions.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Principal/Incident Commander.
- Execute assignments as directed by the Principal/ 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 will be trained and certified in first aid and CPR.

#### **G. Instructional Assistants**

- Assist teachers as directed.

#### **H. Counselors/Social Workers/Psychologists/Home School Visitor**

- Take steps to ensure the mental well-being of students, staff and other individuals.
- Render psychological 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 Principal/ Incident Commander.
- Assist with crisis intervention and recovery processes.

#### **I. School Nurses/Health Assistants**

- Administer first-aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide medical care.
- Organize first-aid and medical supplies.
- Manage student medications and go kits.
- Provide potential student and staff outbreak and pandemic threat information to the Principal/Incident Commander.
- Communicate public health protective actions to students and staff.

#### **J. Custodial/Maintenance Personnel**

- Survey and report building damage to the Principal/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 the Principal/Incident Commander informed of school conditions.

#### **K. School Secretary/Office Staff**

- 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 Principal/Incident Commander.
- Provide assistance to the principal.
- Monitor emergency broadcasts and provide updates to the Principal/Incident Commander.

#### **L. Food Service/Cafeteria Workers**

- Use, prepare, and serve food and water to students and staff.
- Executing assignments as directed by the Incident Commander.

#### **M. Transportation Providers**

- Transfer students to new location when directed.
- Execute assignments as directed by the Principal/Incident Commander.
- Transport individuals in need of medical attention, as necessary.

#### **N. Technology/Information Services**

- Coordinate use of technology.
- Assist in establishment/maintenance of emergency communications network.
- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- Establish and maintain computer communication with the district office and other agencies.
- Establish and maintain student and staff database in support of the incident.
- Report problems in communication systems to the Principal/Incident Commander.

#### **O. Coaches/After-School Personnel**

- Supervising students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of protective actions and incident management protocols established in the HASD EOP.
- Direct students and other individuals in implementation of protective actions.
- Take attendance when class/program relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Principal/Incident Commander.
- Execute assignments as directed by the Principal/ 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.
- Be familiar with AED/First Aid kit locations and render first-aid if necessary.

#### **P. Students (Age-Appropriate)**

- Cooperate during emergency training, drills, and exercises, and during an incident.
- Be responsible for themselves and others in an incident.
- Report situations of concern.
- Take an active part in school incident response/recovery activities, as age appropriate.

#### **Q. Parents/Guardians**

- Encourage and support school safety and violence prevention programs.
- Support service projects to promote school incident preparedness.
- Provide the school with requested emergency contact information.
- Practice emergency preparedness in the home.
- Follow guidance provided during a school emergency.

#### **R. Intermediate Unit Staff**

- Provide training in support of general education, special needs, safety, and planning.
- Provide emergency crisis counseling to students and staff.
- Liaison with Pennsylvania Department of Education at the request of the Superintendent.
- Support family reunification, as requested by the Principal/Incident Commander.

#### **S. Emergency Organizations**

##### **Local Law Enforcement**

- Participate in school safety/planning committee meetings, as needed.

- Participate in risk assessment of security of buildings and grounds when requested.
- Respond to law enforcement emergency at the school.
- Assume Incident Commander or lead operations function in armed intruder incident.
- Provide security to school incident scenes, as resources permit.
- Develop Memorandum of Understanding (MOU) with school district.

#### **Fire Department / EMS**

- Provide suppression services, as needed.
- Provide emergency medical services, as needed.
- Provide fire police for traffic control, as needed.

#### **Public Works**

- Provide information on water, sewage, road construction and repair to the Incident Commander.
- Provide perimeter and traffic control equipment, as requested.
- Maintain list of resources.

#### **Municipal Emergency Management Coordinator**

- Coordinate municipal emergency support services to school, as requested.
- Coordinate development and maintenance of the municipal EOP.
- Coordinate with County EMA when municipal resources are committed, and mutual aid is exhausted.

#### **County Emergency Management Agency**

- Coordinate county emergency support services to school, as requested by municipality.
- Develop and maintain the County EOP.
- Request mutual aid from adjacent counties, its Regional Task Force, or from the Pennsylvania Emergency Management (PEMA), as needed.

