Plainfield Public Schools

Anna Belin-Pyles, Superintendent
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2015-2016

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Plainfield Public Schools
School Safety/Emergency Operations Plan
July 2015

How To Use This Plan

Plainfield schools must have a comprehensive school safety plan that addresses their response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to school violence and various types of terrorist threats.

This recommended School Safety/Emergency Operations Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide schools and school personnel in addressing various emergency hazards that may affect the safety of our children and school community.

The best practices, outlined in the annexes of this plan with details of what to do in the event of various emergencies, are suggestions meant to assist schools in the development of their own customized School Safety Emergency Operations Plan (School EOP).

Policies and procedures related to or contained in the plan should be modified based on a school’s unique circumstances and resources. In order to be an effective tool to manage an emergency event, an EOP must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs.

Planning, conducting live drills, and participating in tabletop exercises with law enforcement, fire, emergency officials, and other members of the school community will ensure the sustainability of the EOP. Building these relationships and community engagement are vital to a safer school community.

The content, organization, and terminology provided in this EOP align with the Federal Emergency Management Agency’s Sample School Operations Plan (2011). In addition, it closely mirrors format and organization of the State of New Jersey, county, and municipal EOPs. The New Jersey Emergency Management Agency (EMA) and Federal Emergency Management Agency (FEMA) also train on this planning format in their emergency operations planning courses. Using this planning format will help the school plan coincide with local emergency management and response plans.

The concepts and information contained in this plan is consistent with the National Incident Management System (NIMS), a set of principles that provides a systematic, proactive approach for planning, prevention, response, and recovery in managing emergency incidents. Consistent planning principles and processes across all levels of government, from the federal all the way to the individual school level will help ensure more efficient and coordinated plans, preparedness and emergency response.

While being NIMS compliant is no guarantee of federal grant funding, current federal grant
opportunities require that recipients be in compliance with NIMS principles. It is expected that additional regulations will be instituted by the Department of Homeland Security and the U.S. Department of Education in the area of school safety and emergency planning. It is the intent that this recommended School EOP will put Plainfield Public School districts in a good place to incorporate any additional requirements related to school safety initiatives.

With regard to specific information to be included in the EOP, it is important to create and insert appropriate floor plans for each building and provide critical emergency information. These must be kept current. It is also important to identify appropriate staff to fill specific roles related to command operations and keep this information in a secure and safe location. Remember that key staff assignments and contact information must be regularly updated to ensure efficient operations in the event of an emergency. Finally, once you have developed your School EOP, appropriate workshops and/or seminars should be conducted to ensure that all district and school personnel understand the plan and their roles and responsibilities.

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community.

* A Quick Reference “School EOP Checklist” is located at Attachment B.

**NEW JERSEY DEPARTMENT OF EDUCATION REGULATION**

6A:16-5.1 School safety and security plans

(a) Each school district shall develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the public elementary and secondary schools of the school district. The plans and procedures, which shall be in written form, and the mechanisms, at a minimum, shall provide for:

1. The protection of the health, safety, security, and welfare of the school population;
2. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
3. The establishment and maintenance of a climate of civility; and
4. Supportive services for staff, students, and their families.

(b) The Chief School Administrator shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners and school and other community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security.
1. The plans, procedures, and mechanisms shall be consistent with the provisions of this section and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A: 9-64 et seq., and the Commissioner of Education.
2. The plans, procedures, and mechanisms shall be reviewed annually and updated, as appropriate.

© The district board of education shall disseminate a copy of the school safety and security plan to all district board of education employees.
1. New district board of education employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment.

2. All district board of education employees shall be briefed in writing, as appropriate, regarding updates and changes to the school safety and security plan.

(d) The district board of education shall develop and provide an in-service training program for all district board of education employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education’s plans, procedures, and mechanisms for school safety and security and the provisions of this section.

1. New district board of education employees shall receive the in-service training, as appropriate, within 60 days of the effective date of their employment.

2. The in-service training program for all district board of education employees shall be reviewed annually and updated, as appropriate.
## Table of Contents

Plainfield Public Schools .................................................................................................................................................. 3
School Safety/Emergency Operations Plan ....................................................................................................................... 3
NEW JERSEY DEPARTMENT OF EDUCATION REGULATION .......................................................................................... 4
   Purpose of the Plan ......................................................................................................................................................... 8
   Scope of the Plan ............................................................................................................................................................ 8
   Coordination with Emergency First Responders ........................................................................................................... 8
THIS PAGE WAS INTENTIONALLY LEFT BLANK .............................................................................................................. 9
City of Plainfield Municipal Information Sheet .................................................................................................................. 10

I. CONCEPT OF OPERATIONS ............................................................................................................................................ 11
   National Incident Management System (NIMS) ............................................................................................................. 11
   Initial Response and Implementation of the Incident Command System (ICS) ............................................................ 12

II. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES .................................................................................. 13
   Principal/Building Administrator .................................................................................................................................... 13
   School Incident Commander .......................................................................................................................................... 13
   Teachers ............................................................................................................................................................................ 14
   Instructional Assistants .................................................................................................................................................... 14
   Counselors, Social Workers, and Psychologists ............................................................................................................ 14

III. DIRECTION, CONTROL, AND COORDINATION ........................................................................................................... 16

TABLE 1 ................................................................................................................................................................................. 20

SCHOOL INCIDENT COMMAND SYSTEM .................................................................................................................... 20

IV. RECOVERY AFTER AN INCIDENT ............................................................................................................................ 21

V. TRAINING AND EXERCISING THE PLAN .................................................................................................................. 22

SCHOOL SAFETY PLANNINGGLOSSARY .......................................................................................................................... 22

SCHOOL SAFETY AUTHORITIES AND REFERENCES ....................................................................................................... 24

FUNCTIONAL ANNEXES ...................................................................................................................................................... 25

CONTINUITY OF OPERATIONS PLAN (COOP) .................................................................................................................. 25

EVACUATION PROCEDURE .................................................................................................................................................. 29

FAMILY REUNIFICATION ...................................................................................................................................................... 30

LOCKDOWN PROCEDURE ...................................................................................................................................................... 31

MENTAL HEALTH AND HEALING .................................................................................................................................... 33

REVERSE EVACUATION PROCEDURE ................................................................................................................................ 35

SHELTER-IN-PLACE .............................................................................................................................................................. 35
People with Special Needs .................................................................................................................. 37
HAZARD-AND-THREAT SPECIFIC ANNEXES .................................................................................. 40
ACTIVE SHOOTER ................................................................................................................................. 40
BOMB THREAT .................................................................................................................................... 42
Bomb Threat Checklist .......................................................................................................................... 44
BUS ACCIDENT ..................................................................................................................................... 45
CHEMICAL OR HAZARDOUS MATERIALS SPILL ............................................................................ 46
Evacuate ................................................................................................................................................ 47
Confine .................................................................................................................................................. 47
Report ................................................................................................................................................... 47
Secure .................................................................................................................................................... 47
EXPLOSION ........................................................................................................................................... 47
FIRE ......................................................................................................................................................... 48
GANG IDENTIFICATION .......................................................................................................................... 51
Gangs in New Jersey .............................................................................................................................. 51
District Policy # 5512.2 ......................................................................................................................... 52
Gang Related Graffiti ............................................................................................................................ 52
Four R’s of Graffiti: ............................................................................................................................. 53
Latin Kings ............................................................................................................................................. 53
Bloods .................................................................................................................................................... 55
Crips ....................................................................................................................................................... 56
Mara Salvatrucha ................................................................................................................................. 57
18th Street ........................................................................................................................................... 59
Surenos 13 ............................................................................................................................................ 60
Nortenos ............................................................................................................................................... 62
Folk Nation ............................................................................................................................................ 63
People Nation ......................................................................................................................................... 64
FLOOD .................................................................................................................................................... 65
INTRUDER/HOSTAGE ............................................................................................................................ 67
MEDICAL EMERGENCY ......................................................................................................................... 69
NATURAL DISATERS .............................................................................................................................. 70
TERRORISM ANNEX .............................................................................................................................. 74
INTRODUCTION

Purpose of the Plan

The purpose of this Emergency Operations Plan (EOP) is to provide building administrators a quick reference guide to use in a crisis. It is the Plainfield Public School District’s philosophy that a preplanned and organized approach is more effective in responding to a crisis, and in reducing psychological and social difficulties following a crisis in a school.

