

MORRIS
COUNTY
SCHOOL OF
TECHNOLOGY

SCHOOL
SAFETY AND
SECURITY
PLAN

September 2009

MORRIS COUNTY SCHOOL OF TECHNOLOGY
SCHOOL SAFETY AND SECURITY PLAN
2009-2010 SCHOOL YEAR

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B. STATEMENT OF APPROVAL

We, the undersigned Superintendent, Principal and representative of the Denville Police Department, agree and do approve the Safety and Security Plan for Morris County School of Technology on this date.

Superintendent/Principal _____ Date: _____
Dr. Patrick Pelosi

Denville Police: _____ Date: _____

I. BASIC PLAN INFORMATION

I. Introduction

A. The purpose of this Emergency Operations Plan (EOP) is to protect life and property in critical situations by coordinating the response of school staff and local police and support personnel to ensure their effectiveness. This plan provides for procedures to be followed to mitigate, prepare, respond, and recover from the effects of an emergency. The emergencies covered in this plan include natural disasters, accidents, traumatic events, operational calamities, threats to safety, and breaches of security, terrorist acts and similar occurrences.

B. The initial reaction to any emergency can seriously minimize its negative effects through quick and appropriate action. For this reason, faculty and staff members are expected to be thoroughly familiar with the following procedures and to be ready to assume the necessary responsibilities in any drill or actual emergency.

C. Some general guidelines will be helpful in implementing these procedures in all cases:

1. Avoid panic by utilizing the plan. Awareness of one's duties and one's responsibilities for students is critical in decreasing confusion and making sound decisions.
2. Use common sense. Follow the procedures as outlined, but also adapt and apply these procedures to unforeseen circumstances or situations.
3. Keep this manual in an accessible place, and in an emergency, take it with you when you leave.
4. Include updated class rosters in this manual at all times.

II. Implementation, Review and Revision

A. The assigned persons will complete simultaneously all designated duties and responsibilities.

B. Each responsible person will develop a checklist detailing specific tasks to be performed during an emergency.

C. All contact numbers will be updated as necessary.

D. Each year, this plan will be collected from staff and faculty for review during the summer months.

1. Staff changes will be incorporated.

2. Contact numbers will be revised as necessary.

E. This plan will be redistributed to the faculty and staff during orientation at the beginning of each year.

F. New approval will not be necessary for minor revisions. The dates of annual reviews will be noted on the checklist at the end of this Emergency Operations Plan (EOP).

G. If a substantial change in this plan is necessary, an appropriate process of revision and amendment will be undertaken, seeking the necessary input and approval from concerned agencies and authorities.

III. Description of Morris County School of Technology

A. The school is located at 400 East Main Street, Denville, NJ. The campus comprises of five separate buildings, one of which has a second floor.

B. There are 523 full-time students and 185 share-time students (as of September 21, 2009) and 112 staff personnel on a daily basis from 8:00 am until 2:52 pm. Varying numbers of students and staff are on the property after 2:52 pm and on weekends for sports and other activities.

WHAT IS A CRISIS AND WHAT IS CRISIS RESPONSE?

A crisis is an event of limited duration that seriously disrupts our coping and problem-solving capabilities. It is typically unpredicted and overwhelming for those who experience its wrath. A crisis may be volatile in nature and, at times, may involve threat to the survival of an individual or groups of individuals. A crisis state may result upon exposure to drastic and tragic change in an individual's environment, which has become common and familiar to them.

Specific crisis events include, but are certainly not limited to:

- **Fire/Bomb Scare**
- **Hostage situation on school grounds**
- **Threat of Violence**
- **An accident involving a student or staff member,**
- **Suicide or homicide,**
- **Substance overdose**
- **Death of classmate(s) or teacher,**
- **Severe violence (e.g. gang fight)**
- **Assault on a teacher or administrator**
- **Child molestation**
- **Severe Weather**
- **Weapon Possession**
- **Train Derailment**

Crisis Response in Our School: A Practical Checklist

The following checklist was developed to facilitate an effective crisis response in the wake of tragedy. This list will require modification to address the nature of the crisis situation and should not take the place of competent professional services. By reaching our school families early following a traumatic event, we can potentially prevent the acute difficulties of today from becoming the chronic problems of tomorrow.

Fact Gathering

- Notify building Superintendent/Principal
- Clarify facts surrounding the crisis
- Contact school district administration
- Contact parents/guardians (of individuals involved/affected)
 - Obtain consent for release of information
- Contact police and/or fire department
- Superintendent/Principal consults with supervisors and/or school social worker
- Determine the need for assembling the Crisis Response Team

The Call To Action

- Assemble the Crisis Response Team
- Share facts with team members and assess the impact of the crisis
 - When did the event occur (e.g., during a lunch period, over the summer)?
 - Where did the event occur (e.g., on school grounds)?
 - How did it happen (e.g., accidental, intentional, expected)?
 - How many students and staff are affected by the event?
 - Which students and staff affected?
 - How are the students and staff affected?
 - How is the faculty responding?
 - Should classes be suspended temporarily or assignments altered?
 - Should students be released from school?
 - How are students indirectly being affected (e.g., siblings/friends at other buildings in the district, etc.)?
- Determine if additional support services are needed (e.g., psychologist/social worker/counselors from other buildings)
 - Weigh efficacy of “unknown” professionals
 - Provide identification badges for these outside professionals
- Update school district administration

Notification Procedures

- Consider:
 - Announcement to students and faculty
 - Announcement should not give too many details that could be misinterpreted
 - Location of support personnel (library?)
 - Need for students to sign out of class and in with support personnel
 - Mailbox memorandum to faculty and staff
 - Emergency faculty meeting (first thing in the morning)
 - Notification of students in classrooms by Crisis Response Team

Crisis Response Team in Motion

- ❑ Administrators and security circulate through the building
 - “Pockets” of grieving students should be directed to location of support personnel
- ❑ Consider letter to be sent to students’ homes – facts, summary, reactions, guidelines, contact numbers.
- ❑ Team members to visit selected classrooms to provide opportunity for discussion
- ❑ Teachers should allow opportunity for students to vent
- ❑ Counseling with individuals and small groups – (psychologists, social workers, guidance counselors)
 - Attempt to cultivate a “helping relationship” characterized by empathy, warmth and genuineness.
 - Encourage people to express their feelings.
 - Be careful not to lecture and allow periods of silence.

CRISIS PROCEDURE CHECKLIST

Steps to take in a Crisis

- **Assess life/safety issues immediately.**
- **Call 911 and notify police/rescue first. Call the superintendent second.**
- **Provide immediate emergency medical care.**
- **Convene the crisis team to assess the situation and implement the crisis response procedures.**
- **Evaluate available and needed resources.**
- **Alert school staff to the situation.**
- **Activate the crisis communication procedure and system of verification.**
- **Secure all areas.**
- **Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.**
- **The bell schedule will be adjusted to ensure safety during a crisis.**
- **Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.**
- **Contact appropriate community agencies and the school district’s public information office, if appropriate.**
- **Implement post-crisis procedures.**
- **Announcement will be made on a per building basis as necessary per Administration.**

CONTACT NAMES AND NUMBERS

I. Emergency Procedure and Telephone Numbers

STEP 1 - Use your intercom which will be answered by receptionist or send two students to inform **the receptionist and the Main Office.**

STEP 2 - **A member of the administration will report immediately.**
Administrator should announce that she is on her way via receptionist.

STEP 3 - Take appropriate actions to take care of the students at the scene.