## **Section 5.0 Direction, Control & Coordination**

### **A. Incident Command System Activation**

To provide for the effective direction and control of an incident impacting the health and safety of the district, this Multi-hazard Emergency Operations Plan (EOP) will be activated. The superintendent or designee will provide guidance for the direction and control of an incident according to the National Incident Management System (NIMS) and the emergency management program. The district will implement the Incident Command System (ICS) to manage the incident. Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification.

1. The first ICS trained individual to arrive at the incident will serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP), assign individuals to fill positions in order to effectively respond to the incident, direct the on-scene response from the ICP, and provide an assessment of the situation to district officials and responding agencies.
2. It is understood, that as an incident intensifies and additional agencies arrive on scene, the ICS structure may change. For example, during an active-shooter incident, the initial ICS would be a single incident command, with the school providing the Incident Commander. However, upon arrival of law enforcement personnel this incident commander role may transfer from the school to a law enforcement lead, or the law enforcement lead may possibly be assigned to operations functions. Although the ICS structure may change, many of the Hamburg Area School District responsibilities may not. The below detailed school and district roles will be critical for the successful management of the incident.



3. In an incident impacting the community, the local office of emergency management may activate their Emergency Operations Center (EOC) to manage the response. A representative from the district, with decision-making authority, will be sent to the EOC to support and coordinate district activities.

