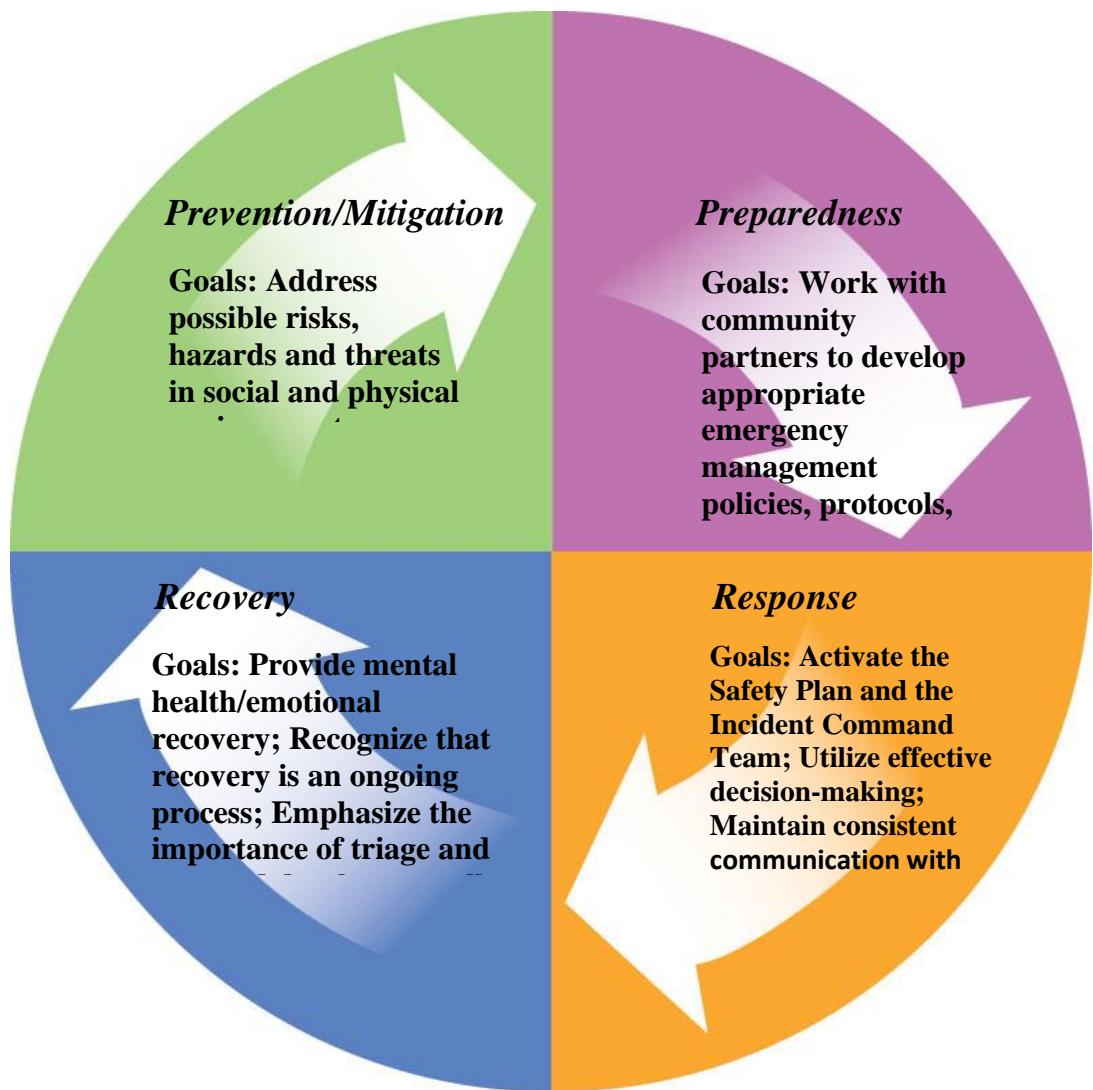


Academic Year – 2017-2018

School Name

Readiness and Emergency Management School Safety Plan



AUN ID#	School ID#	Police District ID#	Fire District ID#

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Promulgation and Policy Statement

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

The Emergency Operations Plan that follows is the official policy of the School. It is a result of a comprehensive review and update of school policies in the context of its location in Philadelphia City, Pennsylvania, and in the current world situation. We support its recommendations and commit the School's resources to ongoing trainings, 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 School's community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories are essential.