This crisis response manual includes procedures that were designed to deal with a number of crises that could occur in the district. These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. This manual can be used in conjunction with your building emergency plans.

Scope of the Plan

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

Coordination with Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations. An important component of the EOP is advanced planning with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy should be maintained with other important documents related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.
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## CITY OF PLAINFIELD MUNICIPAL INFORMATION SHEET

**Town:** Plainfield, New Jersey

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<th>MUNICIPAL MEETINGS HELD</th>
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<tr>
<td>ADMINISTRATOR</td>
<td>Rick Smiley</td>
<td>908-753-3310</td>
</tr>
<tr>
<td>BUILDING INSPECTOR</td>
<td>Phillip Izzo</td>
<td>908-753-3553</td>
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<tr>
<td>PUBLIC SAFETY DIRECTOR</td>
<td>Carl Riley</td>
<td>908-753-3225</td>
</tr>
<tr>
<td>CONSTRUCTION SUB-CODE OFFICIAL</td>
<td>Joe Minarovich</td>
<td>908-753-3383</td>
</tr>
<tr>
<td>COUNCIL PRESIDENT</td>
<td>Bridget Rivers</td>
<td>908-753-3222</td>
</tr>
<tr>
<td>EWT/RESCUE SQUAD CAPTAIN</td>
<td>Lori Cone</td>
<td>N/A</td>
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<tr>
<td>ENGINEER</td>
<td>Remington and Vernick</td>
<td>908-753-3375</td>
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<tr>
<td>FIRE CHIEF</td>
<td>Frank Tidwell</td>
<td>908-753-3430</td>
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<tr>
<td>HEALTH OFFICER</td>
<td>Virginia Franco</td>
<td>908-753-3092</td>
</tr>
<tr>
<td>MAGISTRATE/JUDGE</td>
<td>Joanne Robinson-Gross</td>
<td>908-753-3062</td>
</tr>
<tr>
<td>MAYOR</td>
<td>Adrianne O. Mapp</td>
<td>908-753-3310</td>
</tr>
<tr>
<td>OFFICE OF EMERGENCY MANAGEMENT (CEM) COORDINATOR</td>
<td>Bernard Blake, Acting</td>
<td>908-753-3430</td>
</tr>
<tr>
<td>TOWNSHIP/BOROUGH CLERK</td>
<td>Abubakar Jalloh</td>
<td>908-753-3222</td>
</tr>
<tr>
<td>TOWNSHIP/BOROUGH COUNSEL</td>
<td>Vernita Sias-Hill</td>
<td>908-226-4901</td>
</tr>
<tr>
<td>TREASURER</td>
<td>Diane Sherry</td>
<td>908-753-3206</td>
</tr>
<tr>
<td>CHIEF/FINANCIAL OFFICER</td>
<td>Al Steinburg</td>
<td>908-753-3207</td>
</tr>
</tbody>
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I. CONCEPT OF OPERATIONS

The overall strategy of an EOP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed in responding to an incident in the school. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

In addition, the incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school’s command of the incident and the school’s incident management structure may change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be best equipped to command the response to a specific incident. If this is to occur, the school may transition command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.

Plainfield Public School District recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school
officials, first responders, and emergency managers.

As part of its NIMS implementation, [School name] participates in the local government’s NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training.
- Complete NIMS awareness course IS-700 NIMS: An Introduction.
- Participate in local government’s NIMS preparedness program and incorporate the School EOP into the [name of your County] EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

**Initial Response and Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, the building may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility. School personnel will seek guidance and direction from local officials and technical assistance from state and federal agencies where appropriate.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The Incident Command System (ICS) will be used to manage all incidents.

Until non-school emergency responders arrive on-scene, the School Decision-Maker (usually the principal or his/her designee) is responsible for activating the School EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The School Decision-Maker shall designate a School Incident Commander with authority to direct all incident activities. The designated School Incident Commander should be the person most qualified to manage the specific type of incident.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander should transition command to that Incident Commander and move to serving within the incident command structure.

Again, it is critical that school officials and all segments of the community emergency response system work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.
II. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

A building principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident.

Principal/Building Administrator

The principal/designee may serve as the School Incident Commander or delegate that authority to a qualified individual. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the Superintendent’s office and the School Incident Commander.

School Incident Commander

The School Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities.

The Incident Commander’s responsibilities include:

- Assuming overall direction of all incident management activities based on procedures outlined in the School EOP.
- Taking steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determining whether to implement incident management protocols established in the School EOP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arranging for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Working with and ensuring communication with emergency services personnel.
- Keeping the principal and other officials informed of the situation.
- Ensuring the proper transfer of command when/if a more qualified Incident Commander arrives on scene.

### Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervising students under their charge.
- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School EOP.
- Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Reporting missing students to the Incident Commander. Executing assignments as directed by the Incident Commander.
- Obtaining first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Rendering first-aid if necessary. School staff will be trained and certified in first-aid and CPR.

### Instructional Assistants

Responsibilities include assisting teachers as directed.

### Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP. Rendering first aid if necessary.
- Assisting in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Executing assignments as directed by the Incident Commander.
- Assisting with crisis intervention and recovery processes.
School Nurses/Health Assistants

Responsibilities include:

- Administering first aid or emergency treatment as needed.
- Supervising administration of first aid by those trained to provide it.
- Organizing first aid and medical supplies.

Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting building damage to the Incident Commander.
- Controlling main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Providing damage control as needed.
- Assisting in the conservation, use, and disbursement of supplies and equipment.
- Keeping the Incident Commander informed of school conditions.

School Secretary/Office Staff

Responsibilities include:

- Answering phones and assisting in receiving and providing consistent information to callers.
- Providing for the safety of essential school records and documents.
- Executing assignments as directed by the Incident Commander.
- Assisting the principal. Monitoring radio emergency broadcasts.
- Assisting with health incidents as needed, acting as messengers, etc.

Food Service/Cafeteria Workers

Responsibilities include:

- Using, preparing, and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Executing assignments as directed by the Incident Commander.

Bus Drivers

Responsibilities include:

- Supervising the care of students if disaster occurs while students are on a bus.
Transferring students to new location when directed.
- Executing assignments as directed by the Incident Commander.
- Transporting individuals in need of medical attention.

Other Staff (e.g., Itinerant Staff, Substitute Teachers)
Responsibilities include reporting to the Incident Commander for assignments, if requested to do so.