STEP 4 - **Emergency Telephone Numbers: 973.627.4600**

PERSON OR AGENCY

EXTENSION NUMBER

Superintendent/Principal	213 or 214
Facilities (Maintenance)	227
Nurse	241
Assistant Superintendent Business	216 or 217
Director Curriculum and Instruction	222
Director Instructional Support Services	269 or 243
Director Student Personnel Serv & Spec Ed	229
Director Athletics and Student Affairs	207
Enterprise Program Manager	245 or 231
Guidance	205, 220,221, 228,238
Supervisor of Humanities	224
Supervisor of Math/Science	206
Supervisor of Grants & Program Mgmt	269
Supervisor of Vocational/Technical Careers	202

II. Key Contacts

District Crisis Response Team and their roles Outlined below: Our Crisis Response teams will be mobilized based upon the severity and type of the crisis and traumatic episode. Our A Crisis Team will focus on addressing personal and socially oriented crisis or complication and our B Crisis Team will focus on addressing acts of violence, vandalism, terrorism, and substance abuse, physical threats to the safety of all students, staff and faculty. Both of our A and B Crisis teams will have three tiers made up of the following members as outlined below:

A Crisis Team:

Tier One First Responders:

Superintendent/Principal

Director of Guidance

School Social Worker

This is the First Tier of mobilizing our Crisis intervention team. This group and its members are the first responders to address personal and socially oriented crises or complications such as suicide or homicide, substance overdose, death of a classmate, death of a faculty member, child molestation and other traumatic and crisis issues as they arise. For each incident, traumatic episode or crisis this group can mobilize assistance for two additional tiers of responders.

A Crisis Team:

Tier Two Responders:

Counselors

Child Study Team

School Nurse

Teachers

Head of Facilities

Administrative Support and other Staff

This team can also be called upon on an as-needed basis. The members of this team will be called to assist the first tier of our crisis team with our efforts to address the crisis that presents itself. By virtue of their relationships with many students, guidance counselors may aid in identifying those individuals who are in need of intervention. With his/her knowledge of physical problems, the nurse is in an ideal position to help students who are injured. Moreover, the nursing staff is typically trained to handle acute physical reactions to crisis exposure including hyperventilation, fainting, etc. The nurse may serve as a liaison between the local hospital and the school building.

A Crisis Team:

Tier Three Responders

Outside Services and Agencies:

We may have to rely on using outside agencies to assist us in the delivery of services to faculty, staff, students, friends of families and others. This process often involves speaking with many outside agencies (e.g., police department and/or local hospital).

B Crisis Team

Tier One First Responders:

Superintendent/Principal
Director of Instructional Support Services
Assistant Superintendent

This is the First Tier of mobilizing our Crisis Intervention Team. This group and its members are the first responders to address fire, bomb scares, hostage situation on school grounds, threat of violence, an accident involving a student or staff member, severe violence (e.g., gang fight), assault on a teacher or administrator, severe weather, weapon possession, train derailment, utility and facility problems and issues will be addressed by this team. The members of this team will prepare and arrange for contacting and communicating with parents and guardians. This team will inform parents of the facts surrounding the crisis and a summary of actions the school is taking to help students. The team member can call upon the assistance on the following two tiers of crisis team members.

B Crisis Team

Tier Two Responders:

Director of Athletics & Student Affairs
Supervisors
Head of Facilities/Maintenance
School Nurse
Guidance Counselors
Administrative Support Staff

This team can also be called upon on an as-needed basis. The members of this team will be called to assist the first tier of our crisis team with our efforts to address the crisis that presents itself. By virtue of their relationships with many students, guidance counselors may aid in identifying those individuals who are in need of intervention. With his/her knowledge of physical problems, the nurse is in an ideal position to help students who are injured. Moreover, our school nurse is typically trained to handle acute physical reactions to crisis exposure including hyperventilation, fainting, etc. The nurse may serve as a liaison between the local hospital and the school building. The Head of Facilities/Maintenance can assist in identifying ways to prevent further problems and conditions for our students, staff and faculty.

B Crisis Team

Tier Three Responders:

Teachers
Other Staff
Outside Services and Agencies

Moreover, these teachers may be in a position to answer questions that students have regarding the crisis situation (assuming that by doing so, the emotional well-being of the student is prioritized). Teachers can help identify and refer students who appear in need of emotional support. Substitute Teachers may also be of assistance and should receive a copy of this plan in their orientation.

II. Emergency List of Outside Agencies

ALARM SERVICE	973-285-6353
AMBULANCE	973-627-4900
FIRE DEPARTMENT	973-627-4900
POLICE DEPARTMENT	973-627-4900
BOMB DISPOSAL	973-285-2900
SHERIFF'S COMP CENTER	973-285-2900
RISK MANAGEMENT	973-285-6353
CHEMTECH	(800) 424-9300
DEPARTMENT OF PUBLIC WORKS	973-625-8334
ELECTRIC COMPANY	(800) 662-3115
GAS COMPANY	(800) 221-0051
HEALTH DEPARTMENT	973-625-8300 x 242
HOSPITAL (ST. CLARE'S, DENVILLE)	973-625-6000
MEDIA (DAILY RECORD)	973-428-6200
MEDICAL EXAMINER	973-829-8270
POISON CENTER	(800) 222-1222
TELEPHONE COMPANY	(800) 922-0204
TRANSPORTATION SERVICES	(See List Next Page)
WATER DEPARTMENT	973-625-8334
FIRE OFFICIAL (NICK BEST)	973-625-8300 x257
COUNTY FIRE MARSHALL (SCOTT DIGIRALOMO) OFFICE	973-829-8606
COUNTY ENVIRONMENTAL SPECIALIST (JAMES DEACON) OFFICE	973-285-6063
*AFTER HOURS: COMP CENTER: COMP CENTER WILL THEN CALL JAMES DEACON	973-285-2900
CHILD ABUSE HOTLINE	1-800-792-8610
DOMESTIC VIOLENCE	973-267-4763.
DIVISION OF YOUTH AND FAMILY SERVICES (DYFS)	1-800-331-3937
HEALTH DEPARTMENT (STATE)	1-800-367-6543
PROSECUTOR'S OFFICE (MORRIS)	973-285-6200
SEXUAL ASSAULT SUPPORT	973-983-1200
SUBSTANCE ABUSE HOTLINE	1-800-225-0196
TOXIC CHEMICAL/OIL	1-800-424-8802
YOUTH CRISIS HOTLINE	1-800-448-4663

Transportation Vendors

Progressive Tours

Attn: Mr. Fred Barkman 973-645-1300 P
280 Frelinghuysen Avenue 973-645-1355 F
Newark, NJ 07114

First Student Transport

Attn: Ms. Lois DiPalma 973-838-1300 P
PO Box 818, Hamburg Tpk. 973-838-9119 F
Butler, NJ 07405

Morris Hills Regional Dist.

Attn: Cindy Snook, Transp. 973-664-2354 P
520 West Main Street 973-627-1143 F
Rockaway, NJ 07866

Kevah Konner

Attn: Midge Grant 973-227-3100 P (Midge direct 973-227-9301)

PO Box 683, Route 46E 973-227-1673 F
Pine Brook, NJ 07058

Lakeland Bus Lines, Inc.

Attn: 973-366-0600 P
425 East Blackwell Street 973-366-3145 F
Dover, NJ 07801

Arthur Jordan Bus Co.

Attn: Shelley 973-838-5000 P
284 Main Street 973-838-8129 F
Butler, NJ 07405-1099

Aristocrat Limousine/Bus

Attn: Mr. Bobby Wright, Jr. 973-887-2726 P
354 Kingston Road 973-884-1880 F
Parsippany, NJ 07054

Transportation (late bus)

Educational Service Commission of Morris County
Frank Romano 973-540-8844 Ext 33

III. EMERGENCY SITUATIONS

1. General Information

Depending on the emergency, staff and students may be protected in one of four ways:

1. Evacuations to on-Site locations

- a. Grassy area in front of Building 1 near Fox Hill Rd.
- b. Side parking lot adjacent to Building 4
- c. If necessary, playground and basketball court in front of Building 5

2. Evacuations to an off-site location

PowerZone Volleyball Center
3 Luger Road
Denville, NJ 07834
TEL: 973.983.8208 FAX: 973.983.8210
EMAIL: info@powerzonevb.com

3. **Lock-down**, in which all movement of staff and students is suspended.

4. **Emergency Assembly to a Central Location**, in which all staff and students are brought to a safe place, and then all movement is suspended.

Crisis Command Center

- Main Office – Building One
- Alternate: Guidance Office in Building Four
- Superintendent/Principal or designee

Outside Agency Access

- Outside agency vehicles will use the driveway in front of the school

Identification

- Approved staff must sign in at Main Office and wear “visitor badge”.
- Visible public service badge will suffice for police, fire, EMS, etc.

Safe Areas for Evacuation

- If evacuation is needed further than designated fire drill area, students and other personnel will go to designated areas. This will be coordinated with local authorities.

