

# Keystone School District

## Emergency Operation Plan

Table of Contents

	Page Number
Promulgation	
I. Basic Plan .....	2
II. Prevention & Mitigation .....	6
III. Preparedness .....	11
IV. Response .....	17
V. Recovery .....	21
VI. Authorities and References.....	27
Appendices	
Appendix 1 -Terms and Definitions .....	28
Appendix 2 - Plan Distribution.....	34
Supporting Plans and Procedures (Published Separately)	
Bomb Threats	
Building Loss of Structure or Structural Failure	
Child Abduction/Lost Child	
Death of a Student/Staff Member	
Earthquakes	
Field Trip Emergencies	
Fighting	
Fire/Explosion	
Floods	
Gang-Related Activities	
Hazardous Materials/Chemical Spills	
Hostage Situations	
Intruder/Trespasser	
Life-Threatening Crisis	
Mass Contamination of Food/Beverages	
Pandemic Influenza	
Radiological Incident	
Severe Weather	
Sexual Assault/Rape	
Shootings	
Student Unrest/Demonstration	
Suicide	
Terrorism	
Utility Failures	
Vehicle Accident	
Weapons Incident	

## I. BASIC PLAN

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 this plan is to identify and clarify emergency roles and responsibilities for Keystone School District 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

1. 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

1. Situation
  - a. Every school district and school in Pennsylvania is at risk to human-caused and natural disasters.
  - b. Clarion County has significant transportation infrastructure, which sustains air and road traffic and is vulnerable to disruptions during incidents. Disruptions to this infrastructure will impact the Keystone School District.
  - c. Keystone School District hosts sports, entertainment,

cultural, political, and business events that involve large numbers of participants, and are vulnerable to incidents.

- d. Keystone School District is vulnerable to civil disorder, riots, and terrorist incidents.
- e. Clarion County has business and industry, which either manufacture or sustain hazardous materials. Transportation and manufacture of these materials could impact the Keystone School District.

2. Assumption

- 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. The Keystone School District and their staff may be on their own for a minimum of 72 hours or longer after an incident. Keystone has sufficient food and water supply for longer than 72 hours.
- 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 the Keystone School District staff will be for their own families' safety and welfare. Disaster planning for employees' families is of primary concern to the school district.

D. Concept of Operations

1. Concept of Operation

All incident response activities for the school district 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, Keystone School District 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 Plan  
The school district 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 is the District Administration area of the elementary school building. The district administration office will be the Command Post. In the event that the district administration area cannot be utilized, the command center becomes the high school office. The Student Staging Area will be first the parking lots surrounding the school at the elementary building and at the football bleachers at the high school.
4. Documentation and Reporting  
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 incident. As the immediate incident period passes, copies of this information will be given to responding units and /or the Emergency Management Coordinator, in case of a Declaration of Major Disaster.

E. County Office of Emergency Services Responsibilities

1. Prepare and maintain an EOP for the county subject to the direction of the elected officials, review and update as required;
2. Maintain coordination with the local municipal EMA, School Districts as well as PEMA, and provide prompt information in emergencies, as available;
3. Identify hazards and vulnerabilities that may affect the county, its political subdivisions or Schools Districts in coordination with the municipal EMA's;
4. Identify resources within the County that can be used to respond to a major emergency or disaster situation and request needed resources from PEMA;
5. Assist School Districts with hazard identification and plan information.

F. Administration and Logistics

All teachers are required to keep and maintain the Keystone Safety Security Plan. Please make sure this is available for substitutes too.

1. Administration

- 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 Keystone School District will keep a copy of the receipt for later payment of any compensation that may become available through a federal disaster declaration.
- c. Keystone School District/School shall have available in the Incident Command Post necessary emergency plans, personnel and authorities.

2. Logistics

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

G. Training and Exercises

1. 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.
2. All exercises conducted on this plan, or its components, will be designed, administered, and evaluated in accordance with the Homeland Security Exercise Evaluation Program.
3. Conduct ongoing programs to familiarize staff with emergency procedures.
4. Conduct a minimum, an annual weather exercise in conjunction with the Pennsylvania Emergency Management Agency, municipal emergency management and first responders.
5. Conduct required fire drills.
6. Maintain all training and exercise records at the district office.

- H. Plan Development, Maintenance, and Distribution  
Keystone School District Safety Committee/School Safety Committee is responsible for preparing and maintaining this plan and any other contingency plans associated with this plan.

## II. PREVENTION & MITIGATION

### A. Introduction

1. Mitigation/Prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. The Federal Emergency Management Agency defines Prevention/Mitigation "acting before a disaster strikes." Prevention/Mitigation is also used just as effectively after an incident to reduce the risk of repeat incidents or further damage.
2. The benefits of effective Prevention/Mitigation include the following:
  - a. Saving lives and reducing injuries.
  - b. Preventing or reducing property damage.
  - c. Reducing economic losses.
  - d. Maintaining critical facilities in functioning order.
  - e. Lessening legal liability.
  - f. Providing positive outcomes.

### B. Types of Incidents

1. If one had to list all of the incidents that can potentially affect school districts/schools, it would be a daunting task. However, in its simplest form, there are really only three sources of incidents.
  - a. The first is nature. While nothing can be done to change nature from striking, actions can be taken to lessen or mitigate the impact of nature on your facility. These actions may include availability of weather alert radios, snow removal equipment, hardening the facility (retrofitting, weather-proof windows, etc.), school delays, early dismissal and closure. Recognition of the danger and monitoring the weather situation is paramount to taking timely and proper action.
  - b. The second source is a human-caused accident. These events can be prevented perhaps through conducting routine safety and security audits, training personnel on procedures and properly maintaining equipment. An electric space heater resulting in an accidental fire may fall in this category. Prohibiting the use of space heaters could prevent it and conducting fire drills could mitigate the consequences of the fire.

c. Finally, the last source of disasters involves human-caused intentional acts. These are criminal or terrorist acts. Effective monitoring and security controls can prevent such acts and a facility lockdown procedure can mitigate the effects of such acts. For example, a football rivalry game is scheduled for Friday night with a credible threat for fights and civil disturbance. Mitigation or prevention examples might be to cancel the game, bring in additional security or reschedule the game from Friday night to Saturday afternoon.

2. Keystone School District is located in an agricultural community but is impacted by Interstate 80, Route 322, and Route 208. Historically, incidents that have affected the school district/school typically include winter snowstorms, loss of power, loss of city water, and bomb threats that turn out to be pranks.