Students
Responsibilities include:
- Cooperating during emergency drills and exercises and during an incident.
- Learning to be responsible for themselves and others in an incident.
- Understanding the importance of not being a bystander by reporting situations of concern.
- Developing an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Taking an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians
Responsibilities include:
- Encouraging and supporting school safety, violence prevention, and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Providing the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

III. DIRECTION, CONTROL, AND COORDINATION

School Incident Command System
A school’s command system can be used to manage emergency incidents or non-emergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school’s needs. See Figure 1 on next page.
Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification. The School ICS is organized into the following functional areas:

**School Incident Commander**

Directs tactical on-scene operations until/unless a coordinated incident command system (ICS) is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available. Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The Principal/designee and/or School Incident Commander (Director of Safety and Security) will keep the Policy/Coordination Group informed.
Operations Section

When activated, the Operations Section coordinates all tactical operations including implementation of response/recovery activities according to procedures and protocols established by [name of School] in an incident action plan. Procedures and protocols will address care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations and the release of students to parents. Specific responsibilities include:

- Analyzing school staffing to develop a Family Reunification Plan, and implementation.
- Monitoring site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off only if danger exists or if directed by the
- Incident Commander and assisting in securing facility.
- Establishing medical triage with staff trained in first aid and CPR, providing and overseeing care given to injured persons, distributing supplies and requesting additional supplies.
- Providing and accessing psychological first aid services for those in need and accessing local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinating the rationed distribution of food and water, establishing secondary toilet facilities in the event of water or plumbing failure and requesting needed supplies.
- Documenting all activities.

Planning Section

When activated, the Planning Section is responsible for collecting, evaluating, and disseminating information needed to measure the size, scope, and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops, assisting with ongoing planning efforts and maintaining the incident time log.
- Documenting all activities.

Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and
developing a telephone tree for after-hours communication.

☐ Establishing and maintaining school and classroom first-aid kits, coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.

☐ Documenting all activities.

Finance/Administration Section

When activated, the Finance/Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

☐ Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing or videotaping damage to property.

☐ Developing a system to monitor and track expenses and financial losses and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties off-site.

Remember that staff are assigned to serve within the School Incident Command System (ICS) based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification.

Table 1 provides example titles for specific roles within the School ICS. This Table can be completed for each of the various hazards in the annexes of this plan with specific staff assigned to each role along with emergency contact information. Each of these assignments are maintained with other important plan documents [identify manner kept: hard copy and/or electronic and location: in main office and/or some other safe and readily available place].
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<td>• School Attorney or other key staff</td>
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<td>Alternative School Commander (S)</td>
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<td>*Please include current contact information</td>
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**SAFETY OFFICER**

**COMMUNITY LIAISON OFFICER**

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<th>PLANNING</th>
<th>LOGISTICS</th>
<th>FINANCE &amp; ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal</td>
<td>• Assistant Principal</td>
<td>• Facilities &amp; Grounds</td>
<td>• Business Administrator</td>
</tr>
<tr>
<td>• Alternates</td>
<td>• Alternates</td>
<td>• Head Custodian</td>
<td>• Alternates</td>
</tr>
<tr>
<td>○ Director of Security</td>
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<td>○ Coordinator</td>
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<tr>
<td>Handles all emergency response jobs, including</td>
<td>Responsible for tracking both available and</td>
<td>Manages personnel, supplies and equipment</td>
<td>Responsible for buying</td>
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<tr>
<td>taking are of students as well as handling the</td>
<td>needed resources, assessing the changing</td>
<td>during a response, the Logistics Team is</td>
<td>materials and keeping</td>
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<td>challenges of the emergency.</td>
<td>situation, documenting the large site map at</td>
<td>responsible for handing out supplies</td>
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<td></td>
<td>the Command Post.</td>
<td>equipment and deploying unassigned people</td>
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<td>for work.</td>
<td>employee hours.</td>
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</table>

Supports Incident Commander, provides guidance on policy, help resolve issues and find resources, assist with communications.
IV. RECOVERY AFTER AN INCIDENT

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff, teachers and school officials will assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

Each school will designate appropriate personnel and collaborate with external resources to work in teams to accomplish identifying personnel and activities, depending on your school’s resources and type of incident.

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues, or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.
V. TRAINING AND EXERCISING THE PLAN

Plainfield Public School District understands the importance of training, drills, and tabletop exercises in maintaining and planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. School officials will coordinate training efforts with guidance from the Department of Safety and Security.

Basic training and refresher training sessions will be conducted annually for school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training includes:

- Hazard and incident awareness training
- Orientation to the School EOP
- First aid, CPR, and AED training
- Team training to address specific incident response or recovery activities such as Family Reunification

Two online FEMA courses: IS-100 CSA and IS-700 to be taken, with documentation, by the school’s administration. Both courses are available for free at FEMA’s Emergency Management Institute:
https://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.sca
http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a

Additional training will include drills and tabletop exercises. Drills will be conducted monthly. Exercises will occur annually. Records of the training provided including date(s), type of training, and participant roster will be maintained and are located in main office and/or some other safe and readily available place. Approved parent volunteers and community members will also be incorporated into larger training efforts.

SCHOOL SAFETY PLANNING GLOSSARY

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for
transfer or command and backup of resources.

**Incident Commander:** The individual responsible for overall policy, direction, and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

**Key Knox Box:** A key Knox Box is a device where emergency keys to all parts of the school facility are stored.

**Key Holder:** The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

**Lockdown:** The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

**National Incident Management System (NIMS):** A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

**School Decision Maker:** The school should identify the individual at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

**School Incident Commander:** The school official who has been designated by the School Decision Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

**Secondary School Decision Maker:** The school should identify a secondary individual who is authorized to make decisions for the school in the event that the primary school decision maker is not available during an emergency situation. This individual should be reachable at the telephone number listed in the event of an emergency. The Secondary School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.
SCHOOL SAFETY AUTHORITIES AND REFERENCES

FUNCTIONAL ANNEXES

Functional protocols are common procedures that may be implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building. Each functional protocol describes the purpose and responsibilities for that function. Schools should customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials will assist in development of effective procedures and protocols.

All functional annexes should address:

- Situations under which the procedures should be used. Who has the authority to activate the procedures?
- Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo training and participate in drills. Staff and bus drivers assigned to work with special needs students should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This will help evaluate the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

Functional Annexes do not repeat but build upon the information, guidance, and processes/procedures within the basic School EOP.

CONTINUITY OF OPERATIONS PLAN (COOP)

PURPOSE

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

RESPONSIBILITIES
Delegation of authority and management responsibilities should be determined by School officials prior to an incident. COOP procedures should address responsibilities before, during, and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors, and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on next page.
### Table 1. Essential Functions Performed by COOP Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Functions</th>
</tr>
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</table>
| **Superintendent or Principal** | - Determine when to close schools, and/or send students/staff to alternate locations.  
- Disseminate information internally to students and staff.  
- Communicate with parents, media, and the larger school community.  
- Identify a line of succession, including who is responsible for restoring business functions for school. |
| **Director of Safety and Security/Principal/Assistant Principal and/or Department Heads** | - Ensure systems are in place for rapid contract execution after an incident.  
- Identify relocation areas for classrooms and administrative operations.  
- Create a system for registering students (out of district or into alternative schools).  
- Brief and train staff regarding their additional responsibilities.  
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.  
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).  
- Reevaluate the curriculum. |
| **Maintenance Personnel /Custodians** | - Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.  
- Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping). |
| **School Secretary/Office Staff** | - Maintain inventory.  
- Maintain essential records (and copies of records) including school’s insurance policy.  
- Ensure redundancy of records (records are kept at a different physical location).  
- Secure classroom equipment, books, and materials.  
- Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.  
- Retrieve, collect, and maintain personnel data.  
- Provide account payable and cash management services. |
| **Counselors, Social Workers, and School Nurses/Health Assistants** | - Establish academic and support services for students and staff/faculty.  
- Implement additional response and recovery activities according to established protocols. |
| **Food Service/Cafeteria/Bus Drivers** | - Determine how transportation and food services will resume. |
SPECIFIC PROCEDURES

A. Activation and Relocation

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

B. Alert, Notification, and Implementation Process

The Principal/School Decision-Maker will activate the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

C. Relocation Sites

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

D. Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be [identify name and location of the facility]. For a longer-term relocation of operations and essential functions, alternative facilities are listed below:

<table>
<thead>
<tr>
<th>Alternative Facility</th>
<th>Can replace this Primary Facility</th>
<th>Street Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel/Admin Offices</td>
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<td></td>
<td></td>
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<tr>
<td>School Building A</td>
<td></td>
<td></td>
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<tr>
<td>School Building B</td>
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For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with school’s backup data.
EVACUATION PROCEDURE

PURPOSE

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

RESPONSIBILITIES

A. School Incident Commander/Principal

☐ Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.