Communication

- Intercom system will be primary communication system (limited to Command Center and Building Leaders)
- Walkie-talkies (provided by School Board) will be secondary communication
- Bull horn will provide communication to large groups of evacuated teachers and students.
- District Cell Phone

EMERGENCY PROCEDURES

Quick Reference

CODE RED – EMERGENCY EVACUATION

1. a. **Classrooms in Building 1 - go to Fox Hill Road sidewalk area**
- b. **Classrooms in Buildings 2, 3 & 4 - go to outer parking lot across from Building 4.**
- c. **Classrooms in Buildings 6 – go to outer parking lot across from Building 4 or go to Fox Hill Road sidewalk area.**

*** TEACHERS MUST KNOW THE PRIMARY AND SECONDARY EVACUATION ROUTES FOR THEIR ROOMS. EVACUATION ROUTES ARE POSTED ON THE WALL INSIDE THE CLASSROOM.**

2. **Assemble class and take attendance.**
3. **Remain together as a class until all clear.**
4. **Emergency evacuations must be conducted as quickly as possible.**

Emergency Procedure Details

CODE RED - EVACUATION

Background

Using this approach, all driveways and areas around and between buildings will be free of school personnel and accessible to emergency personnel and vehicles. School personnel will be removed to the furthest point possible from potential hazard should a building fire or explosion occur. This should allow for evacuation prior to the arrival of emergency vehicles and personnel and ensure that all staff and students are located in areas away from emergency response activities.

Procedure

- A. The first stage of the plan**, which would be commonly used for required fire drills, calls for having all classes evacuate via the closest exit to the outdoors and then proceeding via the shortest or safest route to the parking lot areas.
1. Building One classes evacuate to the grassy area between the parking lot in front of the Building and Fox Hill Road
 2. Building Two, Three and Four classes evacuate to the lot across from the Guidance office.
 3. Building Six classes evacuate to either the grassy area between the parking lot in front of building one or student parking lot. (Based on specific location class: See evacuation routes.)
 4. In case of snow, Building One classes will evacuate to the area along the outermost driving lane between the two parking lanes.
 5. Upon arrival at the designated evacuation area, teachers would then assemble their classes and take attendance. Based on the test timing conducted, every instructor should be able to assemble the students and take attendance in less than four minutes.
 6. Classes would then await either a signal to return to the building or further evacuation instructions. Teachers must stress to students the importance of remaining together as a class.

7. Students who may be in break rooms or the lavatory are to exit via the nearest door and rejoin their classes as quickly as possible in their designated assembly area.
8. Students who for some reason are not in their customary buildings at the time of evacuation are assigned to the supervision of designated staff.
9. Students from Buildings One and Three who may be in Building Four are supervised by Mrs. Gironda and Mr. Reidy.
10. Students from Buildings Three and Four who may be in Building One are supervised by Mrs. Davison.
11. Any students caught in this situation are reported to staff with radios, who will announce the locations of these students so that instructors can consider them accounted for.
12. Visiting students and their adult escorts are also supervised by counseling staff and reported to administration so that if further evacuation plans are to be put into effect, the safety of these visitors can continue to be monitored.
13. Counseling staff shall remain responsible for these students either until they are personally returned to their instructors, the drill is completed, or they board busses. At no time should a student be “sent,” unsupervised, back to his or her teacher during an evacuation.

B. In the event of an actual fire

1. “F-Code” would be used to relay information to immediate response personnel (facilities and/or administrative). A fire or potentially explosive conditions in Building One would be Code F-1, in Building Two would be Code F-2, etc. Prompt communication of this information will assist personnel in responding with appropriate equipment to the location.
2. Security and selected personnel will be designated to monitor four points: the intersection area of the back driveway and the front parking lot, and each entrance or exit from Fox Hill Road.
3. Arriving emergency personnel would be directed to enter the campus via the first entrance from Fox Hill Road and the monitor at the corner would ensure the area was cleared for emergency vehicles to proceed behind Building One.
4. In the event that a campus evacuation (similar to an early dismissal) were required, arriving busses would be directed to enter via the second entrance off Fox Hill Road and form two lines along the outermost driving lane between the two parking lanes.
5. Those classes at the front of the building would board buses first.

6. Students from Buildings Three and Four would be moved to the basketball court area to await boarding. Classes proceed as a group with their instructors from bus to bus, since busses may not be in their accustomed areas and students may be confused or frightened. As each student boards his or her bus, teachers will mark same on attendance. This ensures that every student's departure is accounted for which could become critical at a later point.
7. The location and safe transport of EVERY child off campus is the highest priority.
8. High school students who drove to school are NOT to drive home; they are to board the district bus. The reason for this is twofold: first, students may not have car keys, license, etc. in their possession at the time they evacuate the building and under no circumstances should they return to buildings to retrieve them. The second reason is that it is of primary importance to keep the area accessible to emergency personnel and vehicles.
9. Students attempting to depart campus in individual vehicles would create an unnecessary and potentially dangerous impediment to that process.
10. Keep in mind that a campus evacuation is NOT the same as an early dismissal; evacuation typically means that time is of the essence. (Note: some research needs to be done to determine if any high school students that drive do not have home district transportation available. In such cases, those students would be handled in the same manner as post-grad and adult students).
11. Adult students would be required to remain in the basketball court area of the playground until such time as all high school evacuations are complete. Assuming emergency response personnel have given the okay for the areas where adults' vehicles are parked to be accessed, these students may depart campus. When all their students have evacuated the campus, and/or clearance is given by the Superintendent/Principal or his designee, instructional and non-essential personnel may depart campus. It is highly likely that by this time the campus would be under the control of local law enforcement and emergency personnel and their instructions should be followed.

Additional Considerations

The implementation of this Proposed Fire and Flood Evacuation Plan will require:

- Communication to and training of staff, administrative and facilities personnel in new procedures, as well as continued practice
- Communication to and practice with busses from sending districts
- Designation of personnel for parking lot assignments
- Preparation and distribution of new evacuation procedure signs for all required areas

Off-Site Evacuation

In the event of an emergency that requires immediate evacuation from school site:

1. Students, along with staff, will walk north on Main Street towards Luger Road. Students and staff will take a right onto Luger Rd. and follow roadway to Powerzone Volleyball facilities. (PowerZone Volleyball Center 3 Luger Road Denville, NJ 07834)
2. Instructors will take attendance to verify presence of all students.

EMERGENCY PROCEDURES

Quick Reference

LOCKDOWN

- 1. Remove students from the immediate hallway.**
- 2. Lock your door. Turn off the lights. Close all windows and pull shades.**
- 3. Move students into a corner of the room away from doors and out of line of sight. Sit on the floor.**
- 4. Take attendance with special note of your students who are out of class at the time and those who were brought in from the hallway.**
- 5. DO NOT respond to anyone who may knock on the door during a lockdown unless it is clearly emergency personnel.**
- 6. Remain in room. Allow no one to leave until you are advised it is okay to do so.**

EMERGENCY PROCEDURES

ADULT EDUCATION

LOCKDOWN

***PLEASE NOTE:** A lock down procedure will be used only in the event that an armed or dangerous person is identified to be on campus. Administrative and Instructional staff must respond immediately to the all-call “Lock Down All Classrooms and Shops”. Should you see someone who you know or have a good reason to believe poses a serious threat, immediately find a supervisor with a 2-way radio or call ext. 245 from the closest available phone.

Administrative Duties:

1. Assess the situation
2. Have administrator or staff call 911. Next phone calls should go out to Enterprise Program Manager and then to Superintendent.
3. Supervisors on duty meet with Police. Decision made on appropriate evacuation plan if necessary. Supervisor announces over PA system that all teachers should “Lock Down All Classrooms and Shops”.
4. Part-time custodians and security stop all incoming/outgoing traffic strategically to/from the campus. Further direction will come from Police Department.
5. Director or Supervisor will keep the Superintendent informed of the situation so that he/she can contact the Board President and all Board Members.