#### C. Formulating a Prevention/Mitigation Program

1. One of the most important actions that a school district can take is to perform a risk and hazard vulnerability assessment. This can be accomplished by a school district assessment team and Clarion County Office of Emergency Services. Ideally, a multi-disciplinary team made up of school district personnel, emergency management, and first responder personnel should perform this risk and hazard vulnerability assessment.

2. The main hazards that could impact the school district are:

- Winter and summer storms
- Fire
- Treatment plant
- Hazmat issues
- Community legal issues

3. Keystone School District has assembled a Risk and Vulnerability Assessment Team made up of the members of the safety committee. This Risk and Vulnerability Assessment Team meets annually to review the events from the past year to determine if changes need to be made to the assessment.

4. In addition, Keystone School District has had a security, and safety review conducted by the Pennsylvania Safety Audit, Pennsylvania State Police and Knox Volunteer Fire Department. As a result of these reviews, improvements are made in the identified areas, such as physical security and emergency responder interface. Fire drills are conducted on a monthly basis followed by a safety and security review of emergency kits and emergency alarms.

5. Crisis experts encourage school districts to consider the full range of what they can do to avoid incidents (when possible), or lessen their impact. Assessing and addressing the safety and integrity of facilities (window seals, HVAC systems, building structure), security (functioning locks, controlled access to the school), and the culture and climate of school districts/schools through policy and curricula are all important for preventing and mitigating possible future incidents.
6. The risk and hazard vulnerability assessment process should look into past hazards that have affected the school district, hazards that may occur in the future along with their consequences and likelihood of occurrence. Consideration should be given to the physical security of the facilities and administrative controls as well as safety, geographical and architectural issues. Done properly, the risk and hazard vulnerability assessment should give the school district/school an idea of which hazards require additional protective measures compared to those that are well protected against. After completing a risk and hazard vulnerability assessment, the school district/school will gain insight as to where to focus limited staff and resources.
7. The School District will also encourage teachers and students to conduct an All Hazards Classroom and Building Hunt. The students may identify hazards in these areas that are not readily visible to Administrators and emergency personnel.

D. School District Threat Assessment Team

1. Keystone School District has a Threat Assessment Team made up of the administrator and three trained staff members. This team is assembled at the request of the administrator or the district superintendent when a security related threat surfaces. The team evaluates the nature and credibility of the threat as well as the urgency to respond. The administrator, or designee, is empowered to unilaterally and immediately take action when conditions warrant, such as a bomb threat that is perceived to be specific and credible.
2. The district should create a safe, welcoming and orderly learning environment. Identifying individuals who may pose a danger to themselves or to others should be considered in performing a "threat assessment". The U.S. Department of Education and U.S. Secret Service released a guide, "Threat Assessments in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates" that may be useful in working through the threat assessment process. The results of a threat assessment may guide prevention efforts, which may help avoid an incident.



3. The school district has curricula and programs aimed at preventing individuals from initiating harmful behaviors. Social problem-solving or life skills programs, anti-bullying programs, and school-wide discipline efforts are common across the nation as a means of helping reduce violent behavior. Pennsylvania promotes an aligned system of academics and social and emotional learning through the implementation of environmental and individual protective factors based on a resiliency approach. The staff in charge of prevention in a school district/school (counselors, teachers, health professionals, administrators) should be part of the School District/School Safety Committees.

E. Legal/Insurance Issues

1. Mitigating incidents are important from a legal standpoint. If the school district or state does not take all necessary actions in good faith to create a safe school district, it could be subject to civil liability. It is important to make certain that the physical plant is up to municipal codes as well as federal and state laws.
2. The school district does an annual review of its policy or policies to ensure adequate coverage.

F. Prevention/Mitigation Consideration.

1. Physical security, for example, may have surfaced as an area that the facility is especially vulnerable. Consideration, with input from experts, can be given to various protective measures along with the costs and potential benefits. In many cases all that may be needed is tightening up some administrative controls as opposed to purchasing expensive equipment.
2. The School District in flood prone areas can mitigate the impact of a possible flood by ensuring equipment that is critical to operations is stored above flood levels:
  - Identify potential hazards on campus.
  - Conduct regular safety audits of the physical plant.
  - Include driveways, parking lots, playgrounds, outside structures, and fencing. A safety audit should be part of normal operations. This information should feed into Prevention Mitigation Planning.
3. Consider programs that cultivate an environment that encourages students to come forward to faculty members with potential threats and to not tolerate bullying. Examples include an anonymous tip line and visible enforcement actions that are taken seriously by all students and staff. As per

Act 61 of 2008, each school/district in the commonwealth is required to adopt a bullying prevention policy and incorporate that policy into their code of conduct.

4. Staff should be trained on early warning indicators of violent behavior or suicidal tendencies. Random unannounced searches to identify weapons, drugs, and other contraband may be conducted. Relationships built on trust should be established between staff and student body. School Climate Surveys should be conducted periodically for students, staff and faculty.
5. Clarion County's Promise collaborates with Keystone School District to conduct the Pennsylvania Youth Survey (PAYS) within their district. Keystone has participated in the survey since 2010.
6. Be aware of specific words used by students, body language and other indicators that suggest violent or suicidal behavior. Programs are implemented to deter bomb threats and false fire alarms. These programs include communicating criminal penalties, recording phone calls, CCTV cameras, developing policies that enforce restroom supervision, securing non-student areas, and having the students make up lost time due to false alarms in order to place peer pressure on the instigators. Consider implementing after-school programs that promote positive school climate between students, staff, parents/guardians, and the community.
7. An outcome of a good risk and hazard vulnerability assessment is to ask the question "If there is a reasonable chance that this disaster could happen....can we reasonably do anything today to prevent it from happening?"
8. The School District cannot always prevent fights, bomb threats, and school shootings. However, they can institute policies, implement violence prevention programs, and take other steps to improve the culture and climate of their campuses. The Olweus model has been proven to reduce violence, delinquency, and other problem behaviors should be utilized where appropriate to insure effectiveness. Information and technical assistance on these programs is coordinated through the Pennsylvania Commission on Crime and Delinquency Resource Center for Evidence-Based Prevention and Intervention Programs and Practices as well as listed on the Pennsylvania Department of Education safe schools websites. School Districts/Schools can take immediate actions to investigate threats before they are acted on and strictly and uniformly enforce their code of student conduct.
9. Collaboration with the Community
  - a. Mitigating or preventing an incident involves both the school district and the community. Contact the

municipal or county emergency management office to help get started and connect to efforts that are under way locally. The School District is an active partner in community-wide risk assessment and Mitigation/Prevention planning.

