

Belle Vernon Area School District Emergency Operations Plan

MULTI-HAZARD PLAN: BASIC PLAN

Belle Vernon Area School District
270 CREST AVENUE, BELL VERNON, PA 15012
PLAN DATE: 02/28/2022

Promulgation and Policy Statement

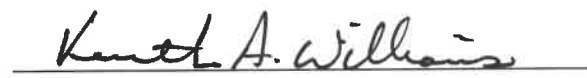
Belle Vernon Area School District is committed to the safety and security of students, faculty, staff, and visitors on its Belle Vernon Area School District's campuses. To support that commitment, the School Board has asked for a thorough review of Belle Vernon Area School District emergency protection, 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 Belle Vernon Area School District. It is a result of a comprehensive review and update of school policies in the context of its location in [city and state] and in the current world situation. We support its recommendations and commit the Belle Vernon Area School District'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 Belle Vernon Area School District community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories are essential.


SCHOOL BOARD PRESIDENT

4-29-2022
DATE


SUPERINTENDENT

4-26-2022
DATE

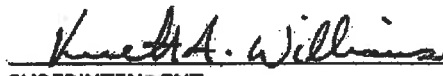
APPROVAL AND IMPLEMENTATION

Emergency Operations Plan Basic Plan

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


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4-29-2022
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5-2-22
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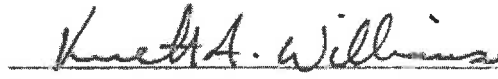
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PRINCIPAL

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22/11/20

22/11/20


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PRINCIPAL

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Basic Plan

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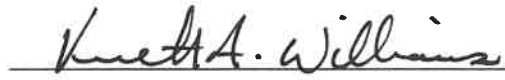
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Basic Plan

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Belle Vernon Area School District Emergency Operations Plan (BVASD EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of Belle Vernon Area School District 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 Belle Vernon Area School District has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining, and exercising the BVASD 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 BVASD's approach to emergency management and operations. It has been developed to assist BVASD protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for prevention, protection, mitigation, response, and recovery.

The mission of BVASD 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 BVASD 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 BVASD 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 BVASD 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. The BVASD 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. 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, the District Plan has been shared with local first response agencies, Washington Township Fire and Police, Rostraver Township Fire and Police, as well as Westmoreland Emergency Management Agency (EMA).

D. Situation Overview

1. Situation

The BVASD is exposed to a variety of hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Pennsylvania State Police completed a Risk and Vulnerability Assessment (RVAT) in 2021 which identified potential hazards for the District. Each of these hazards is described in detail in related **Threat and Hazard Annexes** to this Plan.

2. Enrollment and Employment Figures

The district's current enrollment is approximately 2360 students of which 750 attend the district's high school, 350 attend the district's middle school and 1260 attend the district's elementary schools. The district's staff is comprised of 25 district office staff, 200 teachers and 8 administrators. Additionally, there are 80 support staff (aides, cafeteria and custodial staff).

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

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available on the BVASD Mobile Emergency Response Plan App (MERP), and the Sapphire Community Portal. 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 each building's main office.

The District is made up of the following listing of school buildings situated at the below listed locations.

SCHOOL NAME	SCHOOL ADDRESS	SCHOOL COUNTY	SCHOOL MUNICIPALITY
Belle Vernon High School	425 Crest Avenue Belle Vernon PA 15012	Westmoreland County	Rostraver Township
Belle Vernon Middle School	500 Perry Avenue Belle Vernon PA 15012	Fayette County	Washington Township
Marion Elementary School	500 Perry Avenue Belle Vernon PA 15012	Fayette County	Washington Township
Rostraver Elementary School	300 Crest Avenue Belle Vernon PA 15012	Westmoreland County	Rostraver Township
Belle Vernon Area Leopard Hall	250 Crest Avenue Belle Vernon PA 15012	Westmoreland County	Rostraver Township
Belle Vernon Area Multiplex	274 Finley Road Belle Vernon PA 15012	Westmoreland County	Rostraver Township

The District's main campus is located at 425 Crest Avenue Belle Vernon PA in Westmoreland County, and Rostraver Township. The campus is comprised of [4] buildings: a 2 story high school, a 1 story elementary school, a 1 story administration office, as well as a 1 story multi-use facility adjacent to the football stadium. The District's secondary campus is located at 500 Perry Avenue Belle Vernon PA in Fayette County, and Washington Township. The campus is comprised of [2] buildings: a 2 story middle school and a 1 story elementary school.