Teachers/Staff Duties:

1. Lock classroom/shop doors and remove students from hallways.
2. Turn off lights to room and shop. (Darkened rooms harder to see into).
3. Listen to intercom within room as you may be contacted for further instructions.
4. Keep everyone away from doors and windows. Use locker rooms, bathrooms, storage units, etc. for further concealment. Adult students inside building one and building four break-rooms move to kitchen within designated buildings.
5. No student is to leave room/shop for any reason. Teacher insures that he/she has attendance book indicating who is in/out of class at the time of incident.
6. Any bells or alarms should be disregarded. Only respond when a supervisor contacts you by intercom/PA system or in person.
7. Police will give further notification to the onsite administrator of who can exit the campus via their cars and whether or not classes will be held or cancelled for the evening. All communications will go through the designated evening supervisor to all staff members.

Emergency Procedure Details

LOCK DOWN (Stay in Room Procedures)

ARMED INDIVIDUAL, HOSTAGE SITUATION, HOSTILE INTRUDER, INCIDENT IN THE COMMUNITY

Note: The safety of staff and students is the first priority at all times. Remain in building secure classroom, protect students.

Guidelines:

1. Obtain as much information as possible about potential weapons on school property. Find out who has the weapon, what kind of weapon, location of weapon (e.g., backpack, locker, etc.) and description of individual. **DO NOT** announce that a weapon is in the classroom.
2. Call Receptionist (ext. 211 or 0) and/or notify the school administrators immediately. This may be accomplished by sending a sealed note to the office with a trusted student. (Administrators should notify the police department and determine a meeting point.)
3. If the incident is after school hours, contact the police department immediately.
4. Make every effort to keep your eyes on the person suspected of having a weapon until help arrives so that you may point him/her out to the police.
5. It is best to have the police officer confront the person and conduct the search of the person suspected of possessing a weapon. Let the police officer take custody of any weapons.
6. Treat all firearms as if they were loaded. If a firearm is found, do not pick it up, but call the police. Make every effort to secure area and move students to safety. Notify Administration and Police of findings.
7. To reduce the risk of injury and promote personal safety, **AVOID HANDLING WEAPONS.** Remember, some weapons can be disguised in such things as pens, belt buckles, or even jewelry.
8. Ask the police officer to photograph the weapon and send a copy of the photo, along with an incident report and police report to the Superintendent/Principal.
9. After the incident, ask all teachers to report to an assigned room to disseminate accurate information.
10. The Superintendent/Principal will contact members of the Board of Education.

B. Administrative Duties:

1. Assign secretary to call 911- secretary needs to know details to tell dispatcher of problem, give description of person, etc.
2. Secure all entrances and exits (Maintenance)
3. Divide administrative responsibilities accordingly:
 - a. Superintendent/Principal needs to report to crisis area
 - b. Supervisors of Student Services or Designated Staff Member will meet with police. This person, along with the SCRT**and the police, will decide on an appropriate evacuation plan, if necessary.
 - c. Supervisor of Student Personnel Services or Designated Staff Member, if possible, stays in front office to continually assess incoming information and relay it to principal, police, and SCRT
4. Maintenance should shut off PA in hall near armed individual/intruder/hostile person, if possible.
5. Continue to monitor situation until resolved

C. Staff Duties:

1. Remain calm and lock your door immediately. If you don't have a key, quickly find someone who does. Remove all students from the hallway. Use furniture to block the doorway.
2. Turn off lights. Pull shades if room is visible from outside. Dark rooms with drawn shades are harder to see into.
3. Use shades to communicate. Tape a sign with the number of room, number of occupants and other important information in the window or on the back of the shade for police to see
4. Be sure phone is accessible. Instructions may follow
5. Keep class concealed, away from doors and windows, students are to sit on floor. Use closets, locker rooms, etc. for concealment. Break rooms should move to kitchen. Those in the Team should stay put.
6. Permit no one to leave the room for any reason
7. Ignore all bells until further noticed
8. Take attendance – immediately report missing students via intercom or phone to receptionist, ext. 211, 0, or 214.
9. When students are in break-rooms - will move to Building One Kitchen, and Building Four will move to Building Four Kitchen.
10. Students with medical needs – School Nurse or Administrator to be notified.

PLEASE NOTE

A LOCKDOWN will be used only in the event of an Armed Individual, Hostage Situation, Hostile Intruder or an Incident in the Community. It is extremely important that you respond immediately and appropriately to this alarm. If you see someone who you know or have good reason to believe poses a serious threat, immediately find someone with a radio, contact the nearest administrator, or call the office on the closet phone.

Dear Staff Member:

In the unlikely event that you are confronted by a hostile or dangerous individual, the following information has been given to us by the local police department and by hospital psychologists. It is designed to offer suggestions for dealing in a nonjudgmental, non-threatening way with people who are acting irrationally. Please contact me if you have any questions regarding these suggestions.

Suggested Words and Phrases

1. "We would like to hear what you have to say."
 2. "We would like to know what's going on."
 3. "Let me be sure I understand your concern"
 4. "Please tell me your side of the issue."
 5. "We would like to sort this out, but we need to understand what's going on. Please tell us."
 6. "I guess that's pretty important to you."
 7. "Can you tell me how we can help?"
 8. "Please tell me about it."
 9. "Yes." "Uh-huh." "I see."
 10. "Maybe we could move someplace where it's less noisy so that we could sit down and talk?"
(**For safety, pick a semi-private area – not a locked, secluded office.**)
 11. "I can see this is important to you, and we need to sort this out – can you tell us what's going On?"
- Never exhibit a personal interest – keep it professional
(Don't say – "I will work on that" – say "We will see what can be done.")
 - Remain calm. Never get angry or try to "intimidate" the personal
 - Don't crowd their personal space. This will only cause more hostility, and will make you more vulnerable to physical attack.
 - Never allow yourself to be alone with an angry person. Try to have at least one other staff member present. Always keep a safe exit route available for both yourself, and the angry person. (They, as well as you, will feel less "boxed" in.)
 - Don't take things personally. Be non-judgmental. Encourage talking. Deal with feelings, but avoid potentially inflammatory or explosive issues.
 - Never say "no". Instead, say – "I'm not sure we can do that", or "We may not be allowed to do that", or "That may be a tough request – but we can check it out".

When a "LOCKDOWN" announcement is heard:

- **Remain calm, and lock your door immediately.**
- **Permit no one to leave the classroom.**
- **Ignore all bells until further notice.**
- **Be sure phone ringer is working. Instructions may come.**
- **Move to safest part of room, away from doors and windows.**
- **LOCK YOUR DOOR – Substitutes and others without keys should obtain help from the nearest teacher.**
- **PERMIT NO ONE TO LEAVE – Make a list in the room, and those out with passes. Also, list anyone else who is not usually in the room during the period.**
- **IGNORE ALL BELLS – Instructions will come via PA system, Bullhorn, phone or in person.**
- **CHECK YOUR PHONE – Place lever in “on” position. Instructions may come by phone.**
- **MOVE TO SAFETY – Go to the safest part of the room, and keep out of sight.**
- **If a student is in the hall, student should go to nearest classroom.**

EMERGENCY PROCEDURES
Quick Reference
CODE GREEN - BOMB THREAT

- 1. A code green requires an emergency evacuation to designated areas outlined in CODE RED.**
- 2. No two-way radio transmissions OR cell phones are permitted. Such transmissions could detonate a bomb. This is absolutely critical!**
- 3. When a code green is announced over the public address system (PA transmissions will not cause a detonation), students and teachers should take all personal belongings with them.**
- 4. Upon exiting the classroom, leave all doors unlocked and open.**
- 5. Suspicious items, packages, etc. Should not be touched. Report such items to administrator or emergency personnel on the scene.**
- 6. Once in designated area, take attendance and keep your class together at all times. Wait for all clear.**

Emergency Procedure Details

CODE GREEN – BOMB THREAT

RESPONSIBILITIES:

1. Protection of staff and students.
2. Minimize property damage.

In the event that a bomb threat should occur the following procedures will be followed:

1. No 2-way radio or cell phones can be used for communication because they can detonate a bomb.
 2. In the event a bomb scare is called in, the evacuation will be referred to over the public address system as **CODE GREEN**.
 3. Listen carefully upon hearing the announcements. Quickly look around your area to assess if something is out of place or has been tampered with.
 4. **IN THE EVENT THAT A SUSPICIOUS OBJECT IS FOUND, IT SHOULD NOT BE TOUCHED OR MOVED** - Warn others to stay away from the suspicious object and maintain at least at 500 ft. clearance area.
 5. If evacuation is deemed necessary, everyone should be instructed to bring **everything** that they brought to school with them that day, including knapsacks, or duffel bags to make the search easier, since the device could easily be concealed in the bag. In winter, take coats.
 6. The Administrator should contact the Superintendent/Principal's Office at ext. 213 for an evaluation of the situation.
 7. Exit the class quickly and quietly, leaving the door open. This will aid the search by not having to unlock each classroom.
1. After exiting, all instructors will stay with their class and supervise them. Do not let any student wander or leave the class.
 2. Ensure that all students and staff are accounted for and in a safe location.
 3. Each building will have a designated area to await further instructions. Please keep all students away from the buildings.