- b. Mitigation/Prevention efforts are community activities, leadership and support of Mitigation/Prevention activities are necessary to ensure that the right people are at the planning table. Again, leadership begins at the top. The School District will face an uphill battle if state, county, and municipal governments are not supportive of their mitigation efforts.
- c. Establish clear lines of communication. Because Mitigation/Prevention planning requires agencies and organizations to work together and share information, communication among stakeholders is critical. In addition to communication within the planning team, outside communication with families and the larger community are important to convey a visible message that school districts/schools and government are working together to ensure public safety.

### III. PREPAREDNESS

#### A. Introduction

- 1. Preparedness is the process of deciding what you will do in event of an emergency, before the emergency actually occurs. It involves the coordination of efforts between the school district and the local community.
- 2. Keystone School District continues to enjoy a good working relationship with the community. We have a Memorandum of Understanding with the Pennsylvania State Police and the Knox Borough Police. The Knox Volunteer Fire Department comes in annually along with the Pennsylvania State Police Department, Knox Emergency Medical Services, and Clarion County Office of Emergency Services to train and share information with the staff on firefighting, law enforcement, emergency medical services, and emergency management principles.

#### B. Community Resource List

The school district has available contact information for all agencies, organizations, and businesses that may have to assist us with an incident from the response period through the recovery effort. This list includes contact information for counseling services, debris removal contractor, cleaning service, and any other type of resource that may be needed during the response and recovery period. The list is reviewed every 90 days to ensure that it is kept current for the next incident.

C. School District Resource List

The school district also has a list of resources that are available on the school district campus for use during an incident. The list is reviewed after a major incident to ensure that list is kept current and resources are available for the next incident.

D. School District Personnel List

The school district has a current list of staff positions with appropriate contact information for each one. The list is reviewed every 90 days to ensure that it is kept current for the next incident.

E. National Incident Management System Implementation

1. The school district is a key component of the community and its government. The School District is not a traditional response organization and more typically is the recipient of emergency management and first responder services provided by fire and rescue, emergency medical, and law enforcement agencies. These first responders are required to adopt the National Incident Management System and use the Incident Command System to manage all incidents within their jurisdiction. The traditional relationship between the school district and these agencies and organizations is such that the school district participation in the National Incident Management System preparedness program is essential to ensure that first responder services are delivered to the school district in a timely and effective manner.
2. The School District is involved in the community's emergency planning process. The School District personnel involved in incident management, can be more efficient by fully understanding how first responders and emergency management personnel will manage an incident. The School District receiving Federal preparedness monies via the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to implement the National Incident Management System.

F. Establish Incident Assignments

1. The school district/school staff is surveyed to see if they have any special skills that could assist the School District/School Incident Command Team during an incident.
2. After surveying the school district/school staff on special skills, it is time to assign personnel to their Incident Command Team roles. Most assignments will be a logical, reasonable parallel to day-to-day work assignments. Other

assignments might be based on the special skills that the staff indicated they had to contribute to the team.

G. Setting up a Buddy System

1. If the School District/School "All Hazards" School Safety Plan calls for assigning classroom teachers to Incident Command System positions, some classrooms will be uncovered. Having a buddy system in place:
  - a. Ensures all students are supervised properly if a teacher needs to perform his/her Incident Command System function.
  - b. Provides for coverage of all students in the event that some teachers become casualties or are injured in the incident.
2. An effective buddy system is based on classroom proximity. Copies of class rosters should be kept in a readily accessible location with other emergency supplies.
3. After developing a buddy pairing each individual teacher with another teacher to ensure proper coverage of students in an emergency situation, administrators need to ensure that:
  - a. Each teacher has copies of both class rosters.
  - b. Both classes evacuate to the same area or go to the same safe area of the school.
  - c. Ensure that substitutes are aware of the buddy system.
  - d. Ensure substitute teachers are instructed and included.

H. Parental Notification

1. The school posts on the website or sends home information about the school district's/school's emergency procedures at the beginning of the school year and again before typical natural disasters might occur (e.g., winter storms, tornadoes, flooding).
2. Informing parents of emergency procedures:
  - a. Inspires confidence in the school district's/school's preparedness measures.
  - b. Makes operations in an actual incident run more smoothly.
  - c. Helps the school district/school meet its obligation to account for and protect the children.
3. Information to convey to parents:
  - a. No student will be dismissed from the school District/School in the event of an incident unless a parent/guardian (or individual designated by the parent/guardian) comes for him/her.
  - b. Please do not call the school district/school. Telephone lines must be kept open for emergency calls.

- c. Following an incident, do not immediately drive to the School district/school. Streets and access to the school district/school may be cluttered with debris or otherwise inaccessible. Parents that drive to school could interfere with emergency responders and their emergency vehicles.

I. Visitors' Policy

1. A key component to management of personnel during an incident is having knowledge of exactly what personnel are present at the time of the incident. In order to maintain control, each school district/school has a staff, student, and visitor control system which outlines identification and responsibilities in maintaining access control to the School district/school buildings and grounds.
2. School district/school staff should openly wear a picture identification badge at all times. If a staff member is working after normal hours, badges should continue to be worn. All visitors must be issued a visitor's identification badge. All staff members should question the identity of any individual, without an identification badge, who is in the building during the normal school hours. Staff members will escort any individual without a badge to the main office. If this is not possible or the individual refuses, the staff member should notify the office immediately. Suspicious packages and individuals acting suspiciously must be reported to the office immediately.

J. Student Care

1. Student care during an incident is one of the most important tasks faced by school district/schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. Classroom teachers will handle much of the duties of student care.
2. In planning for emergencies, it is wise for school district/school personnel to use 72 hours as a guide in determining resource needs. Depending on the situation, they may have to rely on the school district's/school's internal resources for that long. Resources to have on hand would include such things as:
  - a. Tools.
  - b. Medical Supplies.
  - c. Food and Blankets.
  - d. Search and Rescue Equipment.
  - e. Emergency "Go Kits".

- K. School District's/School's Incident Command Team "Toolbox"  
The School District/School Incident Command Team has a "Toolbox" to have available for use during an incident. Items in the "Toolbox"

will not be used for anything other than a real incident or emergency preparedness training activities. A member of the School District Incident Command Team has been assigned to keep the "Toolbox" updated (change batteries, update phone numbers, etc.). The "Toolbox" is portable and readily accessible for use in an emergency.

L. Emergency "Go Kits"

Classrooms also have emergency kits that are easily transportable should the teacher and students have to evacuate. These kits are called "Go Kits" and will allow the teacher to have the equipment and paperwork he/she needs, as well as activities for the students to keep them occupied.