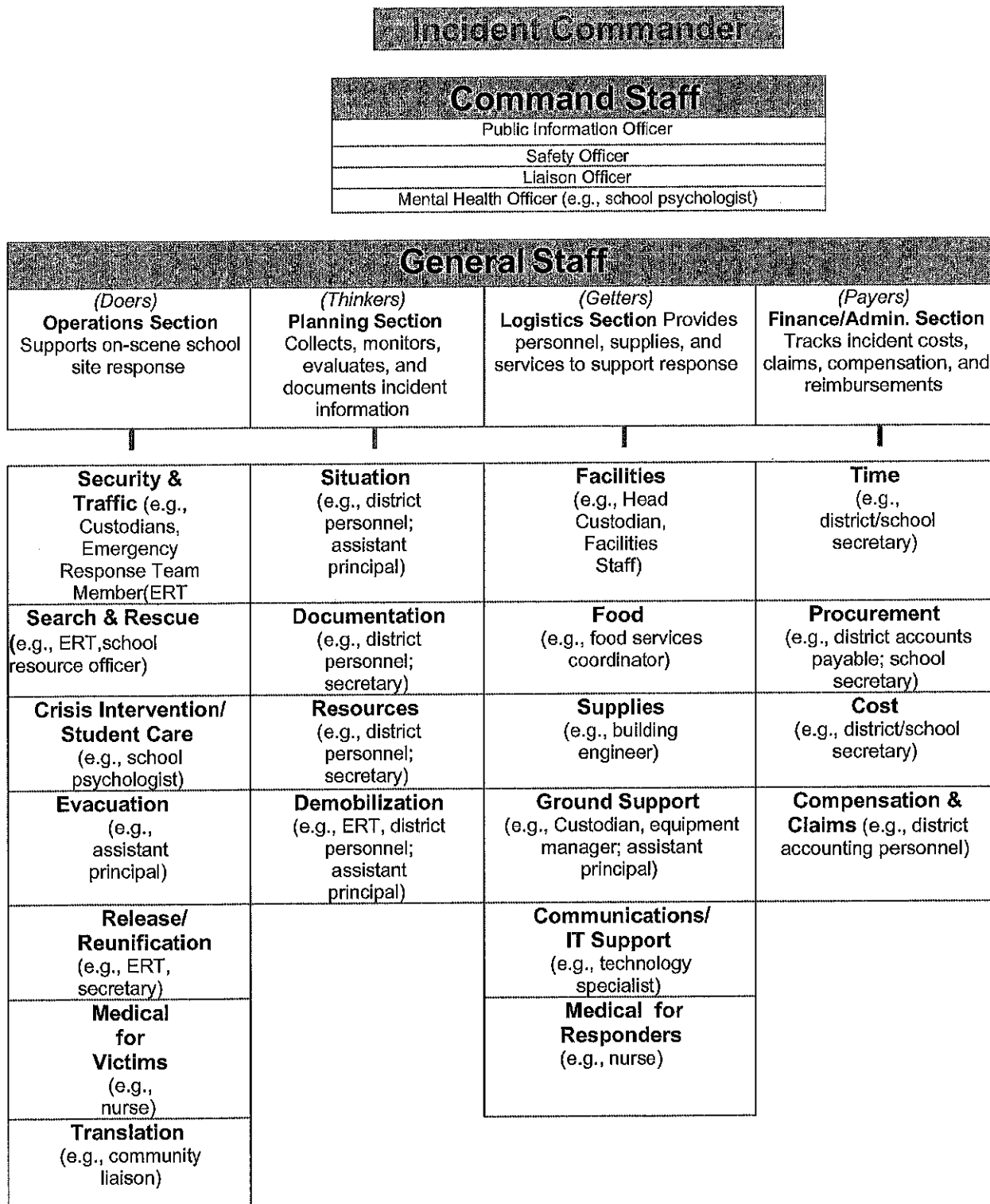
## **B. Chain of Command**

The Hamburg Area School has established the following line of succession for making district decisions during an emergency incident:

1. Superintendent
2. Chief of Operations
3. Chief Learning Officer

## C. School Incident Command System

A school's command system can be used to manage emergency incidents or non-emergency events such as graduations o, athletic events, or celebrations. The system is flexible to meet the school's needs. See figure below:



Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-determined based on training and qualifications. Established roles and expanded

responsibilities for each can be found in the HASD ***Incident Command and Emergency Operations Center Protocols*** document.

It is understood that as an incident intensifies and additional agencies arrive on the scene, the ICS structure may change. For example, during an active-shooter incident, the initial ICS would be a single incident command, with the school providing the incident commander. However, upon arrival of law enforcement personnel the incident commander may transfer from the school to a law enforcement lead, or the law enforcement lead may possibly be assigned to the operations functions. Although the ICS structure may change, many of the district's responsibilities may not.

The below detailed district roles may be critical for the successful management of the incident.

### **1. Incident Commander (IC) & Command Staff**

The Incident Commander directs tactical on-scene operations. The principal initially may be the Incident Commander until a coordinated incident command system (ICS) is established with local authorities. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities.

The IC may delegate authority for performance of certain activities to a **COMMAND STAFF** which includes:

- **Public Information Officer**: Serves as the conduit for information to internal and external stakeholders, including the media or caregivers.
- **Safety Officer**: Monitors safety conditions and develops measures for ensuring the safety of all response personnel.
- **Liaison Officer**: Serves as the primary contact for supporting agencies assisting with incident response.
- **Mental Health Officer**: Has training as a school-employed mental health professional (e.g., school psychologist, counselor, social worker), and coordinates mental health support services for school district responders. This officer is given authority to determine that a given responder is unable to fulfill his or her responsibilities as a consequence of the responder's traumatic stress.

#### **The Incident Commander's responsibilities include:**

- Assume overall direction of all incident management activities based on procedures outlined in the EOP.
- Delegates responsibility to COMMAND STAFF as appropriate.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement school protective actions or other incident management protocols as established in the EOP (i.e., Standard Response Protocols).
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with and ensuring communication with emergency services personnel.
- Keep the principal/superintendent and other officials informed of the situation.
- Ensure the proper transfer of command when/if a more qualified Incident Commander arrives on scene.

### **2. Operation Section**

When activated, the Operations Section coordinates all tactical operations including implementation of response/recovery activities according to procedures and protocols established by HASD in an incident action plan. Procedures and protocols will address 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:**

- Communicate from scene to IC.
- Analyze school staffing to support their Family Reunification Annex, and implementation.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and power them off only if danger exists or if directed by the 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.
- Assess and provide 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.
- Activate and coordinate actions of Operations Section Support Teams, as needed in the incident.

