Chapter III - Basic School District/School Plan Format

Under commonwealth law, all public schools in Pennsylvania are mandated to develop emergency preparedness plans. These plans identify from a school administration level action to be taken during the four phases of an emergency: prevention/mitigation, preparedness, response, and recovery. The standard plan developed by the Pennsylvania Emergency Management Agency includes the following sections: Purpose and Scope, Situation and Assumptions, Concept of Operations, Emergency Management Responsibilities, Administration and Logistics, Training and Exercises, Plan Development, Maintenance, and Distribution. Each of these topics is further explained in subsequent paragraphs.

A. Purpose

The purpose of the plan is an explanation of the plan's intention. It generally talks about identifying emergency responsibilities for a specific school district/school and its staff.

Purpose Example: The purpose of this plan is to identify and clarify emergency roles and responsibilities for _______School District/School and its staff. It further prescribes procedures and coordination structures for Prevention/Mitigation, Preparedness, Response, and Recovery efforts at the school district/school level. The ultimate objective is to minimize the negative consequences of any incident on the school district/school and its staff, students, and parents/guardians.

B. Scope

The Scope of a plan is an explanation of what is covered in the plan and for whom this plan applies, as well as their actions and activities.

1. Scope Example:

This document provides a basic "All Hazards" School Safety Plan, recommended emergency response teams, site specific hazard vulnerability analysis and list of vulnerabilities, staff roles and responsibilities, training requirements, and exercise procedures based on the four phases of emergency management.

2. The procedures outlined in this plan will apply to all staff, especially those who are tasked with roles and responsibilities in case of an incident. It also applies to any actions and activities that support the school district's/school's effort to save lives, protect the health and safety of staff, students, and visitors, and protect property.

C. Situation and Assumptions

The Situation and Assumptions section covers planning facts and assumptions that school districts/schools need to take into consideration as they start their planning efforts. They can either be very specific to the school district's/school's locale or based on general facts and assumptions on the Commonwealth of Pennsylvania. It is recommended that the School District's/School's Safety Committees be as specific as possible with their Situation and Assumptions.

1.	Situation	Exampl	les:
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a.	Every school district and school in Pennsylvania is at risk to numan-caused and
	natural disasters.
b.	City/Borough/Township/Town has significant
	transportation infrastructure, which sustains air, rail, marine, and road traffic and
	is vulnerable to disruptions during incidents. Disruptions to this infrastructure
	will impact School District/School.
c.	School District/School hosts sports, entertainment,
	cultural, political, and business events that involve large numbers of participants,
	and are vulnerable to incidents.
d.	School District/School is vulnerable to civil disorder,
	riots, and terrorist incidents.
e.	City/Borough/Township/Town has significant
	business and industry, which either manufacture or sustain hazardous materials.
	Transportation and manufacture of these materials will impact
	School District/School.

2. Assumption Examples:

- a. A single site incident (i.e., fire, gas main break etc.) could occur at anytime without warning and the staff of the school district/school affected cannot, and should not, wait for direction from the municipal emergency management and response agencies. Action is required immediately to save lives and protect property.
- b. An incident, such as a tornado or hazardous material spill, may occur with little or no warning with mass casualties, destruction of property, and damage to the environment.
- c. Municipal, county, and state government entities may be overwhelmed by an incident. School Districts/Schools and their staff may be on their own for a minimum of 72 hours or longer after an incident.
- d. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
- e. Assistance from other government and federal agencies will supplement the state's assets, but such assistance may take time to request and be deployed.

f.	The first concern of	School District/School staff will be
	for their own families' safety and welfare.	Disaster planning for employees'
	families is of primary concern to the school	ol district/school.

D. Concept of Operations

Concept of Operations explains the method by which the school district/school will manage the incident. This is called Direction and Control. The following example briefly discusses Incident Command and the National Incident Management System. Both of these topics will be discussed in more depth in the Response Chapter. In addition, it is recommended that this section also address Continuity of Operations Planning.

1. Concept of Operations Example:

All incident response activities for the school district/school will utilize the principles of the National Incident Management System, as defined by the United States Department of Homeland Security. The Incident Command System will be used to manage all command and control responsibilities and school district/school staff will be trained in the National Incident Management System and Incident Command System.

- 2. In a major incident, _______ School District/School may be damaged or need to be evacuated, staff and students may be injured, and/or other emergency response activities may need to be taken. These activities must be organized and coordinated for efficient management of the emergency response and/or the incident activities. To provide for the effective direction, control, and coordination of a response to an incident, either single site or multi-site, the School District/School Incident Command System will be activated to manage the incident. The Incident Commander will be in charge until a unified command structure can be established in conjunction with municipal emergency management and first responders.
- 3. Continuity of Operations Planning Example:

The school district/school will establish and maintain a Continuity of Operations Plan that contains provisions for identifying succession, responsibilities and essential functions, key personnel, vital records management, and emergency duty location (Incident Command Post, Student Staging Area, etc.).

This section also covers Succession in the school district/school if the superintendent or principal were unavailable or become incapacitated. It is recommended that the section clearly spell out the succession through several personnel.

It is recommended that this section also discuss the location and back-up location of the Incident Command Post for the school district/school. It is important that the Incident Command Post and back-up be self-sufficient and can provide the necessary supplies, equipment, and communications capability to enable the Incident Command Staff to carry out their responsibilities.