M. Select Assembly Areas

The School District/School Safety Team selected Assembly Areas for staff and students for both Sheltering in Place and Evacuating, as well as Alternate Assembly Areas because of inclement weather or other reasons. In addition, Assembly Areas are needed for response equipment, medical operations, parent/student reunification, etc. The Incident Command Post is located in the Elementary School Superintendent's Office.

N. Parent/Student Reunification

When an incident occurs that requires release of the students, school districts/schools must establish a safe area for parents/guardians to go to pick up their children. This area must be away from the incident, the student assembly area, and the media staging site.

O. Media Staging Area

One area that is extremely important for the school district/school to select is the Media Staging Area. The media should be staged away from the response efforts, as well as away from the Student/Staff Assembly Area and the Parent/Guardian/Student Reunification Area.

P. Students and Staff with Special Needs

1. The School District and families have the responsibility to be well prepared for prompt, safe, and individualized care in the event of an incident on their campus.
2. Individuals who will be involved prior to or during an incident with a student with special needs will be invited to participate in the development, implementation, and evaluation of the "All Hazards" School Safety Plan as it applies to the

student(s) in their care. At a minimum, school district/ school nurses and municipal emergency management and first response organizations should coordinate to ensure that a plan of action (Emergency Care Plan) is in place to maintain the student's health and safety during an incident. Staff with special needs will also be invited to participate in the planning process to ensure that their particular needs are being met as well.

3. The School District will conduct a survey each year at the beginning of the school year to ensure they have an up-to-date list of students and staff who has special needs and the assistance they will need in case of an incident on campus. A copy of this list should be kept in the Emergency "Toolbox".
4. During an emergency, the ability to communicate with students and staff with hearing impairments will not only save time, but can also save lives. There are several successful ways to communicate with a student and staff member who is deaf:
  - a. Pantomime is used in everyday life. You may use your hands to describe the size, roundness or placement of an object. Facial expressions are often all that are needed to project a feeling or thought to a person who is deaf.
  - b. Speech Reading is the ability to read lips. This ability will vary among students and staff. Eye contact and lighting are essential for students and staff to read lips successfully. It is important not to over-exaggerate your lip movements. Talk slowly (normally) and clearly without over-exaggerating your words.
  - c. Written Communications can be used for short conversations. A drawback with this form of communication is the time necessary to craft the message. Another drawback can be the level of the student's or staff member's knowledge of the English language.
  - d. Interpreting is an excellent choice for communication. Learning to work with an interpreter is easy and a very effective mode of communication. Establish a procedure for contacting an interpreter. Meet in advance of the incident with the interpreting services community agency to coordinate logistics and set up a procedure to access their assistance in the event of an incident.
  - e. Sign Language is often taught through the school district/school or community service organizations. Learning sign language before the incident will show your support for the student and staff member who are deaf and enable you to be more prepared for incidents.
  - f. Telecommunication Device for the Deaf (TDD/TTY) is an essential device needed to allow the student and staff member who is deaf to communicate via telephone.



#### IV. RESPONSE

##### A. Introduction

Response to a disaster includes emergency assistance to individuals affected by the disaster. Response activities also include reducing the probability of additional injuries or damage. Response actions should be performed in a way that speeds later recovery operations.

##### B. Emergency Protective Actions

There are basically a handful of emergency protective actions that a school district/school can take to protect life and property. Specifically, these include modifying school operating times, such as early dismissal, school closure and school opening delay. Other actions include facility lockdowns, shelter-in-place and evacuation.

##### C. Activate School District's/School's Incident Command System

1. Every complex job needs to be organized, and emergency management in school district/schools is no exception. The Incident Command System is the nationwide standard for emergency management. The model is an expandable system of management which has proven to be workable for emergencies, from small emergencies to large disasters and is currently in use by many agencies across the country. Pennsylvania's governor has mandated its use for all incidents in the commonwealth.
2. The implementation of the Incident Command System helps to ensure life safety, property protection, and effective resource management. Adopting the Incident Command System will help school personnel work with emergency management and emergency responders to provide a coordinated response.

##### D. Incident Command System Principles

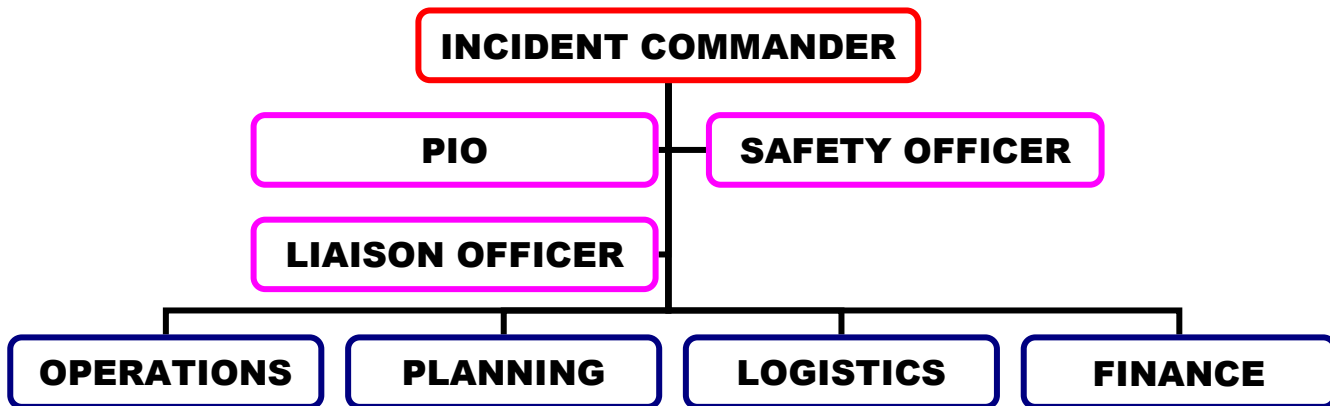
1. A fundamental principle behind the Incident Command System is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. For example, every incident will require such functions as student care, site or facility security, and communications.
2. Every incident needs one person in charge. That person, called the Incident Commander, may be the superintendent or his/her designee. The person in charge must be identified before and during an emergency. When first responders arrive, the incident command may transition to a unified command. Unified command means that the designated individuals from response agencies work jointly with the school district/school commander to carry out the response effort. In a unified

command, school district/school personnel retain responsibility for student, staff, and visitors' safety.

3. Another principle of the Incident Command System is to limit the Span of Control. The structure dictates a span of control of not less than three nor more than seven with an optimum of five subordinates.
4. Each individual participating in emergency operations reports to only one supervisor. This eliminates the potential for individuals to receive conflicting orders from a variety of supervisors, thus increasing accountability, preventing freelancing, improving the flow of information, helping with the coordination of operational efforts, and enhancing operational safety.
5. One of the most important principles for school districts/schools to use the Incident Command System is standardization of common terminology. Everyone should use the same words to refer to the same situation and these words should be communicated to school district/school personnel and responders in advance of an incident. Avoid using codes unless absolutely necessary or make sure they are communicated to emergency management and first responder organizations prior to an incident.