A floor layout or map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is found in the **Threat and Hazard Annex** to this Plan.

E. Hazard Analysis Summary

BVUSD is exposed to a variety of hazards which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Fayette and Westmoreland County Emergency Management Agencies and Washington Township and Rostraver Township maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the BVUSD EOP has been developed to fit into the larger Fayette/Westmoreland Counties and Rostraver/Washington EOP.

A PA State Police Risk and Vulnerability Assessment (RVAT) has been completed for BVUSD. A listing of the most likely hazards and vulnerabilities is provided in Table 1.

TABLE 1. HIGH-PRIORITY HAZARDS [To be customized to meet school circumstances]

Flood	Flooding is a natural feature of the climate, topography, and hydrology of western Pennsylvania and so may impact the Belle Vernon Area School District and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. Finally, while District facilities may not be directly impacted by flooding, the homes of District students and staff, along with bus transportation routes, may be. This could necessitate additional protective actions on the part of the District to ensure the safety of its students and staff.
Severe Weather	Weather conditions that may have an impact include, i.e., high winds, tornados, heavy snow and/or ice. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by BVASD and the equipment and staff available to perform tasks to lessen the effects of severe local storms. While District facilities may not be directly impacted by storm damage, the homes of District students and staff, along with bus transportation routes, may be. This could necessitate additional protective actions on the part of the District to ensure the safety of its students and staff.
Armed Intruder	While an armed intruder incident has never occurred at BVASD, any school is vulnerable to this type of threat. Though not an intruder, on April 9, 2014 a student brought knives to school and stabbed 20 students and a security guard at Franklin Regional High School in Murrysville, Westmoreland County. On October 2, 2006, a shooting occurred at the West Nickel Mines school, an Amish one-room schoolhouse in the community of Nickel Mines, a village in Bart Township, Lancaster County, Pennsylvania. This tragedy heightens awareness of the potential incidents that school communities must prepare for through their EOPs.
Nuclear Power Plant	BVASD is not within a ten-mile Emergency Planning Zone (EPZ) of a Nuclear Plant. The nearest nuclear power plant is located in Beaver County (60 miles away).
Bomb Threat / IED	Communicated threats regarding the presence of destructive devices on [school/district] property take place on average 1-2 times per school year. These threats may include the placement of any explosive device of an incendiary, chemical, biological, or radioactive nature.
Bus Accident	School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). These accidents may result in injuries ranging from minor to life-threatening or fatal. On average the District experiences 1-2 transportation accidents per school year.
Hostage	In the history of this BVASD, an intruder or intruders have never gained access to school property and taken students or staff hostage. However, the risk of a hostage event always exists.
Fire/	Fire or explosion hazards are a prevalent type of threat/hazard in any structure. The BVASD has experienced no instances of fire and no events resulting in explosions.

Explosion	
Hazardous Materials	Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around [local school]. Currently, educational and custodial chemicals are all used and stored on school grounds. Hazardous materials may also be used or stored in facilities located in proximity to District facilities.
Infectious Disease	<p>An influenza pandemic is a global outbreak of disease that occurs when a new (novel) flu virus appears that can spread easily from person to person. People that have not been exposed to this new virus before have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu.</p> <p>The effects of a pandemic can be lessened if preparations are made ahead of time. [local school] is vulnerable to a pandemic and must understand the school's impact on the overall illness rates within the community.</p>
Cyber Attack	An attack on the District's Information Technology systems may cause serious damage to the District's infrastructure and cause a prolonged delay in its ability to continue to provide its basic education mission. It may also cause loss of important academic, business and personal information.

F. Planning Assumptions and Limitations

1. Planning Assumptions

- The BVASD 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.
- There may be a number of 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 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, Version 3.0."*
- 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 be in compliance with the Pennsylvania Emergency Management Agency "Multi-Hazard Planning Toolkit."
- The [school/district] emergency operations program will follow the National Incident Management System (NIMS) guidelines.

2. Planning Limitations

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

II. CONCEPT OF OPERATIONS

A. Objectives

The objectives of the BVASD planning and preparedness efforts 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 BVASD shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercises, and plan review and maintenance.