### **3.Planning Section**

When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities.

**Duties may include:**

- Developing the Incident Action Plan (IAP).
- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops, assisting with ongoing planning efforts and maintaining the incident time log.
- Maintain incident documentation.
- Part of response debriefing post event.

The IC determines if there is a need for a Planning Section and if so, designates a Planning Section Chief. If no Planning Section is established, the IC performs all planning functions. It is up to the Planning Section Chief to activate any additional staffing needed.

### **4.Logistics Section**

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling volunteer teams; and facilitating communication among incident responders. The Logistics Section may escalate to a primary function in an extended incident.

**Additional responsibilities may include:**

- Establishing and overseeing the communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
- Establishing and maintaining school and classroom first-aid kits, coordinating access to and distributing supplies during an incident and monitoring inventory of supplies and equipment.
- Order, obtain, maintain, and account for essential personnel, equipment, and supplies.
- Provide communication planning and resources.
- Set up food services.
- Set up and maintain incident facilities.
- Provide support transportation.
- Provide medical services to incident personnel/responders (not injured students).

The IC determines if there is a need for a Logistics Section, and if so, designates an individual to fill the position of the Logistics Section Chief. The Logistic Section Chief helps make sure that adequate resources (personnel, supplies, and equipment) are obtained for meeting the incident objectives. The Logistics and Finance Sections have to work closely to contract for and purchase goods and services needed at the incident.

#### **5. Finance/Administration Section**

When activated, the 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 may include:**

- Assuming responsibility for overall documentation and recordkeeping activities.
- Photographing or videotaping damage to property, when possible.
- Developing a system to monitor and track expenses and financial losses and securing all records.
- Negotiate contracts and monitor performance.
- Perform timekeeping.
- Conduct cost analysis.
- Oversee compensation for injury or damage to property.
- Hold a critical position if the crisis incident qualifies as a federal or state emergency.

The IC determines if there is a need for a Finance/Administration Section, and if so, designates an individual to fill the position of the Finance/Administration Section Chief. This section addresses incidents that require incident- specific financial management. On some incidents, the Finance/Administration actions are not completed at the incident scene; rather, this function is handled within the district office.

#### **D. Coordination with Responders**

Interagency agreements are an integral component of our School EOP to aid timely communication with community partners. Agreements with these agencies (including mental health, law enforcement, and fire departments) help coordinate services between the agencies and HASD. These agreements specify the type of communication and services available to one another.

#### **E. Source and Use of Resources**

HASD will use its own resources and equipment, in addition to resources provided by the district. A detailed listing of HASD memorandums of understanding (MOU) is found under separate cover in an EOP Annex.

### **Section 6.0 Communications**

Communication is a critical part of incident management and response. HASD's communications annex supports the mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community, and the media. Templates for statements/ press releases, and media contacts at the major television, internet, and radio stations are maintained by the PIO/Chief Learning Officer and located in the Communications Annex and/or the HASD's Crisis Communication Plan.

### **Section 7.0 Information Collection, Analysis, and Dissemination**

HASD will collect, analyze, and disseminate information before, during, and after an incident.

#### **A. Type of Information**

Before and during an incident, HASD will assign administrative staff to monitor on a daily basis the weather, community climate, known local law enforcement activity, and school incidents to develop a common operating picture. This information will be analyzed and shared with school administrators. After an incident, our District will assign staff to monitor online and available resources (such as, social media, news media, student, staff, and parental feedback) to aid in student and staff recovery.

## **B. Information Documentation**

The assigned staff member(s) will document the information gathered using the form included in the Communication Annex. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.
- The date and time the information was collected and shared.

### **Recovery After an Incident**

After an incident, staff, teachers, and school officials will review established mission-critical operations to support the restoration of the school's educational programs. HASD will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the district so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: online classes, videoconferencing, tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## **C. Administration, Finance and Logistics**

### **1. Agreements and Contracts**

If school resources prove to be inadequate during an incident, HASD will request assistance from local emergency services, other agencies, and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered by authorized school officials will be documented in writing. All pre-negotiated agreements and contracts will be maintained by the Business Office.