E. The Incident Command System Organization

The diagram below shows the structure of the Incident Command System organization.



## F. Primary Incident Command System Functions

### Position Responsibilities

#### Incident Commander:

- Assesses the situation.
- Establishes objectives.
- Tracks resource needs: what resources are available, have been assigned, and are needed.
- Develops a strategy or plan for handling the emergency, monitors it in process, and adjusts the plan as needed.
- Ensures proper documentation.
- Appoints additional staff as necessary.

#### Safety Officer:

- Ensures that the safety of the students, staff, visitors, and others on school district/school property is the highest priority.
- Has the authority to halt any response activities that create an unsafe situation or put students, staff, visitors or others at risk.

#### Public Information Officer:

- Acts as a liaison with the public, including the media.
- Must be well informed about the situation at all times.
- Should be the only one who talks with the media. All other staff members should refer media questions to the Public Information Officer.

#### Liaison Officer:

- Develop working knowledge of municipal/regional agencies.
- Serve as the primary on-scene contact for outside agencies assigned to an incident.
- Assist in accessing services when the need arises.
- Document activities.

#### Planning Section:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events).
- Prepares Incident Action Plan.
- Tracks resources.
- Assist with ongoing planning efforts.
- Maintain incident time log.
- Document activities.
- Prepares Demobilization Plan.

Operations Section:

- Directs and coordinates all incident-related operational activities.
- Will establish tactical objectives for each operational period.
- Handles all emergency response jobs, including development and implementation of a Student Accounting and Release Plan.

Logistic Section:

- Responsible for Communications.
- Provides medical support and food to incident personnel.
- Procures facilities as needed.
- Manages and distributes supplies, personnel, and equipment.
- Deploys unassigned people.

Finance/Administration Section:

- Administers any necessary procurement contracts.
- Keeps financial records of expenditures and employee hours. (Note: A School's All Hazards Plan Incident Command Structure may not include a Finance/Administration Section. This function may be performed at the school district level. In such circumstances, the Incident Commander must ensure that proper documentation is maintained.)

G. How Incident Command System Functions in School Systems

1. The Incident Commander must be someone who is on the scene at the incident site. The Incident Commander operates from the Command Post, which is located on site, but away from the risk of damage from the incident.
2. The school superintendent or principal may be the Incident Commander, but not necessarily. Incident Command System positions should be assigned based on who is best qualified for each position, not according to seniority or positional authority in day-to-day work. During an incident, responsibilities and lines of authority will change from day-to-day authorities. This also means the normal Chain of Command may change for personnel. School personnel must be aware and accepting of these changes.
3. Each key person shown should have an alternate assigned in case the primary person is unavailable or injured. If a school district/school has sufficient personnel, a contingency person should also be assigned. The primary, alternate, and contingency personnel should all be trained to perform the duties required of the position.

H. Establish Incident Command Post

The location for the Incident Command Post should have already been identified in the Preparedness Section of the School District's/ School's "All Hazards" School Safety Plan. If that location is not available, the alternate location should be utilized.

I. Response Steps

1. Determine Type of Emergency - The first step is to determine the type of emergency. The School District's Hazard Risk and Vulnerability Assessment determines which hazards affect your school district/school and helps to establish priorities.
2. Determine Degree of Emergency - School emergencies can be categorized in terms of magnitude. Identifying the magnitude of an emergency will determine the allocation of resources. Some emergencies can be handled by school personnel without assistance from outside agencies. Examples include temporary power outages or minor first aid cases. Other emergencies require assistance from outside agencies (i.e., fire department, police, emergency medical services, and emergency management). Examples include a fire, act of violence, or a severe weather event with injuries and/or structural damage. The degree of emergency can also be categorized in terms of a building emergency, campus emergency (incident affecting multiples buildings), or a community-wide emergency.
3. Determine Immediate Response Actions - Immediate Response Actions are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the Incident Commander will decide which Immediate Response Action to implement, based on the situation. Most emergencies will require one or more Immediate Response Actions, such as Evacuation, Reverse Evacuation, Shelter-in-Place, or Lock-Down.

J. Parent/Guardian/Student Reunification

Student release is a crucial part of emergency planning. During an incident, the traditional student release procedure is often unsafe and therefore not implemented. Therefore, the School District/ School All Hazards School Safety Plan needs to incorporate certain procedures to insure the safety of the students, to every extent possible, back into the care of their parents/guardians.

K. Communicating with the Media

In a crisis, calls from the media should be referred to the school district superintendent/school principal or his/her designee.

## V. RECOVERY

### A. Introduction

1. Decisions and actions taken after an incident with a view to restoring or improving the pre-incident conditions of the stricken school district/school and community, while encouraging and facilitating necessary adjustments to reduce risk in future incidents.
2. In the event of an incident, critical elements of recovery should be addressed. School District/School Mental Health Teams need to consider short-term interventions and long-term solutions. Teams also need to address communication, psychological first aid, community crisis counseling response teams, administrative, and environmental.

### B. Goals of Recovery (How do we get back to the business of learning?)

1. Strive to restore learning environment as quickly as possible.
2. Provide for the emotional well being of staff, students and school community.
3. Restore the physical plant for learning.
4. Assist in the restoration of the school community.
5. Restore business operations.
6. Capture "lessons learned" in order to incorporate them into revisions.

### C. Administrative

There are a number of administrative details that must be put into place in order to ease the transition from response to recovery and restore daily operations that support the educational process.

1. Keep documentation of all actions, meetings and decisions.
2. Take photos of any damage for insurance purposes, as well as for the possibility of a Presidential Disaster Declaration. Look at immediate and possible long-term damage, such as air quality issues that need to be included in your estimates and reimbursement requests.
3. Implement the School District/School Succession Plan in the event that top administrators and other staff are not able to return to work for an extended length of time.

4. Review Incident "After Action Report" and discuss possible changes to the School District/School "All Hazards" School Safety Plan.
5. If records have been destroyed in the incident, contact off-site storage area to get back-up copies.