B. General

- It is the responsibility of BVASD 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 BVASD.
- It is the responsibility of the BVASD 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 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 those 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 **Command, Control, and Coordination 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. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel will be trained in ICS.
- As required by law, District schools will conduct at least one disaster response or emergency preparedness plan drill annually.
- 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 BVASD 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 BVASD 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

BVASD personnel are likely to be first on the scene of an emergency situation 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 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 while implementing the Incident Command System.

By the very nature of an incident, the staff member discovering/witnessing an incident will provide initial direction to those in the immediate area. Those personnel who are first at a scene/incident will immediately contact the school building principal's office for notification and to request additional direction/assistance. The building administrator or, in his/her absence, the assistant principal, head teacher, or guidance counselor will formally activate the ICS if deemed appropriate. Specific protective actions, such as immediate evacuation and shelter in place protocols, may be initiated when waiting for direction or when the circumstance places student or staff safety/well-being in jeopardy.

The principal or appropriate designee during a building-level emergency, or the superintendent or his designee in a District-wide emergency, will be responsible for activating the EOP and the initial response. Initial response actions may include any of the following:

- 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.
- Secure Perimeter: The threat or hazard is confirmed to be located outside of the building. Students and staff from outdoor areas are brought into the building. All exterior doors to the building are locked and no one is permitted to enter or leave the building. School functions (instruction, lunch, etc.) continue as normal.
- 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.

Succession of authority to activate this Emergency Plan and make emergency decisions for the School District and its Buildings is, in order of sequence is:

- a. Belle Vernon School District
 1. Superintendent
 2. Assistant Superintendent
 3. School Safety and Security Coordinator
 4. Director of Technology
 5. Director of Transportation
 6. Director of Facilities
- b. Belle Vernon Area District School Buildings:
 1. Building Principal
 2. Assistant Principal (Where Applicable)
 3. On-Call Administration
 4. School Counselor

2. Notification Procedure

- In case of an incident at any District facility, the flow of information shall be from the school principal or his designee to the District Superintendent or his/her designee. The Superintendent will notify the School Board President. 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 or designee. Specific guidelines are found in the individual Annexes and appendices.

3. Training and Exercise

BVASD 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 BVASD 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 BVASD 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.
- BVASD will plan for 10 drills and exercises during the school year. The types of drills and exercises will be determined by the Safety and Security Coordinator and principal.
- BVASD will participate in any external drills or exercises sponsored by local emergency responders. Availability of BVASD 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's ability to respond to and deal with emergencies.

4. Implementation of the Incident Command System (ICS)

- The designated incident commander (IC) 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 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.

5. Source and Use of Resources

BVASD 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 needed to assist with the emergency situation.

D. Incident Command System

- BVASD will employ 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.

- 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 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.

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 BVASD staff, students, and emergency responders in the area of the incident.
- Determining and implementing protective measures for the BVASD 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.

1. 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:

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

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:

- Access Control and Identity Verification
- Cybersecurity
- Intelligence and Information Sharing
- Interdiction and Disruption
- Operational Coordination
- Physical Protective Measures
- Planning
- Public Information and Warning
- 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:

- Community Resilience
- Long-Term Vulnerability Reduction
- Operational Coordination
- Planning
- Public Information and Warning
- 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:

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

- Economic Recovery
- Health and Social Services
- Housing
- Infrastructure Systems

- Natural & Cultural Resources
- Operational Coordination
- Planning
- Public Information and Warning

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/District] 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 [name of your County and Municipal/Township/City] 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.

F. Emergency Management Responsibilities

1. The Superintendent of Schools

The **Superintendent of Schools** has the overall responsibility for all emergency management functions for incidents involving the School District. All direction and activities of School District functions will be coordinated through the Superintendent of Schools in order to provide for the most efficient response to every emergency. Coordination of activities will ensure that all tasks are accomplished with little or no duplication. Typically, upon receipt of notification of an emergency, the Superintendent of Schools will:

- a. Assess the situation and determine course of action contemplated.
- b. Ensure prompt notification of "risk" and "host" schools.
- c. Brief district staff on situation and course of action contemplated.
- d. Ensure notification of Westmoreland County 911, which will then notify the appropriate local, county and state agencies and organizations.
- e. Coordinate the release of information to news media when appropriate.
- f. Provide assistance to the Principal of the school(s) experiencing emergency.