## **2. Recordkeeping**

HASD is responsible for establishing recordkeeping measures, including both hard-copy and electronic filing.

## **3. Administrative Controls**

HASD 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 conducted in accordance with established local fiscal policies and standard cost accounting procedures.

## **4. Activity Logs**

Staff assigned positions within the ICS structure will maintain accurate logs, recording key incident activities, including:

- Activation or deactivation of incident policies, procedures and resources.
- 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.
- Evacuation/Family Reunification.
- Casualties.
- Termination of the incident.

## **5. Incident Costs**

School ICS Finance and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs in support of future school budgets. The detailed records of costs for incident management and operations include:

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

## **6. Preservation of Records**

Essential records will be protected and are maintained [identify readily available record holder/location].

# **Section 8.0 Training and Exercises**

HASD commits to conduct training, drills, and exercises in preparation and planning for an incident. Training, drills, and exercises will occur as detailed in the Training and Exercise Plan. School officials will coordinate training efforts with Berks County Department of Emergency Services, local law enforcement agencies, and community partners. Exercises provide opportunities to practice with community partners (e.g., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced exercise, like a functional exercise:

**Tabletop exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the

school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

**Drills:** During drills, school personnel and community partners (e.g., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

**Functional exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district wide. Participants react to realistic simulated events (e.g., a bomb threat, or an intruder with a gun in a classroom) and implement the plan and procedures using the ICS.

**Full-scale exercises:** These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An Emergency Operations Center (EOC) is established by either law enforcement or fire services, and the ICS is activated.

## **Section 9.0 Plan Development, Maintenance, and Distribution**

### **1. Approval and Dissemination of the Plan**

The HASD Safety Planning Committee/Emergency Response Team (ERT) is responsible for the development and completion of the Emergency Operations Plan, including annexes. The superintendent/school board is responsible for approving and promulgating this plan.

Copies of the HASD EOP will be distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept acknowledging receipt, review and/or acceptance of the plan. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered.

School Emergency Operations Planning documents will not be shared with those who do not have a need to know the details of the plan; unless all sensitive, security-related information has been properly redacted. Copies of the redacted Basic Plan may be made available to the public and media at the discretion of the Hamburg Area School District.

### **2. Review and Updates to the Plan**

In order to remain in compliance with 35 Pa.C.S. §7101 et seq., as amended, §7701 (g) the school shall review their comprehensive disaster plan (school emergency operations plan) annually and modify as necessary. A copy of the plan shall be made available to every county emergency management agency of which the school is a part. A copy shall also be provided to each local police department and each local fire department having jurisdiction over the geographic territory of which the school is a part. A record of changes will include: the change number, the date of the change, and the name of the person who made the change.

To ensure timely updates to the HASD EOP, HASD has established a schedule for annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials, local emergency management agencies, and other agencies having a support role.

The Hamburg Area School District EOP, will be updated based upon changes in information; areas for improvement identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur.



## Section 10.0 School Safety Planning Glossary

**Appendix:** A supplement or attachment to support information in the basic plan.

**Functional Annexes:** Focus on critical operational functions and the courses of action developed to carry them out. An annex can stand alone from the basic plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel and/or facilities. Hazards include, but are not limited to natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property.

**Incident Command System (ICS):** The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

**Incident Commander:** The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

**Lockdown:** The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics, should the need arise.

**Evacuation:** The process of safely moving students, staff, and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.

**Family Reunification:** The process of safely reuniting students with proper family members or guardians during an incident.

**National Incident Management System (NIMS):** A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

**Reverse Evacuation:** The process of bringing students and staff from outdoor areas into the safer environment of a building, due to an outside source of danger.

**School Incident Commander:** The school official who has been designated by the school leader, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

**Shelter-in-place:** A course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or room than outside. Specific hazards may require students and staff to move to rooms that can be sealed from chemical, biological, or weather threats.

**Threat-and Hazard Specific Annexes:** Describe the courses of action unique to a particular threat or hazard. An annex can stand alone from the basic plan.