D. Psychological First Aid

1. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes. Psychological First Aid provides assessment and referral information in order to restore emotional stability and learning.
2. Whether an incident is an act of violence, a sudden death, or a large-scale natural incident, such as a tornado, those involved often experience Stages of Grieving:
  - a. Shock - usually the first reaction--often experienced as numbness or physical pain and associated with withdrawal.
  - b. Denial - acting as if no loss has occurred.
  - c. Depression - feeling pain, despair, emptiness--may not be accompanied by some emotional release such as crying (if the person can cry, it helps release stress).
  - d. Guilt - self-blame for not having expressed more caring or belief the loss was his/her fault.
  - e. Anxiety - panic reactions as reality sets in.
  - f. Aggression/Anger - toward those who might have prevented the loss and sometimes toward the lost person (may have trouble acknowledging anger toward the person of loss, but if such anger can be expressed it can help with recovery).
  - g. Reintegration - loss is accepted (although there may be periods of relapse).
  - h. Post Traumatic Stress Disorder (PTSD)
3. These feelings can trigger stress reactions that can affect school district/school employees, students, parents/guardians, emergency responders, families of these individuals, and the larger community.

E. Children's Reactions

Children's emotional reactions are impacted by five factors:

1. Their perceptions of how the adults they depend upon are reacting. If they feel the adults are unprepared for an incident or out of control, their sense of fear increases, as does their sense of not being safe.
2. The amount of direct exposure the child had to the event. They may have been injured or felt their life was threatened.

3. Child's developmental age - although they all have similar reactions, young children will react differently.
4. Children often have prior exposure to traumatic events. The current event may bring back fears and experience.
5. Family problems such as divorce, financial problems or serious health problems within the home can all make children more susceptible to reactions to traumatic events.

F. Caring for the Caretakers

1. The demands of responding to a crisis are intense and place the caretakers under a great deal of stress. For example, crisis counselors can be exposed to secondary traumatization and compassion fatigue. They often have trouble admitting need because day-to-day, everyone views them as "in control" and always helping others.
2. It is strongly recommended that School District/School Team members who have been involved in an incident have the opportunity for a "debriefing" session. A trained crisis counseling response team should be used from another facility like a neighboring school or county. The debriefing is an opportunity to express feelings and receive emotional support. Superintendents/Principals will often avoid support by being too "busy" taking care of their staff first. Superintendents/Principals, as supervisors, should have a separate debriefing with an outside crisis counseling response team.

G. Off Campus Mental Health Providers

Sometimes an incident will be large enough that school district/school mental health professionals are not able to handle the large numbers of people needing support. Therefore, school administrators should identify and approve qualified mental health professionals during the preparedness phase of planning. These people need to be ready to respond quickly if needed. Pre-screening is important because not all mental health providers are trained to handle emotionally traumatic events. Even if they have training, many have no experience responding to these incidents.

H. Student Assistance Program/Employee Assistance Program

The Commonwealth of Pennsylvania provides several programs that can provide additional assistance to students, parents/guardians, and staff in the aftermath of an incident. They are the Student Assistance Program and the State Employee Assistance Program.



I. Addressing Parent/Guardian Concerns

After an incident, parents/guardians are concerned about the emotional and physical well being of their children, as well as the safety and security of the school district/school campus. Many of these concerns can be addressed through a letter home to the parents/guardians, face to face meetings, and updates on the website. It is extremely important that parents/guardians be kept apprised of the efforts being made to get the school district/school back to a "normal" status.

J. Memorial Services

School memorials serve an important function in the grief process for students and staff. A memorial promotes the healing process by providing an opportunity for students and staff to join together and participate in a healing experience. Memorials should be planned carefully considering specific guidelines.

K. Permanent Memorials

1. Establish guidelines and/or for permanent memorials.
  - a. Size.
  - b. Location - do not place at entrance to building.
  - c. Cost limits.
  - d. Respectful and tasteful to others deceased.
2. It is suggested that permanent memorials NOT be erected for suicide or deaths due to driving under the influence (DUI).
3. Involve students, parents/guardians and staff in the planning. Allow time to make good decisions.
4. Establish who will make the final decision.

L. Anniversaries

Anniversary dates are very important to students and staff and must be recognized by school administration. You should plan for these events. Do not allow them to catch you off guard. When making plans consider the following:

1. Establish a planning committee.
2. Allow students and staff to participate in the planning.
3. Involve some student leaders in the program.
4. Review plan with families.
5. Keep staff aware of the plans.

6. Permit students to select any music choices that are appropriate.
7. Establish clear rules for the media.
8. Do not permit pictures of grieving students, staff and parents/guardians.
9. Have a place where students and staff needing help can see a counselor.

M. Environmental

1. Structural Considerations
  - a. Be certain that the physical plant is safe for human habitation (Indoor Air Quality Tools for Schools).
  - b. A Walk-Through Physical Assessment to determine the physical safety of the building (i.e. locks work, windows close).
2. Sanitation/Hygiene
  - a. Use special team for clean-up, not internal staff (a team who is specialized in bio-hazard clean-up).
  - b. Contact Local or County Health for assistance with assessment of environment.

N. The First Day Back at School

1. The first day back at school following an incident is a very important benchmark in the healing process. Returning to the school building and daily routine is an important first step in accepting the “new normal” for the children. The School District/School Mental Health Team should be available to help with the reactions in children that are triggered by returning to the scene of the incident. If necessary, contact an outside crisis counseling team to be available to assist the School District/School Mental Health Team. The School District/School Incident Command Team and the administration need to be careful in the preparations for the first day.
2. Careful attention should be paid to the needs of all members of the school community. Immediate needs on the first day back often include:
  - a. Managing the media.
  - b. Providing meaningful expressions to mark the occasion.
  - c. Ensuring a good sense of safety and security.
  - d. Activating a responsive referral system for students and staff who need additional support and establishing “safe rooms” for those who may need to seek quiet and comfort.
  - e. Allowing the opportunity for classroom discussion of what has occurred before transitioning into the school routine and returning to established curriculum.

3. All school district/school staff should meet at the beginning of the first day back at school to review the day's schedule and procedures. At the end of the day, school district/school staff should make certain that no high-risk students are released to empty homes. Students should be encouraged to be aware of one another and to report to a responsible adult anyone who they feel needs help.
0. Following Resolution of the Incident
- Convene Incident Command and Mental Health Teams for debriefing:
1. Review successes and challenges identified during the crisis.
  2. Review actions taken during the recovery phase of the response.
  3. Evaluate "lessons learned" and how they should be merged into the revised School District/School "All Hazards" School Safety Plan. Changes should be made to the "All Hazards" School Safety Plan immediately.
  4. Allow Incident Command and Mental Health Team members an opportunity to discuss their feelings and reactions to the incident.
  5. Provide any additional support needed by the Incident Command and Mental Health Teams.
  6. Identify any new partners to add to the School District/School Incident Command Team.