SCHOOL BOARD

DATE

SUPERINTENDENT

DATE

FORWARD

Subject: **Readiness and Emergency Management (REM) - School Safety Plan**

To: All School District of Philadelphia Staff, Families and Community at Large

From: The Office of School Safety

The School District of Philadelphia includes all staff, students and parents in creating safe schools. The District's commitment to creating safe and positive cultures at each of our schools is marked by the annual revision and updating of the **Vital Information Packet** and the comprehensive **Readiness & Emergency Management (REM) School Safety Plan** to reflect current safety planning, resources, needs and events. Combined these tools document and include a purposeful connection between achievement (academic), physical safety/security (behavior) and psychological safety (climate).

The School District is required to provide a continuum of efforts to prevent, plan and practice to prepare for a variety of potential incidents and hazards. Our District and School plans must be aligned with best practices and recommendations from

- Homeland Security
- US Department of Education
- State and Local Emergency Management Offices
- Emergency Responders and
- Public Safety Officials

Additionally, the School District has resolved to use the general response practices outlined in the National Incident Management System (NIMS) & Incident Command System (ICS); as well as monitor, review and update plans regularly.

The completed SDP, Vital Information Packets are shared with the Philadelphia Office of Emergency Management and local First Responders to assist in the development of the City's all-inclusive plans to prevent/mitigate, prepare for, respond to and recover from daily incidents at our schools as well as community wide disasters. The Vital Information Packet provides current information that enhances the coordinated, efficient and effective response to potential hazards at our schools. *This phase in our ongoing emergency planning processes supports the district's annual compliance with federal, state and local safety activities and is mandatory for each school.*

APPROVAL AND IMPLEMENTATION

Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL

DATE

SUPERINTENDENT

DATE

SCHOOL BOARD

DATE

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the School Emergency Operations Plan (School EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the School and its employees. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the School has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the School EOP increases legal protection. Schools without an established emergency operations plan may be found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

This Basic Plan outlines school's approach to emergency management and operations. It has been developed to assist the School protect its staff and students during an emergency. This plan takes an all-hazard approach to emergency management and plans for prevention, protection, mitigation, response, and recovery.

The mission of the School in an emergency/disaster is to:

- Prevent emergencies and disasters
- Protect lives and property
- Mitigate the effects of a disaster
- Respond to emergencies promptly and properly

Aid in recovery from disasters

B. Scope of the Plan

The School EOP provides guidelines and procedures for dealing with existing and potential school incidents. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

This plan provides direction guiding how the School will work in partnership with federal, regional and local first responders in compliance with the National Incident Management System (NIMS). To this aim, this plan has been designed to ensure the School has fully incorporated NIMS compliant policies and procedures into its daily and event management processes.

C. Coordination with Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations. Our School 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 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. 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, [name of fire police and EMS] as well as, our Philadelphia City/County Emergency Management Administrators (EMAs).

D. Situation Overview

1. Situation

School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in the Districts' Hazards and Vulnerability Checklist.

2. Enrollment and Employment Figures

Number of Students:		Number of Staff:	
Bldg. Opening Time:		Start of First Class:	
End of Last Class		Bldg. Closing Time:	

The School is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

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

The school's current enrollment of students with functional needs is approximately [number of students]; however, this number will fluctuate. Students and/or staff will require additional assistance if they are temporary physical and/or functional alient (crutches, wearing casts, etc).

Students and staff that require additional assistance during an incident will be noted in the Vital Information Packet. A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is also available in also listed in the Vital Information Packet.

[For school plans, list any other buildings located on the school property or for which that the school is responsible]

The School's main campus is located at [street address], Philadelphia, PA; located in Philadelphia County. The School is made up of [number] buildings.

A floor layout/map and other life safety/security information is separately located in the School's Vital Information Packet.

E. Hazard Analysis Summary

Every School 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 Philadelphia Office of Emergency maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the District's EOP has been developed to fit into the larger County EOP. A hazard analysis has been completed for the School District of Philadelphia. A listing of the most likely hazards and vulnerabilities is provided in the Vital Information Packet.