☐ Notify appropriate district staff that an evacuation of the school has occurred.

☐ Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

☐ Determine evacuation routes based on location of the incident and type of emergency.

☐ Communicate changes in evacuation routes based on location and type of emergency.

☐ Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

☐ Monitor the situation and provide updates and additional instructions as needed. During inclement weather, consider requesting buses for sheltering students.

☐ Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.

B. Teachers/Staff

☐ Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.

☐ Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the
emergency and the evacuation. Help those needing special assistance.

- Do not lock classroom doors when leaving, close door and turn off lights. Do not stop for student or staff belongings.
- Take class roster, phone lists, first aid kit, and other emergency supplies with you. Check the bathrooms, hallways, and common areas for visitors, staff, or students while exiting.
- Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- Wait for additional instructions.

C. Office Staff

- Take visitor log and student sign out sheet to evacuation assembly area. Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

FAMILY REUNIFICATION

PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

RESPONSIBILITIES

A. School Incident Commander/Principal

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow pre-determined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).
- Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Commander

- Establish a command post.
Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.

Check identification of all non-uniformed personnel who arrive to assist. Secure a holding area for arriving students and staff away from waiting family members.

Set up an adult report area for parents/guardians to sign-in and to check identification.

Set up a student release area where students will be escorted to meet their parent/guardian and sign out.

Set up a mental health area and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.

Set up a media staging area and notify the school media liaison of the location.

Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.

Only release students to authorized persons after checking proof of identity and signing a student release form.

Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers

Provide a list of evacuated students to the reunification site staff upon arrival. Ensure special needs students and staff are assisted. Request help if needed. Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

OTHER PROCEDURES

Outline procedures for releasing students.

Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

Store information in a secure and readily accessible location.

Outline parental notification methods.

LOCKDOWN PROCEDURE

PURPOSE

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.
RESPONSIBILITIES

A. **School Incident Commander/Principal**

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:
  
  YOUR ATTENTION PLEASE. WE ARE NOW UNDER LOCKDOWN.
  THIS IS NOT A DRILL.

- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.

- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students, and be prepared to move to a relocation site.

- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).

- Notify district office.

B. **Teachers**

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.

- Lock your doors.

- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.

- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.

- Staff and students may utilize methods to distract the shooter/intruder’s ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder’s face or person.

- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

C. **Office Staff**

- Stay by the phones to wait for additional procedures from district office and Incident Commander.

- Remotely check status of classrooms via PA, telephone, computer, or other method.

- Assist the principal or Incident Commander to establish the school command post.
D. **Custodians**

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors, or repair technicians located inside the building into a safe area and lock the door.

If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

**MENTAL HEALTH AND HEALING**

**PURPOSE**

Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

**RESPONSIBILITIES**

A. **Principal or District Authority Should Implement the Following Actions.**

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents, and other community inquiries. Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.

Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for counseling.

Restore regular school functions as efficiently and as quickly as possible.

Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.

Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Teacher and Staff

Seek counseling services if experiencing difficulty coping with the incident. Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.

Be prepared for outbursts and disruptive behaviors. Refer students experiencing stress to counseling.

Allow for changes in normal routine activities and test schedules.

OTHER SPECIAL PROCEDURES

C. Hospital/Funeral Arrangements

Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students, and staff should be excused from school.

Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.

Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

D. Post-Incident Procedures

Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.

Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Discuss and approve memorials with the school board’s consent. Donate all remaining memorial items to charity.
REVERSE EVACUATION PROCEDURE

PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

RESPONSIBILITIES

A. School Incident Commander/Principal

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones, or runners to gather students and staff inside.
- Notify the district office of the situation.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on Incident conditions.
- Close and lock all exterior doors and windows.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as SHELTER-IN-PLACE.

B. Teachers/Staff

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building. Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance, account for all students, and report any missing students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Monitor the main entries until the “All Clear” is given.

SHELTER-IN-PLACE

PURPOSE

The shelter-in-place procedure provides a refuge for students, staff, and the public inside the school building during an emergency. Shelters are located in areas of the building that
maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

RESPONSIBILITIES

School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.

- If warranted, order the shut-off of heating, ventilation, and air conditioning systems to stop the inflow of outside air into the building.

- Notify district office the school is SHELTERING-IN-PLACE.

- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.

- Contact and consult with public safety officials as appropriate.

- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an “All Clear”.

Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, or hallways without large windows or doors.

- Close classroom doors and windows when leaving.

- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.

- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.

- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.

- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or crosswind from the spill.

- Move students from mobile classrooms to an interior safe area in a permanent
structure.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.

**Custodians**
- Shut off utilities as directed by School Incident Commander/Principal or public safety official
- Turn off ventilation systems (heating, ventilation, and air conditioning) as directed and if appropriate.
- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring.
- For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the

**People with Special Needs**

**Purpose**
To assist school administrators, teachers, special education staff, and students in planning for the support that may be required for people with special needs, or those needing assistance in the event of an emergency. For the purposes of this annex, people with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

**Scope**
The Special Needs Annex outlines steps and techniques to protect and assist the Plainfield Public Schools students, staff, and visitors with special needs during an emergency. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School Emergency Operation Plan as it relates to this annex.

**Responsibilities**
The Emergency Management Team is charged with developing the school's site specific Emergency Plan for all students and staff, including those with disabilities. This team must include a Special Needs Evacuation Coordinator designated by the Principal. When selecting a Special Needs Evacuation Coordinator, consideration should be given to a school nurse, physical therapist, or special education teacher. The Special Needs Evacuation Coordinator and the Principal must identify the team that will be charged with developing the site-specific emergency evacuation plan for students and staff with special need.
The Special Needs Evacuation Coordinator is responsible for:

1. Identifying all students and staff members who need (individual) evacuation plans tailored to their specific needs and ensuring that each plan has been created. The plans must take into account the locations of the students and/or staff members throughout the entire school day.
2. Incorporating these evacuation plans into the Emergency Plan and including them in the students' IEP's and/or staff members' files.
3. Assigning school staff as Evacuation Assistants to help evacuate each student/staff member according to the level of assistance needed.
4. Ensuring that Evacuation Assistants and their alternates have been identified, informed, and appropriately trained of their role. All evacuation assistants should be utilized and included in all emergency drills.
5. Arrange training for all staff members including Evacuation Assistants, incorporating the utilization of a wheel chairs and other necessary evacuation equipment. Designated staff members should be trained in the necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many staff members are required to assist each student.
6. Arrange for any necessary evacuation equipment through the Office of Specialized Services as part of the planning process.

Specialized Procedures

For Staff
Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For Visitors
Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Refuge and seek assistance from other staff members or from professional rescue personnel.

For Students
In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

Buddy System
When feasible, pairing students up with special needs students for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is
unavailable or separated from the class. Buddies need to be willing and capable of assisting students in an evacuation to accompany the individual to a safer enclosure or wait for emergency responders. The buddy must be acceptable to the student with a special need. In addition, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student or absent.

**Medication Management**

Students and Staff may have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in extended emergency situations. Make alternative arrangements to meet these needs.

- If the student is on medication, ask caregivers to supply the school nurse a 72-hour supply with instructions; a refrigerated kit is also advised for medication if needed.
- Gather all medications before evacuation.
- Transport special medications, supplies, and equipment with the special needs student.
- Carry contact and medical information in the schools’ go bag.

**Accesses to Communication**

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision, or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audiocassettes) and provide hearing-assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing-impaired students may be best alerted by flashing light alarms.