It is recommended that the last part of this section address documentation and reporting procedures for any casualties or damage the school district/school may have suffered.

	r i	Documentation and Reporting Example: Throughout the incident, the Planning Section of the Incident Command Post will maintain records of critical information to describe the severity and scope of the neident. As the immediate incident period passes, copies of this information will be given to City/Borough/Township/Town Emergency Management Coordinator, in case of a Declaration of Major Disaster.	
E.	Eme	rgency Management Responsibilities	
	Proge:	is section addresses the Responsibilities and Authorities for the emergency phases of evention/Mitigation, Preparedness, Response, and Recovery. A brief description of neral responsibilities under each phase will suffice as each section is further defined in parate chapters.	
F.	Adn	Administration and Logistics	
	sta	e Administration portion of this section addresses issues, such as identification cards for aff with emergency assignments, tracking of purchases and their receipts, and having pies of plans and legislation available in the Incident Command Post.	
	a t	Administration Examples: a. All personnel, with emergency assignments, should have photo identification. b. Owners of private equipment requisitioned through loan, lease, or purchase, shall be provided a receipt for the property	

The next portion of this section addresses logistical support for the Incident Command Post and the tracking and recording of emergency supplies and equipment.

2. Logistic Examples:

- a. _____ School District/School will provide a location and all logistical support for the operations of an Incident Command Post during an incident on their campus.
- b. All emergency supplies and equipment will be recorded and tracked by type, category, and kind, as specified under the National Incident Management System.

The last portion of this section should address any Mutual Aid Agreements or Memorandum of Understanding the school district/school has with first responder agencies, other school districts/schools, and non-profit organizations. All school districts/schools must have Mutual Aid Agreements or Memorandum of Understanding with local law enforcement, as well as one with the American Red Cross if they have been designated a Mass Care Shelter by their county. Many of these existing Mutual Aid Agreements or Memorandum of Understanding have not been revisited for a number of years. It is suggested that the documents be reviewed on an annual basis or when a significant change has happened in the school district/school, such as a new facility being built or an existing one being demolished. In addition, it is also suggested that Mutual Aid Agreements or Memorandum of Understanding be drawn up with other first responder agencies and school districts/schools that may be hosting your students in the event of an evacuation or vice versa. These memorandums will result in clarifying the actions and responsibilities of each agency before an incident happens reducing the unexpected.

Information on classes that school district/school staff can attend to learn to develop a Memorandum of Understanding or a Mutual Aid Agreement is located in the Resource Section at the end of the Preparedness Chapter.

G. Training and Exercises

This section addresses the training and exercise requirements required to meet federal and state law. For example, Emergency Management Services Code, 35 Pa. C.S. §§ 7101 *et seq.*, as amended, currently requires schools to conduct one disaster response or emergency preparedness plan drill annually in conjunction with the Pennsylvania Emergency Management Agency, as well as local emergency management. In addition, school districts/schools are required to conduct fire drills. There are also training requirements for school district/school personnel to fulfill under the National Incident Management System. A requirement also exists for exercises to be conducted under the Homeland Security Exercise Evaluation Program. This requirement also requires training to familiarize staff with the program so as to be able to effectively use it.

Information on the National Incident Management System training requirements and the Homeland Security Exercise Evaluation Program is located in the Resource Section at the end of the Preparedness Chapter.

- 1. Training and Exercise Examples:
 - a. Identify training staff needs to ensure that all staff meet standards and accreditation requirements for their incident related positions under the National Incident Management System.
 - b. All exercises conducted on this plan, or its components, will be designed, administered, and evaluated in accordance with the Homeland Security Exercise Evaluation Program.
 - c. Conduct ongoing programs to familiarize staff with emergency procedures.
 - d. Conduct, at a minimum, an annual tornado drill in conjunction with the Pennsylvania Emergency Management Agency, municipal emergency management and first responders.
- H. Plan Development, Maintenance, and Distribution

This section addresses who is responsible for developing the School District/School "All Hazard" School Safety Plan, how and who will maintain it and when it will be updated, and who will handle the distribution of the plan and to what agencies and organizations.

1. Plan Development, Maintenance and Distribution Examples:		an Development, Maintenance and Distribution Examples:
	a.	School District Safety Committee/School Safety
		Committee is responsible for preparing and maintaining this plan and any other
		contingency plans associated with this plan.
	b.	School District Safety Committee/School Safety
		Committee will receive and review recommendations for changes to this plan and
		biannually or sooner will publish these changes to all holders of the plan. A
		review and update will be accomplished sooner than biannually if an actual
		incident impacts the school district/school and changes are needed.
	c.	The School District Safety Committee will assist in the preparation of "All
		Hazards" School Safety Plans for facilities under their jurisdiction.
	d.	The School District/School "All Hazards" School Safety
		Plan will be distributed by the Superintendent's Office to county and municipal
		emergency management agencies, first responder organizations in the community,
		staff who have roles and responsibilities under the plan, and any other person or
		entity that may have a role in the prevention/mitigation, preparedness, response,
		and recovery operations for the school district/school.

There are some actions that should be taken in an ongoing manner, minimally annually by a school district or school to alleviate problems if an incident should occur.

2. Annual Actions Example:

- a. Update cleanup and debris removal cost estimates.
- b. Document condition of facilities and equipment.
- c. Take aerial photographs to establish facilities' conditions.
- d. Take aerial photographs after major construction projects are completed.
- e. Inventory all school district/school owned/leased property, including vacant land.
- f. Inventory assets, such as supplies, planning/response documents, human resources, etc.
- g. Summarize property size and facilities.
- h. Update emergency contact information:
 - 1) Obtaining personnel listings, including bus drivers and alternates, with after hours contact phone numbers.
- i. Review all insurance policies to determine limits of liability.

The Insurance topic will be covered in more detail in the Prevention/Mitigation Chapter.