## **VI. AUTHORITIES AND REFERENCES**

### **A. Authorities**

1. Emergency Management Services Code, 35 Pa. C.S. §§7101 et seq., as amended.
2. Public School Code of 1949, 24 P.S. §§ 1-101, et seq., as amended.

### **B. References**

1. The Robert T. Stafford Disaster Relief and Assistance Act (42 U.S.C. § 5121et. seq.)
2. The Pennsylvania Emergency Management Services Code (35 PaCSA § 7101 et. seq.)
3. The Pennsylvania Right-to Know Act of 2008
4. The Pennsylvania Intrastate Mutual Aid System (PIMAS) (Act 93 of 2008)
5. Homeland Security Presidential Directive - 5 (HSPD-5)

6. Homeland Security Presidential Directive - 8 (HSPD-8)
7. Homeland Security Exercise Evaluation program, Vols. I-III
8. Pennsylvania Emergency Management Agency, "Commonwealth of Pennsylvania Enhanced All-Hazard Mitigation Plan," Section 1.3 - Risk Assessment, October, 2007
9. Commonwealth of Pennsylvania, State Emergency Operations Plan (Nov., 2008)
10. Title III, Superfund Amendments and Reauthorization Act (SARA), October 17, 1986, Section 301-305, 311 and 312.
11. Clarion County Emergency Operations Plan
12. Clarion County, Hazard Vulnerability Analysis, April 2011

## Appendix 1

### Terms and Definitions

Activate - To start or place into action an activity or system.

Agency Representative - An individual assigned to an incident from an assisting or cooperating agency that has been delegated authority to make decisions on matters affecting the agency's participation in the incident. Agency representatives will report to the liaison officer or to the incident commander/EOC Manager in the absence of a Liaison Officer.

All-Hazards - The spectrum of all types of hazards including accidents; technological events; natural disasters; terrorist attacks; warfare, including chemical and biological; pandemic or other biological emergencies, nuclear or explosive events.

ARES - Amateur Radio Disaster Services (formerly Amateur Radio Emergency Services)

Continuity of Government/Operations Plan (COG/OP) - Planning to ensure that essential services and Government functions continue during, or as soon as possible after a disaster or emergency event.

Coordination - Arranging in order, activities of equal importance to harmonize in a common effort. (For use in context with this document: authorizing and/or providing for coordination of activities relating to emergency disaster prevention, preparedness, response and recovery by State, local governments and Federal agencies.)

County Damage Assessment - (Also called Initial Damage Assessment) A damage assessment, conducted by the county damage assessment team(s), that uses PEMA-developed procedures to assign a damage category to emergency-caused damages.

County Recovery Task Force - A type of Local Recovery Task Force (LTRC) formed from local volunteer assets to coordinate and administer voluntary contributions to short-term and long-term recovery

Critical Incident Stress Management (CISM) - A system developed and published by the International Critical Incident Stress Foundation to head off the psychological effects of certain types of particularly traumatic incidents on emergency responders. The system involves trained teams of practitioners who conduct peer debriefings for affected responders. Teams in Pennsylvania are independent, and are managed and dispatched locally, or through the Department of Health, Bureau of Emergency Medical Services.

Customer Service Center - A place where disaster victims can come to receive emergency food, water and ice and perhaps tarps or cleaning supplies. These are normally located in an open parking lot providing drive-through service and a very limited variety of essential goods.

Deploy - To move to the assigned location in order to start operations.

Natural Disaster - Any hurricane, tornado, storm, flood, high water, wind driven water, tidal wave, earthquake, landslide, mudslide, snowstorm, drought, fire, explosion or other catastrophe which results in substantial damage to property, hardship, suffering or possible loss of life.

Human-Caused Disaster - Any industrial, nuclear or transportation accident, explosion, conflagration, power failure, natural resource shortage or other condition, including enemy action, weapons of mass destruction or overt paramilitary actions, or other acts such as sabotage resulting from human-made causes. This includes oil spills and other injurious environmental contamination which threatens or causes substantial damage to property, human suffering, hardship or loss of life.

Disaster Emergency - Those conditions which upon investigation may be found, actually or likely to affect seriously the safety, health or welfare of a substantial number of citizens of the county or preclude the operation or use of essential public facilities. A disaster should be of such magnitude or severity as to render essential state supplementation of county efforts or resources.

Emergency Alert System (EAS) Announcements - Official announcements made at the county or state level for the specific purpose of providing information, instructions or directions to the residents of the county. Announcements are made over the legally designated EAS network. EAS announcement does not preclude appropriate use of newspapers, radio and television for public information statements.

Emergency Management - The judicious planning, assignment and coordination of all available resources in an integrated program of prevention, mitigation, preparedness, response and recovery for emergencies of all kinds, whether from enemy attack, human-made or natural sources.

Emergency Services - The preparation for and the carrying out of functions, other than those for which military forces are primarily responsible, to prevent, minimize and provide emergency repair of injury and damage resulting from disaster, together with all other activities necessary or incidental to the preparation for and carrying out of those functions. The functions include, without limitation, firefighting services, police services, medical and health services, rescue, engineering, disaster warning services, communications, radiological, shelter, chemical and other special weapons defense, evacuation of persons from stricken areas, emergency welfare services, emergency transportation, emergency resources management, existing or properly assigned functions of plant protection, temporary restoration of public utility services and other functions related to civilian protection.

Explosive Ordnance Disposal (EOD) - A specialized component of the U. S. military tasked with the retrieval and disposal of military ordnance, also, available to assist civilian authorities in life threatening situations dealing with other explosive devices.

Governor's Proclamation of "Disaster Emergency" - A proclamation by the Governor upon finding that a disaster has occurred or that the occurrence or the threat of a disaster is imminent. This proclamation authorizes municipalities (including counties) to exercise certain powers without regard to time-consuming procedures and formalities prescribed by law (excepting mandatory constitutional requirements).

Hazardous Materials (HAZMAT) - Any substance or material in a quantity or form that may be harmful or injurious to humans, domestic animals, wildlife, economic crops or property when released into the environment. Hazardous materials may be chemical, biological, radiological, or explosive.

Hazards Vulnerability Analysis (HVA) - A compilation of natural and man-made hazards and their predictability, frequency, duration, intensity and risk to population and property.

Initial Damage Assessment - (Also called County Damage Assessment)- A damage assessment, conducted by the county damage assessment team(s) that uses PEMA-developed procedures to assign a damage category to emergency-caused damages.

Initial Damage Report - Reports compiled during the response phase of an emergency that list numbers of damaged facilities, and other essential information. The IDR information is originated at the local level, compiled at the county and forwarded on to PEMA. IDR data should be submitted as soon as possible since it is used to determine operational needs and to identify the location and scope of damages for more formal damage assessments that come in the recovery phase of the emergency.