Building One: Will walk across the parking lot and wait in front of the vehicles parked facing Fox Hill Road.

Building Two: Will wait in the playground area.

Building Three: Will wait in the playground area.

Building Four: Will wait in the back section near the fence in the side parking lot.

Building Six (1st Floor): Will walk across the parking lot and wait in front of the vehicles parked facing Fox Hill Road.

Building Six (1st Floor): Will wait in the back at the section near the fence in the side parking lot.

4. All employees and students will remain in these designated areas until give verbal instructions to return to your respective buildings.
5. No students should be released from your supervision without administrative approval.
6. When the police arrive, they are in command, and their orders are to be followed. Police will use a local facility/business for their “headquarters”, if necessary.
7. No smoking is permitted at any time during a CODE GREEN.

UPON RECEIPT OF A BOMB THREAT BY PHONE:

1. Use telephone checklist and obtain as much information as possible from and about the caller. Complete Bomb Information Sheet (blue) from Sheriff’s Office.
2. Listen carefully – **DO NOT INTERRUPT**. Listen for clues, such as train whistle, machinery, etc.
3. After the completion of the call, hang up.
4. **Person receiving the call is to quietly notify available administrator. No public conversation is to take place.** If the caller specifically states that the bomb is in Building One, then only that building may need to be evacuated.
5. If the caller gives a time of detonation and it is within a few minutes, then evacuate immediately.

BOMB THREAT RECEIVED BY EMAIL OR OTHER FORM OF COMMUNICATION:

1. **Preserve evidence**
2. **Make a hard copy immediately**

PROCEDURE WITH BOMB SQUAD:

1. The following people must be made available.
 - a. Decision-maker (Superintendent/Principal, Directors
 - b. Person with keys to **all** areas (Head of Maintenance) *
 - c. Person who received the threat (usually a secretary).

*If keys are not available, spare will be in Board Office or Denville Police Department.

2. Thirty (30) minutes before and after the reported detonation time there will be no search going on.

SCHOOL POLICY:

1. Student Handbook and Board of Education Policy must include a clause that states that Morris County School of Technology has the right to periodically search lockers if there is any suspicion of illegal contraband/weapons on campus.

*Bomb Threats DO precede actual incidents.

TELEPHONE CHECKLIST

BOMB THREAT CHECKLIST

WHEN THREAT IS RECOGNIZED, IMMEDIATELY WRITE DOWN DATE AND TIME OF CALL:

DATE _____ TIME _____

QUESTIONS TO ASK:

1. **WHEN IS THE BOMB GOING TO EXPLODE?** _____
2. **WHERE IS THE BOMB RIGHT NOW?** _____
3. **WHAT KIND OF BOMB IS IT?** _____
4. **WHAT DOES IT LOOK LIKE?** _____
5. **WHAT WILL CAUSE IT TO EXPLODE?** _____
6. **DID YOU PLACE THE BOMB?** _____
7. **WHY?** _____
8. **WHAT IS YOUR ADDRESS?** _____
9. **WHAT IS YOUR NAME?** _____

WRITE DOWN EXACT WORDING OF THREAT: _____

Sex of Caller: _____ **Race of Caller** _____ **Age** _____

Number at which call is received:

CALLER'S VOICE:

Calm Angry Excited Slow Rapid Soft
 Loud Laughter Crying Normal Distinct Slurred
 Nasal Stutter Lisp Raspy Deep Ragged
 Clearing Throat Deep Breathing Cracking Voice Disguised Accent Whispered
 Familiar If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

Street Noises Crockery Voices PA Systems Music House Noises
 Motor Office Machines Factory Machines Animal Noises Clear Static
 Local Long Distance Booth Cell Phone Other: _____

THREAT LANGUAGE:

Well-spoken (educated) Foul Irrational Incoherent Taped
 Message read by threat maker

REMARKS: _____

****REPORT CALL IMMEDIATELY TO SUPERVISOR/SHERIFF'S OFFICER AS INSTRUCTED.**

****NOTIFY MORRIS COUNTY SHERIFF'S OFFICE PROTECTIVE SERVICES AT 829-8370, EXT. 6610****

DATE: _____ **TIME:** _____
NAME: _____
TITLE: _____ **PHONE NUMBER:** _____

VIOLENCE/THREATS/WEAPONS

ACTIVE SHOOTER

- In the event of an **ACTIVE SHOOTER**, a **LOCKDOWN** should be called **IMMEDIATELY** and **911** should be notified.
- **DO NOT** confront anyone with a weapon. Get out of harm's way.
- Gather as much information as possible to report to the administration and police without putting oneself in harm's way.

WEAPONS IN SCHOOL OR ON SCHOOL PROPERTY GUIDELINES

- Obtain as much information as possible about potential weapons on school property. Find out who has the weapon, what kind of weapon, location of weapon (e.g. backpack, locker, etc.). **DO NOT** announce that a weapon is in the classroom.
- Notify the school administrators immediately. This may be accomplished by sending a sealed note to the office with a trusted student. Administrators should notify the police department (by 911) and determine a meeting point.
- If the incident is after school hours (e.g. athletic even, dance, etc.) administrators should notify the police department immediately (by 911) and determine a meeting point.
- Make every effort to keep your eyes on the person suspected of having a weapon until help arrives so that you may point him/her out to the police.
- It is best to have the police officer confront the person and conduct the search of the person suspected of possessing a weapon. Let the police officer take custody of any weapons.
- Treat all firearms as if they were loaded. If a firearm is found, do not pick it up, but call the police. Make every effort to secure area and move students to safety.
- To reduce the risk of injury and promote personal safety, **AVOID HANDLING WEAPONS**. Remember, some weapons can be disguised in such things as pens, belt buckles, or even jewelry.
- Ask the police officer to photograph the weapon and send a copy of the photo, along with an incident report and police report to principal.
- After the incident, ask all the teachers to report to faculty room during prep periods or lunch to disseminate accurate information.
- Contact PTA President to provide similar information.

TELEPHONE THREATS/PHYSICAL THREATS

If a threat is made over the telephone:

- Notify school administrator.
- In cases of imminent danger, call police and select appropriate Condition Code (C).
- Notify the **Superintendent/Principal's Office at 213 or 214**.
- Follow directions of the police and provide them with any information, which may assist in resolving the problem.
- Notify parents/guardians, if necessary.
- If threat is carried out, care for injured, protect crime scene.
- Account for all staff and students on-site, at hospital or off-site locations.

EMERGENCY SCHOOL CLOSINGS

SCHOOL CLOSINGS/DELAYED OPENINGS/EARLY DISMISSALS

Schools may close/delay for various reasons which include severe weather, utility failures or other issues that would prevent staff or students from being in the facility.

In the event that a school closing/delay decision needs to be made the Superintendent of Schools will be responsible for that decision.

- Communication to staff and parents will be made using the Honeywell Instant Alert Emergency Notification System.
- Announcements will also be placed on the school website.
- Additionally, local media will be contacted with the information.