F. Planning Assumptions and Limitations

1. Planning Assumptions

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, 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. 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 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 aid 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 school district has developed this plan striving to follow the FEMA, “*Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101.*”
- The 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 school district has developed this plan striving to follow the Pennsylvania Emergency Management Agency “*Multi-Hazard Planning Toolkit.*”
- The school emergency operations program will follow the National Incident Management System (NIMS) guidelines.
- Emergency Management Services Code, 35 Pa. C.S. §§7101 *et seq.*, as amended
- Safe Schools Act - 22 PA Code 10.24

2. Planning Limitations

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

RECORD OF CHANGES

Basic Plan

II. CONCEPT OF OPERATIONS

A. Objectives

The objectives of school's 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. To meet these objectives, the school 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 school 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 school.
- It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.
- It is the responsibility of the school principal to conduct drills and exercises to prepare school personnel as well as students for an emergency.
- 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 and is not a collection of plans for specific types of incidents. For example, the emergency response protocol addresses techniques that can be used to warn staff, students, and parents during any emergency, whatever the cause.
- The Incident Command System (ICS) will be used to manage all emergencies that occur within the district.
- As required by law, our schools will conduct at least one disaster response or emergency preparedness plan drill annually.
- All personnel tasked in this plan are expected to follow current procedures in this plan and the Vital Information Packet. The school administration 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 school 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

School staff are likely to be first on the scene of an emergency within the school. They will normally take charge and remain in charge of the incident until it is resolved or others who have legal authority, or are more qualified to assume responsibility. Staff will seek guidance and direction from the District, local officials, and seek technical assistance from state and federal agencies and industry, where appropriate.

The school principle or their designee will be responsible for activating the school's emergency operations plan and the initial response:

- Evacuation – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
- Reverse Evacuation – Requires all staff and student to go to safe places in the building from outside the building.
- Lock down – All exterior doors and classroom doors are locked and students and staff stay in their classrooms.
- Shelter-in-place – Students and staff are held in the building, windows and doors are sealed, and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials, which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

2. Notification Procedure

- In case of an incident at any district facility, the flow of information shall be from the school principal and/or designee to the District and first responders as follows:
 - **Step 1** In an Emergency/Crisis, the Principal or Designee will notify:
 - Philadelphia Police Department
 - Philadelphia School Police Dispatcher
 - Parents or Guardians
 - **Step 2** If it is necessary to send anyone to a hospital by ambulance for a serious injury, send an identified staff member along to serve as a liaison.
 - **Step 3** If the emergency/crisis demands an evacuation or shelter in place; proceed to predetermined site(s).
- 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 and/or designee from the District.

3. Training and Exercise

To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur:

- SRC Policy 805, Emergency Preparedness, Revised August 18, 2016
- Training and refresher training sessions shall be conducted for all school 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.
- The School will participate in any external drills or exercises sponsored by local emergency responders. Availability of school 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 school's ability to respond to and deal with emergencies.

1. *Default Drills & Exercise Schedule*

Safety Drills & Exercises should include practicing **Evacuations (In & Out of Building), Shelter in Place, Lock Downs, Emergency Communications Procedures, Relocation & Reunification Protocols**

On the chart below, Principals are to provide **Tentative Dates for drills**. Make early contact with emergency supports (Regional Climate Team, School Police Commanders, City Police, Fire Departments, SDP's Office of Operations, Red Cross, etc.) to receive their support, assessment and best recommendation to enhance safety drills.

Drill Frequency Requirements

Fire Drills

Mandatory 10 Per School Year
School Year

Mandatory 1 Within 10 days of the start of the school year

Recommended -1 Spring and 1 Fall Drill witnessed by the PFD Reunification
Recommended 1 Per School Year

Emergency Communication

Recommended 1 Per School Year
Recommended 1 Per School Year

Lock- Down

Mandatory 1 Per School Year

Shelter in Place

Mandatory 1 Per

Relocation

4. Implementation of the Incident Command System (ICS)

- The designated incident commander (IC) for the school will implement the ICS and serve as the IC until relieved by a more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to District, local officials, identify response resources required, and direct the on-scene response from the ICP.

5. Source and Use of Resources

The School 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 the District, established community partners, and first responders.

D. Incident Command System

- The School employs ICS to manage 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.
- The incident commander 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 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.