- Give clear, succinct verbal instructions.
- Communicate important information through gestures.
- Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- Guide students with low vision or blindness.
- Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them Identify staff with foreign language skills, if needed.
- Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions such as:

  - important
  - must leave now
  - elevator closed
  - emergency
  - fire
  - stairs there
  - keep calm
  - fire exit
  - okay
HAZARD-AND-THREAT SPECIFIC ANNEXES

The hazard-and-threat specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes should present only hazard-unique information. Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Schools should customize hazard-and-threat specific protocols to fit their unique circumstances. Planning, training, drills, and tabletop exercises conducted with local emergency and safety officials will assist in development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan, and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

ACTIVE SHOOTER

PURPOSE

An active shooter or armed assailant on school property involves one or more individual’s intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb, or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

In the event, the intruder is armed, or there is gunfire:

- Any staff hearing or seeing this activity is to remove any students into a safe area either into locked classroom or to the closet routes to safety.
- Inside of the classroom, the teacher is to move all students to the furthest corner of the room on the same as the classroom door and away from windows.
- Students are to take a safe position on the floor below window level.
- Teachers take an accurate count of students.
- The main office is to be notified giving as much information about the individual(s)
as possible.

- Make special mention of the type of weapon being carried if possible.
- A member of the office staff is to notify the Plainfield Police at 911.
- Contact the Superintendent’s Office at (908) 731-4335 as well the Director of Safety and Security at (908) 731-4402.
- Upon hearing the announcement for an armed intruder, all staff members are to lock their doors securing the safety of all students known not to be a threat by pulling them from halls corridors into their classroom. In the event that a teacher secures a student not assigned to their classroom, that teacher is to attempt to notify the office by intercom.
- No one is to be allowed to leave the room. Do not answer the door unless there is a clear view of the situation outside and it is determined to be safe.
- Inform office staff as to appropriate information to give callers.
- Principals are to institute a method to inform staff members and families of students directly affected.
- The teacher and students are to remain in this location until help arrives.
- A Vice Principal/designee should assist with escorting or directing law enforcement to the necessary areas or with providing building floor plans. The Principal or Administrator in charge should not function in this capacity.
- Refer media contacts to the Superintendent’s Office.
- The Building Principal is responsible for the safety of the students, staff, and visitors of their building; unless they have been relieved by proper authority, they must maintain control of the situation.
- In order to institute an all clear the Principal is to designate staff members to deliver the all clear message to each teacher/classroom. Ideally, one or two staff members per floor should deliver the all clear message. An all clear should not be given over the public address system and teacher should disregard it.
- Contact the Crisis Team to assist students and staff in dealing with the aftermath.

In the event the lockdown become a hostage situation, follow procedures above and:

- Have a prepared list of anyone who is a potential hostage and their last known locations.

If you are outside when an outdoor shooting occurs nearby:

- If within 15-20 feet of a safe place or cover, duck and run to it. If not, drop to the ground immediately, face down as flat as possible.
- Move or crawl away from the gunfire, trying to utilize any obstructions between you and the gunfire.
- When you reach a place of relative safety, stay down. Evaluate your situation. Move to a safer indoor location, if circumstances allow.
- Plan what you would do if directly confronted by the shooter. Your actions will depend on your capabilities and the presence of others that can act with you.
Be alert for instructions from emergency responders.

**BOMB THREAT**

**PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devises on school property. This may include any explosive devise of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

- Upon receipt of a bomb threat, the person receiving the call will make every attempt to prolong the conversation. Do Not Hang Up The Phone! Record the incoming calls phone number from the LED screen on your phone.
- Use another phone to call authorities.
- Use the Bomb Threat Checklist (See next page for additional information and resources) to gather information, notify the Principal immediately.
- Immediately suspend the use of electronic devices (i.e. radios, walkie-talkies, cell phones, etc.)
- The Principal will consult with the police and decide whether to make a preliminary search or to evacuate the building. (Remember: it may be better to have the police secure the perimeter of the grounds before exiting the building).
- The Principal will notify the Superintendent’s Office at (908) 731-4335, (908) 731-4208, or (908) 731-4214, and the Director of Safety and Security at 908-731-4402.
- Inform staff of the bomb threat by a faculty messenger and of immediate directions; for example, remain in classrooms until the “all clear” is given or directions to evacuate or relocate are received.
- Ask staff to make a visual observation of their classroom/work area and inform them not to open cabinets, doors or move objects. If anything suspicious is found, DO NOT TOUCH IT!
- Check absentee list and note individuals absent at the time of threat. Account for all students, check halls, and restrooms.
- Ask for volunteers from the staff to participate in the search with the police/fire department (a prerequisite by the County Bomb Squad).
- Meet with the police/fire department and search team to decide on procedures for checking the building.
- If the threat is determined to be valid, consult with police/fire personnel to determine if evacuation is the best course of action. In the event of evacuation use standard fire drill procedures (modified if necessary) to evacuate the building. Evacuate at least 300 feet from building. Plan for an alternate location if the search will be prolonged or weather is inclement.
When the building is reported to be safe, resume schedule and debrief staff and students. If a written threat is received, copy the contents and protect the original (i.e. plastic covering) to preserve fingerprints and other identifying marks. Note should only be handled by the person receiving the note and turned over to police. Avoid unnecessary handling.
**Bomb Threat Checklist**

**Time** ____________________  **Date** ____________________

**DO NOT HANG UP.** Use another phone to call police. Record the exact word used by the caller

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**Ask the following questions:**

What time is the bomb set for?
What does the bomb look like?
Why are you doing this?
Who are you?

**Evaluate the voice of the caller:**

- Man
- Woman
- Child
- Age (approximate)

- Accent Pitch: High
- Medium
- Low
- Speech Impediment
- Intoxicated
- Other

**Background noise:**

- Music
- Conversation
- Children
- Machine Noise
- Typing
- Traffic
- Airplanes
- Other

Person receiving threat will immediately notify the Principal.

**Call received by:** __________________________________________

- Immediately upon caller’s hang-up, you should hang up and listen for dial tone and press *57 on the telephone key pad. (Helps to trace caller location.)
**BUS ACCIDENT**

**PURPOSE**

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight, and batteries, emergency warning devices (road flares and reflective devises, such as triangles and vests). The purposes of these procedures are to:

- Provide a standardized approach in the management of school bus accidents.
- Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

**RESPONSIBILITIES**

The school bus driver is responsible for the safety of the pupils on his/her bus. In the event of an emergency, the school bus driver must exercise responsible leadership. The safety and well-being of pupils must be the driver’s paramount consideration. The bus driver will stay with his/her pupils at all times.

The bus driver may not leave the school bus when children are aboard except in an emergency and, then, only after he/she has stopped the motor, removed the ignition key, set the auxiliary brake, and put the transmission in gear for a standard transmission or in “Park” for an automatic transmission.

A school bus must be evacuated when:

1. There is a fire in the engine or any other portion of the bus;
2. There is a danger of fire because the bus is near an existing fire or a quantity of gasoline or other highly combustible material and is unable to move away; or
3. The bus is disabled for any reason and
   - Its stopping point is in the path of a train or is adjacent to a railroad track,
   - A potential exists for the position of the bus to shift thus endangering pupils, or
   - The stopping point (e.g., on a hill, curve, or near an obstruction) fails to provide oncoming traffic with at least 300 feet visibility of the bus, thus creating the danger of a collision.

Pupils who have been evacuated from a school bus shall be moved to a safe place at least 100 feet from the bus and remain there until the driver or, if the driver is incapacitated, another
person in authority has determined that no danger remains or until other provisions can be made.

No pupil shall be allowed to request a ride with a passerby or proceed to walk home or leave the scene without the specific approval of the bus driver, a police officer, or other person in authority.