ACCIDENTS/MEDICAL EMERGENCIES

1. Personnel must remain calm.
2. The teacher or person in charge should call the nurse/administrator or send two students for the nurse/administrator giving the:
 - a. location of person
 - b. name of person
 - c. type of injury
3. The nurse and administrator will both report to the emergency scene.
4. If the nurse cannot be reached, call via the intercom or two-way radio.
5. The administrator will secure medical attention when the emergency is so severe that it suggests immediate hospital care.
6. Refer to Condition Codes if necessary under work place violence.
7. Keep all interested personnel and students uninvolved in the emergency away from the area.
8. The administrator will stay at the emergency scene to relay instructions to the office.
9. Do not move the student/victim unless his/her location is potentially dangerous.
10. The following steps will be taken when calling for an emergency vehicle.
 - a. Dial 911 on outside line
 - b. Report location and specific entrance to be used. Have a contact person meet E.M.S. to direct them if needed. Also, give the nature of emergency, number of victims, and any other pertinent information.
11. Once the emergency vehicle has been called, **security** should be designated to report to the specified entrance and escort the emergency personnel to the emergency scene. Have a contact person to direct them if it is needed.

The nurse or Director of Student Personnel Services will notify the parent/guardian as soon as possible. (The Director of Student Personnel Services is always consulted for advice when notifying parents) **Notification should be given tactfully and in such a manner as not to create undue panic.** Known details of the accident should be given. If injury is caused by product or chemical, Administrator or Nurse should notify receptionist to put our MSDS Sheet and either give to E.M.S personnel or fax to hospital patient is being taken to. Follow instructions in Student Emergency Card regarding Physician and Emergency Contacts.

CATASTROPHIC INCIDENTS

1. The administrator will determine course of action.
2. Students and staff must be kept at a safe distance from incident. Students, if outside, should be taken into the school.
3. The administrator will call **911** on outside line.
4. Follow the CODE RED procedures if building is involved and needs to be evacuated.
5. The administrator will direct further action as required.

UTILITY FAILURE

Sudden Loss of Power/Blackout

- Teachers with classes are to remain in that class with the students until further instruction. Students are not to be released to use the phone.
- No student movement should occur without instructions from the administrative team.
- All teachers and other personnel, who do not have any classes, should await instructions from the office of the school. Administrators and other personnel will cover all exits.
- If a power failure occurs during lunch, all teachers in the cafeteria should assist in supervision.

ELECTRIC POWER FAILURE

- Check that students are calm and safe.
- Designate personnel to notify Maintenance and Operations at 227 and the Superintendent at 213 or 214.
- Evacuate the building by fire drill procedures, if there is any threat to the safety of students or staff.
- Keep refrigerated food storage units closed.
- If food preparation was in process and utilities remain out for a period of time, verify safety of food by calling Culinary Arts ext. 253 or 255.
- All announcements will be over bull-horn used by administrators stationed strategically on each floor.

WATER MAIN BREAK

- Designate Head Custodian to shut off valve at primary control point and notify Building Administrator.
- Head Custodian will call Maintenance at 227.
- Building Administrator will call Business Administrator at 216.
- Relocate articles that may be damaged by water. A photograph should be taken for insurance purposes.

BOILER

- Head custodian will secure main cutoff, then secure fuel supply, and notify Building Administrator.
- Head Custodian will notify Maintenance at 227.
- Building Administrator will call Business Administrator at 216.
- Never attempt to feed water to boiler; shutdown and leave area.

PLUMBING

- Head Custodian **must** shut off main valve at primary control if break is internal to building.
- Head Custodian will notify Maintenance at 227.
- Building Administrator will call Business Administrator at 216.
- Maintenance Supervisor will call GPU to shut off electricity to affected areas.
- Relocate articles that may be damaged by water.
- Hot water overheating condition:
 - a. Shut off burner to water heater, secure fuel supply.
 - b. Relieve system pressure.
 - c. Isolate/lock student lavatories, secure other water supply outlets.

GAS LEAKS/HAZARDOUS MATERIAL ACCIDENTS

Gas leaks are identified by an odor similar to rotten eggs. If a gas leak is suspected, do the following:

- DO NOT OPERATE ANY LIGHT SWITCHES OR ELECTRICAL OUTLETS.
- Call the Maintenance and Operations Supervisor at 227 and report all known information.
- Evacuate the building immediately by activating the fire alarm system. Use established evacuation plan, and open windows in immediate area to diffuse gas.
- Contact **GPU at 1-800-545-7738** and notify them of the gas leak.
- Notify Superintendent/ Principal's Office of actions taken.
- Do not re-enter the building until Fire Officials say it is safe to do so.

HAZARDOUS MATERIAL ACCIDENTS

IF OUTSIDE

- Move upwind away from spilled material.
- Contact administrator.

IF INSIDE

- Avoid direct or indirect contact with spilled material.
- Flush with water immediately any area of direct contact.
- Remove contaminated clothing.
- Move to alternate location without common ventilation system to avoid fumes.
- Contact building administrator. Refer to Condition Codes listed under Workplace Violence.
- Use Material Safety Data Sheet (**on file in the Receptionist's office**). Have receptionist make copy and give to nurse, administrator or EMS personnel. If necessary, fax a copy to the hospital to which patient is being taken to.

NATURAL DISASTERS

WINTER STORMS

Listen to local area radio stations for cancellation and early dismissal notices relative to snow and/or ice.

FLOODS

When weather conditions indicate an area, may be affected, local radio or television broadcasts should be monitored.

Prepare to:

- Implement school cancellation or late opening policy as per Central Office instructions.
- Notify Superintendent/Principal of situation.
- Evacuate students to home or other evacuation area in accordance with established school policy and central office administrator communication.
- Notify parents via radio, television, telephone, Morris County Cable TV.
- Shut off water at main so contaminated water will not back up into school supply.
- Check all supplies and provisions prior to emergency operations if school is designated as an emergency shelter. This will be coordinated through the Business Administrator (216).

EARTHQUAKES/HIGH WINDS:

If indoors, stay there:

- Take cover under heavy furniture (e.g., desks, tables, and hold on to legs of furniture) or in interior doorways or narrow halls.
- Cover eyes by leaning face against your arms.
- Stay away from windows and beware of falling objects.

If outdoors, move away from building, if possible.

- Avoid utility poles and overhead wires.
- If in a bus: Driver should stop as quickly and safely as possible in open area away from overpasses, road cuts, etc. Stay in bus..

After the quake:

- Evacuate and move to open areas away from buildings.
- Do not re-enter buildings until authorities have checked for possible structural damage, leaking gas lines, and other utility disruptions.
- Take enrollment to account for all students. Report to the building administrator.
- Do not use any open flames (candles, matches, etc.) while in the buildings.
- Listen to a radio, if available, for latest bulletins.
- Use discretion in implementing early or late dismissal policy depending on communications from central office administrator, availability of transportation, damage to school buildings, residential areas, and transportation routes.

HURRICANES

Emergency Procedures or school cancellations will be coordinated through Central Office Personnel.

- Follow hurricane evacuation procedures (See Tornadoes, Time to Take Shelter, next page).

THUNDERSTORMS

- If outside, and lightening or thunder is seen or heard, move inside at once.
- During a thunderstorm or thunderstorm warning, consider the following for assessing safety of students and staff.
 - portable classrooms
 - glassed areas
 - classes being conducted outside and recess
 - availability of alternative lighting

TORNADOES

Tune to the local radio station for updated weather information.

Time to take shelter:

- Evacuate room quickly, quietly, and orderly to first floor interior hallways, rest rooms, or other enclosed small areas away from large glass windows/doors or open rooms.
- Check rest rooms and nearby vacant rooms for students, staff, or visitors.
- Take belongings only if they are at desk and will provide extra protection (e.g., large books, notebooks, or coats may be held over head or shoulders).
- Take position by crouching on knees, head down, with hands locked at back of neck.

Not time to take shelter:

- Go to inside wall of the room away from the windows.
- Squat on floor next to wall or get under desk/furniture by squatting or lying prone on the floor, face down.
- If a book can be picked up easily, hold it over your head.

V. Student Related Issues:

COMPLETED SUICIDE

- Contact Superintendent/Principal (213 or 214) and/or Crisis Response Team (CRT). **A CRT morning meeting will be held.**
- Contact bereaved family.
- Plan and coordinate a CRT postvention procedure. Issues to be considered include: need to train personnel, identifying students most likely to be directly affected by the suicide, informing and assisting faculty, contact with the bereaved family, avoiding the use of inappropriate school response, and grief work materials for students and parents.
- **Refer to Crisis Plan**

SUICIDAL THREATS/ATTEMPTS

- Notify the Director of Student Personnel Services so counseling can begin.
- Assure that parents/guardians have been contacted regarding the threat or attempt and that their responsibilities to obtain assistance for the student have been explained to them.
- Know the referral resources for assisting the suicidal student.
- Student will be referred for proper medical assistance and be excluded from school until appropriate medical documentation is submitted certifying student is safe to return to school.