## **Section 11.0 School Safety Authorities and References:**

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.
- Homeland Security Presidential Directive No. 5 (2003).
- Communicable and Non-Communicable Diseases, 28 PA Code, Ch.27, 27.152
- Public School Code of 1949, 24 P.S. § 1-101, et seq., as amended, § 15-1517
- 22 PA Code Section 10.24, School Emergency Preparedness Plan
- 22 PA Code Section 10.11
- 35 PA C.S. § 7101 et seq., as amended, § 7701
- **FEMA, "Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101," Version 2.0, [https://www.fema.gov/media-library-data/20130726-1828-25045-0014/cpg\\_101\\_comprehensive\\_preparedness\\_guide\\_developing\\_and\\_maintaining\\_emergency\\_operations\\_plans\\_2010.pdf](https://www.fema.gov/media-library-data/20130726-1828-25045-0014/cpg_101_comprehensive_preparedness_guide_developing_and_maintaining_emergency_operations_plans_2010.pdf)**
- **FEMA, "Guide for Developing High-Quality School Emergency Operation Plans" Version 2013, [https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem\\_sihe\\_guide.pdf](https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem_sihe_guide.pdf)**
- **FEMA, "Sample School Emergency Operations Plan," November 2013 <https://www.training.fema.gov/programs/emischool/el361/toolkit/assets/sampleplan.pdf>**
- **Pennsylvania Department of Emergency Management, "All-Hazards School Safety Planning Toolkit," <http://www.pema.pa.gov/planningandpreparedness/communityandstateplanning/Pages/All-Hazards-School-Safety-Planning-Toolkit.aspx#.V6yQbJgrKM8>**
- **Readiness and Emergency Management for School (REMS) Technical Assistance Center's: "Guide for Developing High-Quality Emergency Operations Plans for K-12 Schools." <http://rem.ed.gov/K12GuideForDevelHQSchoo.aspx>**
- **Ohio Attorney General School Safety Task Force, "School Safety/Emergency Operations Plan," June 2013, <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/SSTF-School-Plan-Template.pdf.aspx>**
- **Texas Department of Public Safety, "Emergency Management Plan: Basic Plan," Version 1.10 05/05, <http://teacherweb.com/tx/couplandschool/schoolhomepage/EMERGENCYOPERATIONSPLANupdate09take2.doc>**
- **NIMS, Department of Homeland Security, FEMA: <http://www.fema.gov/national-incident-management-system>**

- **FEMA: IS-100 Introduction to Incident Command System:**  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>.
- **NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction:**  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>.
- **FEMA All-Hazards Training Document:**  
<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>
- **Pennsylvania State Police "K-12 School Safety Report," Version 1.2,**  
[http://www.homelandsecurity.pa.gov/Documents/rvat\\_school\\_safety\\_report\\_final\\_v1\\_2.pdf](http://www.homelandsecurity.pa.gov/Documents/rvat_school_safety_report_final_v1_2.pdf)
- **Berks County Emergency Operations Plan**
- **I Love U Guys; Standard Response Protocol (SRP) and Standard Reunification Method (SRM):**  
<https://iloveugays.org/>
- **NASP; PREPaRE Training Curriculum:** "Reeves, et al (2019). PREPaRE WS1, 3rd Ed: NASP"  
<https://www.nasponline.org/professional-development/prepare-training-curriculum>

## Record of Changes

CHANGE NUMBER	DATE OF CHANGE	DATE ENTERED	CHANGE MADE BY (Signature)
1			
SUMMARY OF CHANGE(S):			
CHANGE NUMBER	DATE OF CHANGE	DATE ENTERED	CHANGE MADE BY (Signature)
2			
SUMMARY OF CHANGE(S):			
CHANGE NUMBER	DATE OF CHANGE	DATE ENTERED	CHANGE MADE BY (Signature)
3			
SUMMARY OF CHANGE(S):			
CHANGE NUMBER	DATE OF CHANGE	DATE ENTERED	CHANGE MADE BY (Signature)
4			
SUMMARY OF CHANGE(S):			

### Distribution Record

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