**Bus Driver:**

1. Stops the bus immediately.
2. Turns off the ignition switch – fully secures the vehicle.
3. Keeps pupils in the bus, if that is the safest place or evacuate the bus if it is not safe, directing children to a safe assembly point.
4. Makes certain all students are accounted for.
5. Determines if anyone is injured and completes seating chart.
6. Renders emergency aid, if needed.
7. Takes the children to the school or the nearest hospital to be checked after the police have given permission to leave the accident scene.
8. Notifies the following people:
   - Transportation Supervisor (908) 731-4351 or the Board of Education Office as an alternative, (Gary Ottmann (908) 731-4224).
   - Department of Safety and Security at (908)-731-4402.
   - The investigating officer at the scene to inform the police station.

   1. The Transportation Supervisor will notify:
      - The Superintendent.
      - The School Principal.
      - The designated garage.
      - Additional help, if needed.

**Principal:**

1. Alert school nurse.
2. Notify parents of children involved (all the parents of students on the bus).

**CHEMICAL OR HAZARDOUS MATERIALS SPILL**

**PURPOSE**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or
outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

Chemical Spill Emergency Procedures

Evacuate

- Leave the spill area; alert others in the area and direct/assist them in leaving.
- Without endangering yourself: remove victims to fresh air, remove contaminated clothing, and flush contaminated skin and eyes with water for 15 minutes. If anyone has been injured or exposed to toxic chemicals or chemical vapors, call 911 and seek medical attention immediately.

Confine

- Close doors and isolate the area. Prevent people from entering spill area.

Report

- From a safe place, notify the building Administrator, Custodial staff, and the Department of Safety and Security (908) 731-4402.
- Report that this is an emergency and give your name, phone, and location; location of the spill; the name and amount of material spilled; extent of injuries; safest route to the spill. If chemicals are spilled on the ground and or down a drain, this information must be reported to the fire Department.
- School Custodial staff or the Fire Department will clean up or stabilize spills, which are considered high hazard (fire, health, or reactivity hazard). In the case of a small spill and low hazard situation,

Secure

- Until custodial and or emergency response, personnel arrive: block off the areas leading to the spill, lock doors, post signs and warning tape, and alert others of the spill.
- Post staff by commonly used entrances to the area to direct people to use other routes.

EXPLOSION

PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:
Continuity of Operations (COOP). Evacuation.

Family Reunification.

Medical Emergency. Mental Health and Healing.

In the event of an explosion on campus, take the following action:

Immediately take cover under tables, desks, or other objects that can give protection against falling glass or other debris.

When the building evacuation alarm is sounded, walk quickly to the nearest marked exit and ask others to do the same.

If you are in the area where the explosion occurred, report it to the Department of Safety and Security (908-731-4402) as soon as it is safe to do so.

Assist the disabled in exiting the building.

Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles and crews. Know your area assembly points.

If requested, assist emergency crews.

Do not return to an evacuated building unless you are told to do so by a College official.

Note: After any evacuation, report to your designated area assembly point. Remain there until the Emergency Building Coordinator or other designated College representative takes an accurate headcount.

**FIRE**

**PURPOSE**

Plainfield Public Schools policy and procedure for governing fire drills and mirrors the NJ State and Local guidelines required by law. All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- Staff, students, and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.
RESPONSIBILITIES

A. Incident Commander/Principal

- Call or direct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students, and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the district office and institute communications plan.
- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear”.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident
- Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.
GANG IDENTIFICATION

New Jersey Penal Code 2C:33-29 defines a Gang as Three or more persons associated in fact. Individual are associated in fact if (1) they have in common a group name or identifying sign, symbol, tattoo or other physical marking, style of dress or use of hand signs or other indicia of association or common leadership, and (2) individually or in combination with other members of a criminal street gang, while engaging in gang related activity, have committed, conspired or attempted to commit, within the preceding three years, two or more offences of robbery, carjacking, aggravated assault, assault aggravated sexual assault, sexual assault, arson, burglary, kidnapping, extortion or a violation of chapter 11, sections 3,4,5,6,or 7 of chapter 35 or chapter 39 of Title 2C.

Two of the following seven criteria that indicate criminal street gang membership apply:
• Self-proclamation
• Witness testimony or official statement
• Written or electronic correspondence
• Paraphernalia or photographs
• Tattoos
• Clothing, colors, or any other indicia of street gang activity

The following material is information on the gangs in New Jersey and how you may be able to identify gang members in your school.

Gangs in New Jersey
• Respondents to NJSP 2010 Gang Survey identified 244 distinct gangs and 1,575 gang sets operating within the state.
• More than four in ten (45%) municipalities were reported to have a gang presence in the 2010 survey. This is essentially unchanged from the 2007 survey when 43% of Respondents reported the presence of street gangs.
• Gang presence in New Jersey remains widespread, having a presence in all 21 counties, including urban, suburban, and rural areas.
• Seven gangs were reported in fifty or more New Jersey municipalities: Latin Kings (106 towns); Sex Money Murder Bloods (95 towns); Nine Trey Bloods (86 towns); Pagans Motorcycle Club (79 towns); G-Shine/G.K.B Bloods (73 towns); MS-13 (67 towns), and the Grape St. Crips (51 towns).
• The NJ Department of Education reported 27 gang-related incidents in 2012-13 represents a decline of 29 percent from the 2011-12 total of 38.

*Sources: 2010 New Jersey State Police Street Gang Survey and New Jersey Department of Education Violence, Vandalism & Substance Abuse in New Jersey Public Schools 2012-2013 Report
District Policy # 5512.2

The District’s policy defined a Gang as “any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, and/or symbols.”

The Board of Education prohibits the following on school property or at school related functions, and off school property if it involves intimidation or an attack on another student in the District:

1. Initiating, advocating, or promoting a gang or any gang-related activities;
2. Tagging or defacing school property with gang names, slogans and/or insignias;
3. Conducting gang initiations;
4. Threatening another with bodily injury and/or inflicting bodily injury on another in connection with a gang or gang-related activity;
5. Inciting, soliciting, or recruiting others for gang membership or gang-related activities;
6. Aiding or abetting any of the above activities by one’s presence or support.

Any student found to have engaged in any of the above shall be subject to school discipline, including but not limited to detention, suspension, and/or expulsion. For any disciplinary matter covered by the above or by any other part of the school’s disciplinary code, a finding that the conduct was gang-related or gang-affiliated shall be considered an aggravating factor in determining the appropriate punishment.

The Board further prohibits the following in school and at school-related events:

1. Wearing of gang apparel, accessories, signs, insignias, or symbols on one’s clothing or person.
2. Display of gang apparel, accessories, signs, insignias, or symbols on personal property.
3. Communication in any method (verbally or non-verbally) designed to convey gang membership or affiliation.

(Anyone found to be in violation of this policy should be reported to the Building’s Administrator, Security, or the Director of Safety and Security)

Gang Related Graffiti

Gang graffiti differs from ‘tagging’. “Tag” comes from “Turf Art Graffiti”. “Taggers’ are freelance graffiti artists who dare each other to accomplish feats of vandalism. They adopt nicknames and sign their graffiti which often has an artistic appearance.

Tagging is a subculture without ties to street gangs. They vandalize property, may commit crimes to obtain paint supplies, and may resort to violence to prevent their work from being destroyed.

Gang graffiti is often one of the first indications of gang activity in an area. It is comprised of symbols and slogans and is used to communicate gang presence, indicate territorial
dominance, warn intruders, intimidate even when gang members are not present, boast of crimes committed, convey threats and challenge, or disrespect rival gangs. Misuse of a rival gang’s symbols such as crossing it out, inverting it, or writing it backward is considered a serious insult to that gang - sign of disrespect of rival gangs.