KIDNAPPING, MISSING/LOST STUDENTS

A student should be released from school only to custodial parents or guardians. If a student is missing from school or a parent/guardian reports that a child has not returned home, follow the following steps:

1. Notify the building administrator. The parent/guardian listed on the student's emergency card will be called. Determine if student is a "driver" or "bused". If bused, contact Director of Athletics and Student Affairs to determine who the bus driver was and ask if he/she transported the student.
2. Call the local Police Department and the Superintendent/Principals Office at ext. 213 or 214.
3. When Police arrive at the school, they will take control and work closely with school officials.
4. Do not release any information to the press. Refer all press calls to the Superintendent's Office.

SCHOOL BUS ACCIDENT – FIELD TRIP

Superintendent/Principal:

1. If students are injured, have the nurse accompany or meet students at the hospital.
2. Notify **Superintendent/Principal at 213 or 214**.
3. Notify resident school districts.

School Nurse:

1. Administer first aid and determine extent of injuries.
2. Complete student accident report on students sent to hospital or seen by physician as a result of accident.
3. Keep record of all students on bus at time of accident.
4. Follow-up on all students involved in accident who are absent the day following the bus accident.

Supervisor of Student Personnel Services:

1. Remain at school.
2. Handle all phone calls.
3. Tell any callers that there has been an accident and that you do not have full details but you expect a report quickly.
4. Work with school nurse notifying parents of students involved in accident.

NOTE:

If a bus is involved in an accident, notify School Nurse immediately.

NEWS OF DEATH

A. DEATH IN SCHOOL

1. **Call local Police Department**
2. In the case of a violent, public death, accidental death or death due to illness, contact the Superintendent/Principal at ext. 213
3. Plan and coordinate traumatic loss postvention with Crisis Response Team (CRT) and other appropriate personnel

B. DEATH AFTER SCHOOL HOURS

In case of a violent death of a school aged youth after school hours, the **local** Police Department will notify the Superintendent/Principal who will then notify the CRT team **at a morning meeting**. The CRT Coordinator will contact the Superintendent/Principal to identify the team, which will be available to assist the school. The CRT Coordinator will supply team members phone numbers. Planning for crisis intervention and coordination of support service can proceed at this time. Support services provided by CRT include:

1. **MORNING CRISIS MEETING**
2. **Emergency faculty meeting to prepare for postvention. If needed, the snow chain will be activated to notify all personnel of the situation the night before. Decision to activate will be made by Superintendent/Principal.**
3. All-day crisis intervention services to supplement local school's service.
4. Developmentally appropriate materials on bereavement and grief work for students and parents.
5. Briefing and debriefing with faculty and staff on recommended procedures.
6. Sample letters to send home for parents on the grief process.
7. Advice on working with bereaved family.

C. WHEN NEWS OF A DEATH IS RECEIVED, THE FOLLOWING STEPS WILL BE TAKEN:

1. Verification of the death. **(Superintendent/Principal/designee)**
2. Initiate phone chain to notify all staff regarding news of the death of a student or staff member.**(Superintendent/Principal)**
3. Meeting of the Crisis Team and involved personnel at 7:00 A.M. to decide how information is disseminated.**(Crisis Team)**
4. Plan the optional early morning staff meeting for 7:30 A.M. in the designated room. **(Crisis Team)**
5. To organize and announce counseling services if the death occurs during a time that school is

not in session.(**Superintendent/Principal**)

6. To have students meet at designated times and place.
7. Mobilize school counseling services and community mental health professional to come to school if extra counseling help is needed. (**Supervisor**)
8. Plan for the counselor to know to the students to cover the classes of a deceased teacher on a temporary basis, explain the situation, and services that are available. (**Supervisor**)
9. Plan for a supervisor and counselor to follow deceased student's schedule and explain situation and services that are available.(**Supervisor & Counselor**)
10. Check on counseling center set up. (**Supervisor**)
- 11. Assign counselor as a family liaison to the grieving family and find out what information they wish to share.**(**Superintendent/Principal**)
12. Prepare statement to be read by all staff when inquiries are made.(**Information Officer**)
13. Prepare press release for the situation. (**Media representative**)
14. Refer all newspaper, radio and television personnel to the media representative.(**Superintendent**)
15. Plan for traffic control of students in their gathering areas. Assign support staff to man the campus exits at the end of the class meetings.(**Superintendent/Principal and/or Supervisor**)
16. Assign administrative staff liaison to contact staff during school day with updated news via e-mail and phone mail. (**Superintendent/Principal**)
17. Meet to prepare for the general staff meeting at the end of the day.
18. Thank everyone via television for their support, offerings of sympathy and give information about arrangements. (**Superintendent/Principal**)
19. Conduct a general staff meeting in the command center to review the day's events, assess student reaction, discuss concerns, and support each other. (**Superintendent/Principal**)
20. Conduct a debriefing meeting for staff directly involved as a follow-up. (**Superintendent/Principal**)
21. To remove deceased's name from all the various databases. (**Supervisor**)
22. To gather personal effects for the family. (**Superintendent/Principal**)
23. Review memorial requests. (**Superintendent/Principal**)

****If a death occurs during a time that school is not in session, arrangements are to be made to provide awareness of the situation, and organize counseling services for students and staff. (Superintendent/Principal)**

RESPONDING IN THE AFTERMATH OF CRISIS

Members of the crisis team should understand natural stress reactions. They also should be familiar with how different individuals might respond to death and loss, including developmental considerations, religious beliefs, and cultural values.

Effective schools ensure a coordinated community response. Professionals both within the school district and within the greater community should be involved to assist individuals who are at risk for severe stress reactions.

The following response provisions include but are not limited to:

- **Help parents understand children’s reactions to violence.** In the aftermath of tragedy, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted – to name a few of the common symptoms.
- **Help teachers and other staff deal with their reactions to the crisis.** Debriefing and grief counseling is just as important for adults as it is for students.
- **Help students and faculty adjust after the crisis.** Provide both short-term and long-term mental health counseling following a crisis.
- **Help victims and family members of victims re-enter the school environment.** Often, school friends need guidance in how to act. The school community should work with students and parents to design a plan that makes it easier for victims and their classmates to adjust.
- **Help students and teachers address the return of a previously removed student to the school community.** Whether the student is returning from a juvenile detention facility or a mental health facility, schools need to coordinate with staff from that facility to explore how to make the transition as uneventful as possible.

SAMPLE LETTER TO PARENTS

Note: *This sample is fictitious and is provided as an example to be utilized by the school principal, or his/her designee, in writing to parents. This letter will require modifications based upon confidentiality issues, wishes of the victim's family, nature of the crisis, age of student population, funeral arrangements, etc.*

Dear Parents:

On Tuesday afternoon, one of our students, (name), was involved in an automobile accident with his mother. Mrs. (name) is in stable condition in the intensive care unit of (name of hospital). (name of student) died as a result of his injuries. This is a tremendous tragedy for the (name) family, our school and our community.

(Name of student) was a very bright and popular student at Morris County School of Technology. Our District Crisis Response Team has provided support for students and staff. Team members went into each of the classroom and facilitated discussion with the students about this tragedy. For many, this was their first exposure to death. Some students have met individually with district counselors. I have asked that parents of these students be contacted.

Although classroom instruction will continue as always, I anticipate that the next few days will be particularly difficult for everyone. Please keep in mind that it is not uncommon for students to exhibit fears, poor concentration, nightmares, physical complaints, withdrawal, eating and sleep difficulties, regressive behaviors, crying and irritability.

Over the course of the days to come, please monitor your child and allow him/her to express feelings in a non-judgmental climate. If you wish to speak with someone concerning your child, please contact our school counselor (name) at 973-627-4600 ext. 222.

We need to be here for each other at this difficult time.