E. 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 incident command 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 school staff, students, and emergency responders around the incident.
- Determining and implementing protective measures for the 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.

6. The EOC is generally responsible for:

- Providing resource support for the incident command.
- Issuing community-wide warnings.
- Issuing instructions and providing information to the general 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.

F. Activities by 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

The Prevention mission area comprises the capabilities necessary to avoid, prevent or stop a threatened or actual act of violence.

Prevention Core Capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Intelligence and Information Sharing
- Interdiction and Disruption
- Screening, Search, and Detection
- Forensics & Attribution

2. Protection

The Protection Framework houses the capabilities necessary to secure the homeland against acts of terrorism and manmade or natural disasters.

Protection Core Capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Access Control and Identity Verification
- Cybersecurity
- Intelligence and Information Sharing
- Interdiction and Disruption
- Physical Protective Measures
- Risk Management for Protection Programs and Activities
- Screening, Search, and Detection
- Supply Chain Integrity & Security

3. Mitigation

Mitigation comprises the capabilities necessary to reduce the loss of life and property by lessening the impact of disasters.

Mitigation Core Capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Community Resilience
- Long-Term Vulnerability Reduction
- Risk and Disaster Resilience Assessment
- Threats and Hazards Identification

4. Response

Response comprises the capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Response Core Capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Infrastructure Systems
- Critical Transportation
- Environmental Response/Health & Safety
- Fatality Management Services
- Fire Management & Suppression
- Logistics and Supply Chain Management
- Mass Care Services
- Mass Search and Rescue Operations
- On-Scene Security, Protection, and Law Enforcement
- Operational Communications
- Public Health, Healthcare, and Emergency Medical Services
- Situational Assessment

5. Recovery

Recovery comprises the core capabilities necessary to assist communities affected by an incident to recover effectively. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Recovery Core Capabilities:

- Planning
- Public Information and Warning
- Operational Coordination
- Economic Recovery
- Health and Social Services
- Housing
- Natural & Cultural Resources

Infrastructure Systems

G. 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, the School 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 and students 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 School EOP into the Philadelphia County EOP.

All staff and students are expected to participate in training and exercising the school's emergency operations plan and its annexes. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

III. 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 detailed in the School VIP.

A building principal and/or assistant principal may need assistance to manage 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.

B. School District

- 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

C. Principal

- Serve as the Incident Commander or delegate that 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
- Appoint a district Emergency Management Coordinator to assist in planning and review.
- Consult with the local Emergency Management Office to analyze system needs in regard to 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 [district/school] 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
- Serve as 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 direction 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
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

D. School Police Officer

- Meet responding emergency personnel and assist with securing the building
- Check classrooms, restrooms, and all other areas for students and staff
- Assist in getting students and staff into a secure location
- Report to Principal when all areas are clear
- Prepare Serious Incident Report, if necessary

E. School Safety Team

- 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.
- Serve as the staff advisor to the 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

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 School 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. Counselors, Social Workers, and Psychologists

- 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.

H. 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

I. Building Engineers/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

J. 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

K. Food Service/Cafeteria Workers

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

L. Transportation Providers

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

M. 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

N. Students

- 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

O. 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

P. Emergency Organizations

1. Local Law Enforcement

- Participant 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 scene, as resources permit
- Develop Memorandum of Understanding (MOU) with school district

2. Fire Department/EMS

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

3. Philadelphia Office of Emergency Management Agency

- 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
- Coordinate county emergency support services to school, as requested by municipality
- Develop and maintain the County EOP

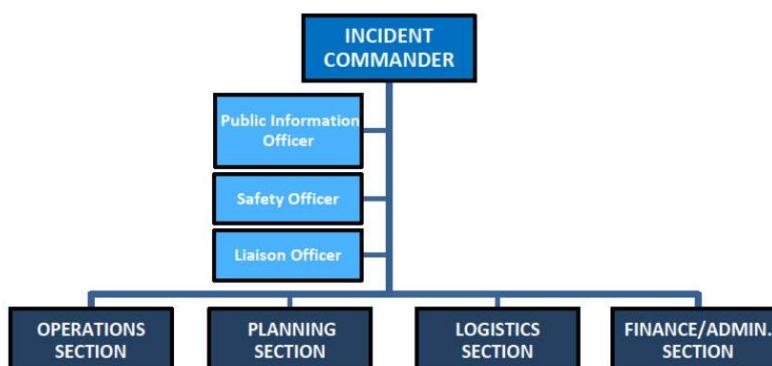
Request mutual aid from adjacent counties, its Regional Task Force, or from the Pennsylvania Emergency Management (PEMA), as needed

IV. DIRECTION, CONTROL, AND COORDINATION

A. Incident Command System

A school's command system can be used to manage emergency incidents or non-emergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's needs. See Figure 1 on next page.