- 2. Assistant Superintendent** will serve as the Safety Officer and Emergency Operations Section Chief on the District Emergency Management Team.
Responsible for developing and implementing strategies and tactics to carry out the objectives established by the Incident Commander. Organize, assign, and supervise Staging, Medical Care, Infrastructure, Security, Hazardous Materials, and Business Continuity Branch resources.
- 3. School Safety and Security Coordinator** will serve as the Alternate Emergency Operations Section Chief on the District Emergency Management Team.
Responsible for developing and implementing strategies and tactics to carry out the objectives established by the Incident Commander. Organize, assign, and supervise Staging, Medical Care, Infrastructure, Security, Hazardous Materials, and Business Continuity Branch resources.
- 4. Business Manager** will serve as the Finance/Administration Chief on the District Emergency Management Team.
Responsible for all financial, administrative, and cost analysis aspects of the incident.
- 5. Director of Facilities** will serve as the Liaison Officer and the Planning Chief on the District Emergency Management Team.
Liaises between two organizations to communicate and coordinate their activities by serving as an official go-between for senior officials of both organizations.
- 6. Director of Transportation** will serve as the Logistics Section Chief on the District Emergency Management Team.
Responsible for providing facilities, services, and material in support of the incident.
- 7. Director of Technology** will serve as the Public Information Officer on the District Emergency Management Team.
Gather facts and distribute them to the media.
- 8. School Principals**
School Principals are the Incident Commanders in their buildings. School Principals have the overall responsibility for emergency response and management within their schools. The Emergency Operations Plan (EOP) developed by Principals will be completed in sufficient detail to provide a satisfactory response to any of the hazards/incidents described in this plan. The appendices in this plan contain information to be used in the development of school plans.
The incident commander is the person responsible for all aspects of an emergency response; including quickly developing incident objectives, managing all incident operations, application of resources as well as responsibility for all persons involved.

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.

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.

School Organization

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. Superintendent

- Appoint a district Safety and Security Coordinator to assist in planning and review.
- Consult with the local Emergency Management Organization 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 BVASD 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.

C. BVASD Critical Incident Planning 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 [superintendent and principal] on emergency management matters
- Keep the [superintendent and principal] appraised 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

- 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

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 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. Instructional Aides

- Assist teachers as directed

H. 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.

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. Custodians/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
- Review and assist on keeping Plans and checklists current

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
- Review and assist on keeping Plans and checklists current

L. Food Service/Cafeteria Workers

- Use, prepare, and serve food and water to students and staff
- Executing assignments as directed by the Incident Commander
- Review and assist on keeping Plans and checklists current

M. 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
- Review and assist on keeping Plans and checklists current

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
- Review and assist on keeping Plans and checklists current

O. 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

P. 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

Q. 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

R. 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 role as appropriate
- Provide security to school incident scene, as resources permit
- Develop Memorandum of Understanding (MOU) with school district

2. Fire Department/EMS

- Assume Incident Commander role as appropriate.
- Provide suppression services, as needed.
- Provide emergency medical services, as needed.
- Provide fire police for traffic control, as needed.

3. 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

4. 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

5. County Emergency Management Agency

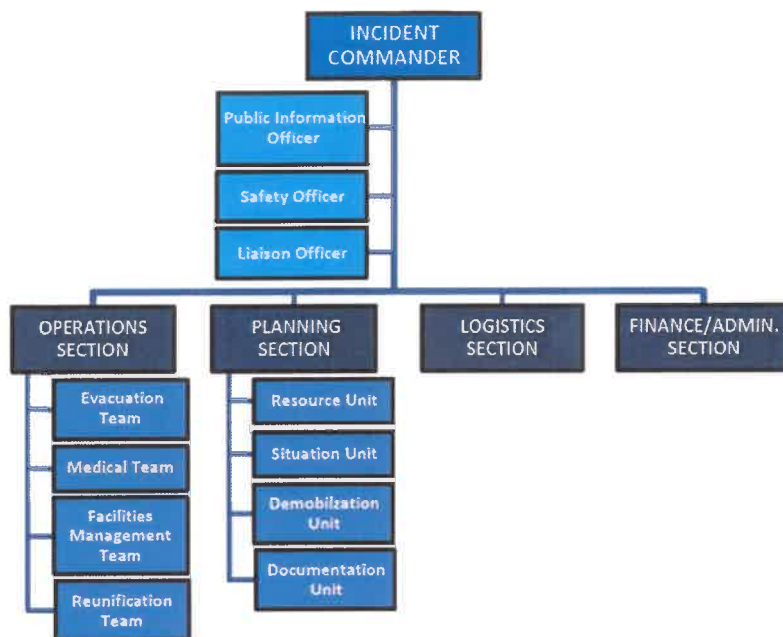
- Coordinate county emergency support services to school, as requested by municipality
- Develop and maintain the County EOP
- Request mutual aid from adjacent counties, its Regional Task Force, or from the Pennsylvania Emergency Management (PEMA), as needed