**Four R’s of Graffiti:**

1. **Read.** Do not ignore its presence. Read for type of graffiti, danger signals, and to identify which gang or tagger is active in the area.
2. **Record.** Photograph and keep a record of markings. This is important for purposes of identification and evidence.
4. **Remove.** Remove the marking as soon as possible to reduce the chances of further vandalism or violence.

**Latin Kings**

**Also known as:** Almighty Latin King Nation (ALKN), Almighty Latin Charter Nation (ALCN), Almighty Latin King and Queen Nation (ALKQN)

**History:** The Latin Kings formed in Chicago in the mid-1960’s with the goal of helping Puerto Rican immigrants overcome racial prejudice by forming an organization of “Kings.”

**Membership/Hierarchy:** The Latin Kings are highly organized and gang leadership exists at the national, regional, and local levels. Membership is governed by a manifesto and constitution with established rules and by-laws. The gang originally consisted of predominantly Puerto Rican males, but currently have members of various nationalities. Some Latin King chapters also have female associates, commonly referred to as Latin Queens.

**Location:** While active in 34 states, the Latin Kings can be found primarily in Illinois, New York, Texas, and Florida. Latin King Chapters also exist in Canada, Cuba, Dominican Republic, Ecuador, Italy, Peru, and Spain.

**Criminal Activity:** Latin King Members are particularly ruthless and are involved in a myriad of criminal activity, including the distribution and sale of drugs, weapons trafficking, murder, assault, armed robbery, kidnapping, burglary, auto theft, money laundering, extortion, racketeering, public corruption and intimidation, and alien smuggling. The gang is also known to order “hits” on correctional officers, rival gang members, and members who fail to follow orders.

**Gang Identifiers:**
- 5-pointed crown
- Graffiti: a lion wearing a crown; 5-pointed crown accompanied by the initials “LK”; Amor de Rey or “ADR,” “1-4-18”, Amor de Corona, or “ADC”
- Colors: Black and Gold (yellow), red, and green
Bloods

Also known as: United Blood Nation (UBN).

History: “Bloods”, a universal term used to identify both the West Coast Bloods and the United Blood Nation (UBN). While these groups are traditionally distinct entities, as they both identify themselves as “Blood,” it is often hard for law enforcement to distinguish between them. The original Bloods were formed in the early 1970’s to provide protection from the Crips street gang in Los Angeles, CA. The United Blood Nation (UBN) is an East Coast entity, which started in 1993 in Rikers Island GMDC (George Mochen Detention Center) in NY.

Membership/Hierarchy: Each set of the Bloods has its own leadership, although some Blood sets have been known to coordinate criminal activities for different sets across states.

Location: Blood sets have been identified in all 50 states.

Criminal Activity: The Bloods main source of income is from the distribution of drugs. However, gang members have been known to be involved in robberies, auto theft, prostitution, homicide, drive-bys, and money laundering.

Gang Identifiers:
• The five-pointed star in tattoos or graffiti showing affiliation to the People Nation
• “Damu” meaning ‘Blood’ in Swahili in graffiti, tattoos and other forms of communication
• Burn marks in the shape of a dog paw
• Colors: Red, and wearing apparel of professional teams such as the Philadelphia Phillies, San Francisco 49ers, and the Chicago Bulls
**Crips**

**Organization Structure:** The Crips is an association of numerous structured and unstructured gangs, also known as sets that have adopted a common gang culture. In the early days of the Crips growth, those in prison adopted names such as Consolidated Crips Organization (CCO), or the Blue Note Organization, both names are now seldom used in the traditional gang world. A set may have from three to several hundred members. There is no known national leader or national charter. Local sets vary in their structure from no formal leadership to a hierarchy, which consists of a leader, lieutenants, drug coordinators, soldiers, and drug couriers. The Crips street gang is primarily comprised of African-American males in their early 30s, although membership age can range from 10 to 40 years old.

**Active Locations:** The Crips street gang was established in Los Angeles, CA in the early 1960s. Every state except West Virginia and Vermont has reported the presence of Crips in their jurisdiction. The states with the highest estimated number of Crips sets are California, Missouri, Oklahoma, and Texas.

**Criminal Activities:** The Crips primary source of income is from narcotics distribution. Crips are also involved in drive-by shootings, theft, prostitution, and violent bank robberies. Crips sets launder their drug proceeds by investing in real estate, prostitution, and various cash-based
businesses including barbershops, concert promotion companies, and music stores. Crips sets also use drug proceeds to fund recording companies and music groups.

**Gang Identifiers:**
- Blue, sometimes, purple or no color at all.
- Hoover Gangsters, large multiple sets of African American gangs formed in Los Angeles, formerly known as Hoover Crips who took their name from Hoover Street, have disassociated themselves from the Crips, and use the name Gangsters now. They identify with the color orange.

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**Mara Salvatrucha**

**Also known as:** La Mara Salvatrucha, MS-13

**History:** Salvadoran nationals came from war-torn El Salvador in the 1970s and 1980s and settled in the Rampart area of Los Angeles, CA, where they integrated with other Hispanic immigrants. These Salvadoran immigrants established the gang in the early 1980s in
response to continued persecution by other Hispanic gangs. The “13” in MS-13 was adopted after MS aligned under the “Sureño” (meaning southern in Spanish) umbrella to demonstrate its allegiance to the Mexican Mafia (also known as La EME). “Eme” (the letter “M” in Spanish) is the 13th letter of the alphabet. Gangs such as MS-13 aligned with La EME in southern California correctional facilities primarily for protection purposes.

**Membership/Hierarchy:** MS-13 gangs consist of numerous “cliques.” Some cliques are highly structured and organized; however, most have little formal structure. Although MS-13 cliques generally function independently of each other; they are well-networked and pose a serious threat to communities in the United States and abroad. Each clique has a leader or set of leaders, commonly referred to as “shot callers,” “leaders,” or “ranfleros.” MS-13 has expanded its membership from primarily Salvadoran nationals to include individuals of other ethnic origins. MS-13 members can also include origins in Honduras, Guatemala, Nicaragua, and Mexico.

**Location:** While active in 42 states and the District of Columbia, the MS-13 threat is highest in the Western and Northeastern regions of the United States. MS-13 cliques exist in El Salvador, Honduras, Guatemala, Mexico, Belize, Costa Rica, Nicaragua, and Panama.

**Criminal Activity:** MS-13 engages in a wide range of criminal activities, including drug distribution, prostitution, immigration offenses, theft, and vandalism. MS-13 perpetrates violence ranging from assaults to homicides, using firearms, machetes, or blunt objects to intimidate rival gangs, law enforcement personnel, and the general public.

**Gang Identifiers:**
- Devil’s Pitchfork
- Graffiti: Devil’s Pitchfork, Clique initials, MS-13, Mara Salvatrucha
- Blue, white, black colors
18th Street

Also known as: Calle 18, Mara 18, M-18, Barrio 18, La 18

History: The 18th Street Gang was founded by undocumented Mexican immigrants and youths of mixed Mexican ancestry in the 1960s near 18th Street and Union Avenue in the Rampart area of Los Angeles, CA.

Membership/Hierarchy: This gang networks via personal contacts throughout the United States, Mexico, and Central America, and cliques are semi-autonomous groups that do not answer to a central authority. Although Mexican immigrants primarily account for the gang's current numbers, membership is open to individuals of other ethnicities. The racial and ethnic makeup of a particular gang is typically influenced by the demographics of the region in which the gang operates. This inclusive practice allows 18th Street to recruit successfully both in the United States and internationally.

Location: 18th Street has been identified in 36 states and the District of Columbia, as well as Mexico, and Central America.