Sincerely,

Superintendent/Principal
Morris County School of Technology

SAMPLE MEMORANDUM TO THE FACULTY

Note: *This sample is fictitious and is provided as an example to be utilized by the schools designee, in writing to the school faculty. This memorandum will require modifications based upon confidentiality issues, wishes of the victim's family, nature of the crisis, age of student population, funeral arrangements, etc.*

CONFIDENTIAL MEMORANDUM

To: High School Faculty

From: Superintendent/Principal

Date:

One of our seniors died last night from a self-inflicted gunshot to his head. This is a tragedy for the family, our school and our community. I will be addressing the school this morning over the P.A. I have spoken with student's parents who have asked that I report the following information to our students and staff:

"Due to pressure beyond our understanding, our son/daughter took his/her own life with a gun he/she supposedly obtained on the streets. He/she left a note indicating that he/she thought his/her life was hopeless...we have been told that he/she died instantly from the gunshot. A funeral will be held on (date) at (time) at (funeral home).

(Parent(s) name(s))

Our Crisis Response Team met this morning, before school hours, and is requesting that your direct students who need to speak with someone to the guidance office. Our school nurse and guidance counselors will be available. Students are asked to sign out of their assigned class and in at the designated office.

It will be important that we make every effort to maintain regular classroom instruction. However, I understand that for many of the students this will be difficult. Please feel free to read the statement from the parent(s) if you believe it is appropriate, and use it to facilitate discussion about this tragedy. You may wish to turn to the Practical Guide For Crisis Response in Our Schools for suggestions on how to best help the students. Copies have been disseminated in your department offices. Finally, tests scheduled for this Wednesday should be postponed due to funeral arrangements.

I understand that this may be a very difficult time for you and we need to be here for each other. If you feel the need to speak to someone, please contact our school nurse at ext. 241. Your contacts with him will remain strictly confidential.

CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- ◆ **Focus on academic achievement.** Effective Schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.
- ◆ **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children – and they support families in getting the help they need to address behaviors that cause concern.
- ◆ **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.
- ◆ **Emphasize positive relationships among students and staff.** Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations – they encourage students to help each other and to feel comfortable assisting others in getting help when needed.
- ◆ **Discuss safety issues openly.** Children come to school with many different perceptions – and misconceptions – about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.
- ◆ **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor – both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort – for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity – to establish a climate that demonstrates care and a sense of community.

- ◆ **Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.
- ◆ **Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.
- ◆ **Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.
- ◆ **Offer extended days programs for children.** School-based before and after school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling, tutoring, mentoring, cultural arts, community service, clubs, access to computers, and help with homework.
- ◆ **Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism: freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- ◆ **Identify problems and access progress toward solutions.** Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.
- ◆ **Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

TIPS FOR PARENTS

Parents can help create safe schools. Here are some ideas that parents in other communities have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with our child about the violence he or she sees – on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child - and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child – even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before-and-after school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

ACTION STEPS FOR STUDENTS

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult – such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as “Students Against Destructive Decisions” and “Young Heroes Program”.
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Organize an assembly and invite your school psychologist, school social worker, and counselor – in addition to student panelists – to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school’s violence prevention and response plan.
- Participate in violence prevention programs such as peer meditation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school’s code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model – take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult – such as a school psychologist, social worker, counselor, teacher – if you are experiencing intense feelings of anger, fear, anxiety, or depression.

APPENDIX: CRISIS PREPAREDNESS CHECKLIST

In order to assess your Crisis Preparedness, check items that are already in place.

- Definition of crisis for your school
- Crisis Management Team
- Training of Crisis Management Team Members
- Person in charge during crisis
- Written Policies and procedures for handling a crisis
- Crisis Phone Chain (in progress)
- Evacuation Plan
- Alternate site for students
- Bomb Threat procedures
- Floor Plans in hand of Police Department }
 Floor Plans in hands of Fire Department }
- Person to deal with media (Superintendent/Public Relations Person)
- Listing of Community Agencies with contact people and numbers – Update annually
- Procedure to notify staff
- Method for sharing information
- Determination of what information is to be released }
 Procedure to release information }
- Plan to cover classes in emergency
- Law enforcement liaison – Supervisor of Student Services (Need to check with Denville)
- Designated counseling area for students
- Designated counseling area for staff
- Designated meeting area for parents
- Referral process for additional counseling – counselors office and home school
- Accountability system to determine the whereabouts of students, staff and visitors
- Printed forms to assist in crisis management (scripts, checklists, classroom activities, etc.)
- Crisis response practice
- Legal review of crisis policies, practices and forms – Board Attorney
- Annual crisis management team meeting (minimum) – Beginning of school year and end
- Annual staff in-service for updates – Fall
- Fully stocked School Crisis Kit
- Site communication systems evaluation – Back-up System
- Fire Alarm System evaluation
- Sign-in center for support personnel on campus established (with message center) – Building General Office
- Procedure to identify at-risk students and staff – Counselors/Administrators would offer assistance
- Incident reporting system in place
- Contingency action plan to deal with disruption and vandalism during crisis
- Procedure to release students
- Debriefing Process – who, when, what }
 Follow-up procedures and possible memorial programs }
- Pre-School – Child Care students
- Animals – coordinate with Tom Koehler

Rating Score – Add one point for all items with a check: If you score above 30, you are prepared; 30 – 24, you are ready, but should review blank areas; 23-17, you are doing well, but more work and training is needed; below 17, start working immediately to create an environment that is safe and supportive.

APPENDIX: CRISIS MANAGEMENT CONSIDERATIONS

- 1. Designate Building Leaders - *Fall***
- 2. Conduct Joint Emergency Planning and Training Annually - (*Fall-Spring*)**
- 3. Establish Staff Notification Procedures**
- 4. Establish An Evacuation Plan – (*Fire/Bomb*)**
- 5. Schedule Crisis Drills**
- 6. Designate a Parent Information Location**
- 7. Train Staff Members in First Aid – *Key People In Each Building***
- 8. Create a List of Resource People –**
- 9. Determine Methods of Communication – *Building Leaders***
- 10. Designate a Spokesperson – Immediate Media Management/Containment**
- 11. Design a System to Account for Students and Staff and Visitor**
- 12. Lock-Down Plan**
- 13. Transportation Response Plan**
- 14. Bomb Threat**
- 15. News of Death**

DEALING WITH THE MEDIA (CRISIS RELATED ISSUES)

Every effort shall be made to assist all communications media in the community to gain complete and accurate coverage of crises (i.e., emergency situations) involving the school system.

Official general releases of interest to the entire district, where appropriate, shall be made available to all the media simultaneously. There shall be no exclusive releases, news conferences or interviews, except as media representatives may, from time to time, request.

In general, the chief school administrator (i.e. Superintendent or his/her designee) shall be responsible for establishing relations with news media, and providing information to each through the means found most suitable.

Guidelines

1. The Superintendent/Principal or Designee is authorized to speak to the media.
2. Names of victims and/or persons involved will not be released.
3. Inform the media when you are authorized to comment and direct them to the proper person or office.
4. Be of assistance, but remain in control.
5. Don't delay sharing information, but be sure you have the facts.

**** If contacted by the media by telephone, explain that once information can be release their call will be returned. Ask for their name, phone, company name and press deadline. Make sure you follow through with them.**

Be aware that students may be approached by the media. Suggest to students that they not comment, and refer the media to the school.

SAMPLE ANNOUNCEMENT TO THE MEDIA

Note: *This sample is fictitious and is provided as an example to be utilized by the Superintendent, or his/her designee, to address the media. This announcement will require modifications based upon confidentiality issues, wishes of the victim's family, nature of the crisis (e.g. will the crisis draw national attention), etc.*

“My name is (name) and I am the superintendent/principal of (name of school). We learned that one our students, (name), was abducted this morning by two men as she stepped-off of her bus in front of the school. We subsequently learned that the police found and identified (name) body near (name of town) just two blocks east of the school. This is a terrible tragedy for (student’s name) family, our school and our community. We have been in contact with (student’s name) parents and they have requested that we all understand their need for privacy at this difficult time.

Our school implemented our Crisis Response Plan. District guidance counselors, administrators and teachers who are members of our school’s Crisis Response Team immediately went into action and are providing help for our students and faculty. Fortunately, our school family is pulling together at this difficult time. Thank you.