IV. DIRECTION, CONTROL, AND COORDINATION

A. Incident Command System

The District's Incident 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 needs of the incident. Staff are assigned to serve within the ICS based on their experience and training and the needs of the incident. Roles should be pre-assigned whenever possible based on training and qualification.

Figure 1. School Incident Command System



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 BVASD responsibilities may not.

See the [Command, Control, and Coordination Annex](#) to this Plan for more detailed information.

1. 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 The Belle Vernon Area School District. These agreements specify the type of communication and services available to one another.

2. Source and Use of Resources

The Belle Vernon Area School District will use its own resources and equipment, in addition to resources provided by the District/Diocese. A detailed listing of District memorandums of understanding (MOU) are found under the [Threat and Hazard Annex](#).

V. COMMUNICATIONS

The BVASD's [Command, Control and Coordination Annex](#) supports the mission to provide clear, effective internal and external communication between the school, staff, students, parents, the community, and the media. Templates for statements/ press releases, and media contacts at the local television and

radio stations are maintained by the District Public Information Officer (PIO) and are located in the **Command, Control and Coordination Annex** to this Plan.

VI. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

The District will attempt to collect, assess, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, the District will assign administrative staff to monitor the weather, community climate, known local law enforcement activity, and school incidents in order to develop and maintain situational awareness. This information will be assessed and shared with the building principals and other District administrators as appropriate. After an incident the School District will assign staff to monitor 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 and relay that information to the PIO and/or Incident Commander. The process for gathering incident information is detailed further in the **Command, Control and Coordination Annex** to this Plan.

VII. RECOVERY AFTER AN INCIDENT

After an incident, staff, teachers and District officials will review established mission-critical operations to support the restoration of the school's educational programs. The District 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/Diocese 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 Belle Vernon Area School District 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 into by authorized school officials will be documented in writing. All pre-negotiated agreements and contracts will be maintained [identify readily available record holder].

B. Recordkeeping

1. Administrative Controls

The Belle Vernon Area School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be conducted in accordance with established local fiscal 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. Incident Costs

District ICS Finance and Administration staff is 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.

D. Preservation of Records

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

IX. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

A. Approval and Dissemination of the Plan

The BVASD School Safety and Security Coordinator is responsible for the development and completion of the Emergency Operations Plan, including Annexes. The Superintendent, in conjunction with the Board of School Directors, is responsible for approving and promulgating this plan.

Copies of the BVASD EOP will be distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept to acknowledge 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.

District 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 District.

B. 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 School EOP, the BVASD 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 BVASD 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.

C. Training and Exercising the Plan

BVASD commits to conduct trainings, drills, and exercises in preparation and planning for an incident. Trainings, drills and exercises will occur as detailed in the Training and Exercise Plan. School officials will coordinate training efforts with local and county Emergency Management Agencies, and community partners/responders.

X. SCHOOL SAFETY PLANNING GLOSSARY

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 parents or guardians in the course of an incident.

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 nature, type 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 management of the response to an incident. In the initial response phase it may be a building or District official. If a school official, that person may transfer command to law enforcement, fire, EMS or other safety officials depending upon the nature of the incident, but will continue to operate within the Unified Command structure.

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

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 a threat or hazard outside the building.

Secure Perimeter: The threat or hazard is confirmed to be located outside of the building. Students and staff from outdoor areas are brought into the building. All exterior doors to the building are locked and no one is permitted to enter or leave the building. School functions (instruction, lunch, etc.) continue as normal.

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 the building

or room. 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 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 3.0, 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/rem_s_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://rem.s.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/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>

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- 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
 - Fayette and Westmoreland County’s Emergency Operations Plan
 - Washington and Rostraver Township’s Emergency Operations Plan