Joint Preliminary Damage Assessment - A damage assessment conducted by state and federal personnel to verify that sufficient damage has occurred to justify a Presidential Declaration of Major Disaster or Emergency

Liaison Officer - The Liaison Officer is the IC/UC point of contact for representatives of other governmental agencies, non-governmental organizations and/or the private sector (with no jurisdiction or legal authority) to gain input on the agency's policies, resource availability and other incident-related matters.

Local Disaster Emergency (When declared by the County Commissioners) - The condition declared by the local governing body when, in their judgment, the threat or actual occurrence of a disaster requires coordinated local government action to prevent or alleviate the damage, loss, hardship or suffering threatened or caused. A local emergency arising wholly or substantially out of a resource shortage may be declared only by the Governor, upon petition of the local governing body.

Local Recovery Task Force (County Recovery Task Force) - A group established to oversee the recovery and reconstruction process and serve as an advisory committee to local government officials responsible for recovery activities. The Local/County Recovery Task Force should have representatives from all facets of the community (school, faith-based, business, and volunteer, etc.)

Long Term Recovery Committee (LTRC) - A group of volunteer organizations established to provide recovery assistance to victims of a disaster or emergency beyond those services available from government sources. The LTRC should work in coordination with county and local government in order to ensure maximum utility from all available resources.

Mass Care Centers - Fixed facilities suitable for providing emergency lodging for victims of disaster left temporarily homeless. Mass Care centers are capable of providing all essential social services. Feeding may be done within a mass care center (in suitable dining facilities) or nearby.

Municipality - As defined in the Pennsylvania Constitution, "...a county, city, borough, incorporated town, township or similar unit of government..." (Article IX, Section 14, The Constitution of Pennsylvania).

Notification - The act of making known or informing. For use in context with this document: to transmit emergency information and instructions: (1) to Emergency Management Agencies, staff and associated organizations; (2) over the Emergency Alert System or by other means to the general public immediately after the sirens have been sounded.

Operational - The school is capable of accepting mission assignments at an indicated location with partial staff and resources.

Political Subdivision - Any county, city, borough, township or incorporated town within the Commonwealth, as well as school districts, and water, sewer and other authorities that have governmental or taxing authority.

Point of Dispensing (POD) - A facility established for the mass dispensing of pharmaceuticals. Operation of these PODs is described in the Strategic National Stockpile (SNS) plan.

Presidential Declaration of "Emergency" - "Emergency" means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

IMPORTANT NOTE - Before federal assistance can be rendered, the Governor must first determine that the situation is of such severity and magnitude that effective response is beyond the capabilities of the State and affected county and municipal governments and that Federal assistance is necessary.

Presidential Declaration of "Major Disaster" - "Major Disaster" means any natural catastrophe (including any hurricane, tornado, storm, high water, wind driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance to supplement the efforts and



available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Preliminary Damage Assessment - See Joint Preliminary Damage Assessment (above)

Protective Action - Any action taken to eliminate or avoid a hazard or eliminate, avoid or reduce its risks.

Public Information Statements - Public announcements made by PEMA or county official spokespersons via newspapers, radio or television to explain government actions being taken to protect the public in the event of any public emergency.

RACES - (Radio Amateur Civil Emergency Service) A part of the amateur radio service established under Federal Communication Commission rules and regulations to establish and maintain leadership and organizational infrastructure necessary to provide amateur radio communications in support of emergency management entities throughout the United States or its territories. RACES can be used during any disaster or emergency when normal governmental communications have sustained damage, or when additional communication is desired.

Reentry - The return to the normal community dwelling and operating sites by families, individuals, governments, and businesses once the evacuated area has been declared safe for occupancy.

Route Alerting - Route alerting is a supplement to siren systems accomplished by pre-designated teams traveling in vehicles along pre-assigned routes delivering an alert/warning message.

Special Needs Population: Populations whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; who live in institutionalized settings; who are elderly; who are children; who are from diverse cultures; who have limited English proficiency or are non-English speaking; or who is transportation disadvantaged.

Standby - To be ready to perform but waiting at home or other location for further instructions.

Strategic National Stockpile (SNS) - A program headed by the federal Centers for Disease Control that maintains large stocks of medications for distribution to the public during emergencies. The SNS relies on the state and county governments to have plans and play a major part in the distribution of the medications. This is done through a series of PODs (Points of Dispensing) that are located throughout the county.

Support - To act in a secondary or subordinate role to a primary activity by providing a means of maintenance or subsistence to keep the activity from failing under stress. (For use in context to this document: providing "unmet" needs, unforeseen requirements for supplies, equipment, services, training, etc.)

Unmet Needs - Capabilities and/or resources required to support emergency operations but neither available nor provided for at the respective levels of government.

Urban Search and Rescue (US&R) - A specific type of search and rescue that deals in urban settings, especially with collapsed building rescue. Pennsylvania has one team (PA Task Force-1) that is sponsored and certified by FEMA and managed by PEMA. Additionally, there are a series of US&R components in the nine Regional Task Forces.

Volunteer Emergency Communications - Any or all of those volunteer organizations such as RACES, ARES, CAP, and Coast Guard Auxiliary which may provide emergency telecommunications services to responders or victims within the county.

Weather Warning - Previously expected severe weather is occurring or is about to occur.

Weather Watch - Indicates that conditions and ingredients exist to trigger severe weather.

## Appendix 2

### Plan Distribution

- A. In order to ensure that plan revisions are posted to every copy, copies of this plan will be dated and distributed on a need-to-know basis. Copies of the plan will be provided primarily by electronic version with hard copies provided on an as needed basis.
- B. Copies of this plan will be distributed to appropriate agencies (see Enclosure 1).
- C. Each recipient will sign a receipt form (Enclosure 2), and the signed receipt will be maintained by the Keystone School District, along with the distribution list.

Enclosure 1 to Appendix 2  
Keystone School District EOP Distribution List

Name of Recipient/Office

Electronic or Hard Copy

Date Received

Enclosure 2 of Appendix 2  
Receipt Form

TO:

SUBJECT: Keystone School District Emergency Operations  
Plan

1. This will certify that I have received the Keystone  
School District Emergency Operations Plan, dated \_\_\_\_\_.

Copy Number(s): \_\_\_\_\_  
Electronic and/or Hard Copy

Received by: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Phone Number: \_\_\_\_\_

2. I understand that this document is the property of Keystone  
School District, and I will not release any parts of the plan to  
persons or agencies without the permission of the Keystone  
School District.

\_\_\_\_\_  
Date

Signature

\_\_\_\_\_