Figure 1. School Incident Command System



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.

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 School's responsibilities may not. The below detailed school and district roles will be critical for the successful management of the incident.

The ICS roles for the school are organized into the following functional areas:

1. Safety Team Roles and Responsibilities

The Incident Command System (ICS) provides overall direction and sets priorities for an emergency. Identified below are **standard roles and responsibilities** for school level command teams that follow the ICS structure for coordination of an emergency/crisis.

The Safety Team responsibilities include:

- Serve as the staff advisor to the principal/Incident Commander on emergency management matters
- Keep the 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

Incident Commander

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 Incident Commander's responsibilities include:

- Establish incident objectives
- Assess emergency or threat and impact to students, staff, school property and surrounding community
- Activate emergency plan and Incident Command System
- Establish a Command Center
- Develop and communicate a plan of action
- Provide District/City Officials with Site Specific Information
- Authorize any release of public information
- Make provision for mental health counseling
- Remain in command until transfer of command has been completed

Safety and Evacuations Coordinator - Point of contact for assisting and cooperating with District and external agency representatives (fire and law enforcement).

Liaison and Information Coordinator – Identifies, coordinates, and manages supplies and equipment; ensures decisions and actions are recorded

- Field Communication – Make required telephone calls; maintain a chronological event log and notify incident commander of new information.
- Information Technology – Provide technical support for all communications hardware and software

Building Operations Coordinator – Knows layout of building and perimeter, location of shut-off valves and utility lines and is familiar with blueprints.

Operations and Planning Team – Manages response personnel, coordinates district/school response efforts, assists commander in managing challenges of emergency/crisis. Tracks available and needed resources; assesses developing situation and develops a strategic action plan.

Student/Staff Accountability Coordinator - Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population.

Parent/Child Reunification - Oversees location where students assemble, attends to their needs when providing shelter, oversee how parents receive students and the process for releasing students.

First Aid Coordinator - Knows where all supplies are located, oversees first aid prior to paramedics' arrival, coordinates with paramedics.

School Police – Establish perimeter; search and rescue; assist with the emergency/crisis as needed

Transportation – Coordinates the utilization of school buses to evacuate students to a safe location

Food Services – Supplies food and supervises safe operations within the school kitchen

VI. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

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

A. Types of Information

Before and during an incident, the Principal will assign the School Safety Team to monitor the culture, climate, and safety of the school. This information will be reviewed and shared by the Principal to the school community. After an incident, the School Staff will monitor available resources 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 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.

V. COMMUNICATIONS

Communication is a critical part of incident management and response. The School communications protocol provides clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community, and the media. The school's communications protocol is found in the District's plan.

VII. 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. The School will designate appropriate personnel to collaborate with external resources to accomplish the following, as event requires:

- 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.

VIII. ADMINISTRATION, FINANCE AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, the School will request assistance from the District, local emergency services, other agencies in accordance with existing MOU's. All pre-negotiated agreements will be maintained by the School.

B. Recordkeeping

1. Administrative Controls

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

2. 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.

C. Preservation of Records

Essential records will be protected and are maintained at the District and/or School Office.

IX. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

X. SCHOOL SAFETY PLANNING GLOSSARY

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 in the course of 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 Decision Maker, 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.

XI. 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 Section10.24, 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
- FEMA, “*Guide for Developing High-Quality School Emergency Operation Plans*” Version 2013, https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rems_ihe_guide.pdf.
- FEMA, “*Sample School Emergency Operations Plan*,” November 2013 <https://www.training.fema.gov/programs/emischool/el361toolkit/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://rems.ed.gov/K12GuideForDevelHQSchool.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/EMERGENCYOPERATIONSPLAN_update09take2.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
- Philadelphia Office of Emergency Management – County Emergency Operations Plan.