Criminal Activity: Members of the 18th Street Gang are involved in various crimes including: narcotics sales, homicide, rape, assault, automobile theft, document fraud, burglary, robbery, illegal possession of firearms, extortion, prostitution, vandalism, and illegal immigration. Members of the gang are also very opportunistic and participate in other criminal activities as they arise.

Gang Identifiers:

- BEST (Barrio Eighteen Street)
- Graffiti: Mayan numerology for the number 18, XVIII, XVIII, Dieciocho, 666
- Colors: Black, silver, blue, and occasionally red
Surenos 13

Also known as: Sur Trece, Sur 13,

History: The term Sureño (meaning southerner) originated in the 1960’s in the California prison system after a Hispanic inmate from northern California was killed by a member of the California Mexican Mafia (La Eme). This incident, known as “The War of the Shoes”, led to the formation of La Nuestra Familia (NF) and the birth of Sureños and Nortenos. On the formation of NF, Hispanic gang members entering the California prison system were expected to set aside their individual street names and rivalries and align as either Sureños under La Eme or as Nortenos under NF, which is a practice that still exists.

Membership/Hierarchy: Sureños have no national structure or hierarchy; each Sureño gang is an independent entity most often led by a “shotcaller” who delegates responsibilities, organizes criminal activities, oversees meetings, and is the person in direct communication with La Eme. Sureños who prove their worth as soldiers may eventually be recruited and inducted into the elite organization of La Eme.

Criminal Activity: Both on the street and in prison, Sureños act as foot soldiers for La Eme by collecting taxes on drug profits, carrying out orders, and otherwise participating in all activities that sustain La Eme’s criminal enterprise. Sureños are involved in a host of criminal activities that include but are not limited to: drugs, weapons, and human trafficking, murder, theft, assault, vandalism, carjacking; extortion, theft, document fraud, illegal gaming, prostitution, home invasions, and robbery.

Location: Sureños exist nationwide and, though California-based Sureños answer unequivocally to La Eme, most Sureño gangs outside of California are loyal but not subordinate to La Eme. Due largely to their ties to Mexican Drug Trafficking Organizations
(MDTOs) and to the illegal status held by many, Sureños are known to have presence south of the border. Sureños have also been documented in Canada.

**Gang Identifiers:**
- Mainly blue, but may also be seen wearing gray, black, white, and brown colors.
- 13, X3, XIII; the Mayan symbol for 13; and trece, the Spanish word for 13.
- 3 dots for mi vida loca, Spanish for my crazy life; the cholo; laugh now/cry later theater faces; Mexican pride themes; the Aztec war shield and Huitzilopochtli, the Aztec Sun God.
Nortenos

Also known as: Norte 14

History: The term Norteño (meaning Northerner) originated in the 1960’s in the California prison system after a Hispanic inmate from northern California was killed by a member of the California Mexican Mafia (La Eme). This incident, known as “The War of the Shoes,” led to the formation of La Nuestra Familia (NF) and the birth of Sureños and Norteños. NF formed not only in reaction to the killing, but also because northern California Hispanic inmates were tired of suffering abuse at the hands of La Eme. On the formation of NF, all Hispanic gang members entering the California prison system were expected to set aside their individual street names and rivalries and align as either Sureños under La Eme or as Norteños under NF, which is a practice that still exists today.

Membership/Hierarchy: The gang is well organized and has a written constitution stating that the leadership resides in California’s Pelican Bay State Prison. All gang members are accountable to this leadership, though a small minority follows the Norteños’ previous leadership, which is imprisoned in Colorado.

Location: Norteños are most prevalent in northern California but are found throughout the Western United States, as well as in Texas, the Midwest, and New York.

Criminal Activity: Norteños are involved in a host of criminal activities that include but are not limited to: drugs and weapons crimes, murder, theft, assault, sexual assault, vandalism, carjacking, extortion, theft, document fraud, illegal gaming, prostitution, home invasions, and robbery. A Norteño gangster rap group produced and released two CDs entitled “Gun” and “Quete” to raise funds for the gang.

Gang Identifiers:
- Colors: red (red shoes with white shoelaces, white shoes with red shoelaces, bandanas, jerseys, caps, long canvas belt that is looped and hanging to the front or side)
- Number 14 and variations of 14 (X4, XIV, Mayan symbol for 14)
- Letter N
- 4 dots (sometimes with a single dot to the side)
- Northern star
- Huelga bird (symbol of the United Farm Workers’ Association)
**Folk Nation**

**Also known as:** Folk

**History:** Folk Nation began as an affiliation of Chicago street gangs in the 1980s. The increased number of gang members entering the Chicago prison population created a need for immediate means of identifying allies from rivals.

**Membership/Hierarchy:** Folk Nation is not a gang itself; rather, it is one of the nation’s two major alliances of street gangs. Major Folk gangs include La Raza, Spanish Cobras, Spanish Gangsters, Latin Eagles, Two Sixers, International Posse, Simon City Royals, and the various factions of the Disciples Nation. Folk Nation maintains a charter and a strict code of conduct driven by the “All for One and One for All” philosophy. Though not considered a traditional Folk Nation gang, some Crips sets may show alliance to Folk Nation Gangs.

**Location:** While most concentrated in Chicago and the Midwest, Folk Nation gangs exist nationwide.

**Criminal Activity:** Folk Nation gangs are cumulatively involved in a myriad of criminal activity, including violent crime, auto theft, fraud, money laundering, weapons trafficking, home invasion, burglary, extortion, and drug trafficking.
**Gang Identifiers:** Within Folk Nation, individual gangs maintain their own identifiers but use some common symbols to identify their affiliation with the alliance.
- 6 pointed star
- Pitchfork
- Heart (alone or with wings, devil’s tail, and/or horns)
- Number 6
- “BOS” or “BOSS”
- Wear everything to the right (caps, bandannas, belt buckles, rolled pants leg, jewelry)/communicate with right hand.

**People Nation**

**Also known as:** People

**History:** People Nation began as an affiliation of Chicago street gangs in the 1980s. People Nation consists of gangs that originally aligned with the Black P Stone Nation. As with the Folk Nation alliance, many of these groups formed as a method of protection within the prison system.

**Membership/Hierarchy:** People Nation is one of the two major Chicago-based street gang alliances. People Nation gangs include Latin Kings, Vice Lords, Spanish Lords, El Rukns, Bishops, Gaylords, Latin Counts, and Kents. People Nation maintains a charter and a strict code of conduct driven by the “All is All” and “All is Well” philosophies.

**Location:** People Nation gangs are concentrated in Chicago and the Midwest, but exist nationwide.

**Criminal Activity:** People Nation gangs are cumulatively involved in a myriad of criminal activity, including violent crime, auto theft, fraud, money laundering, weapons trafficking, home invasion, burglary, extortion, and drug trafficking.

**Gang Identifiers:** Each gang maintains their own identifiers but as with the Folk Nation, the gangs also use symbols to identify their affiliation with the alliance.
- 5 pointed star and the number 5
- Crown
- Crescent
- Pyramid
- Dice
- Bunny head
- Wear everything to the left (caps, bandannas, belt buckles, rolled pants leg, jewelry)/communicate with left hand
FLOOD

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The [County] Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Principal/ School Incident Commander will activate the School EOP.

The school siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Family Reunification. Mental Health and Healing. Medical Emergency.
- Reverse Evacuation.
- Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible).

RESPONSIBILITIES

A. Principal/School Incident Commander.

- Review circumstance and conditions and determine appropriate procedures to be activated.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
Update staff, administration, and emergency responders of any significant changes in operations or conditions.

Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.

Notify the Superintendent/Policy Group of the status and action taken. Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.

Activate FAMILY REUNIFICATION procedures.

Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.

Designate staff to take appropriate action to safeguard school property. Determine if school will be closed or remain open.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

Document all actions taken.

B. Teachers and Staff

Execute evacuation procedures when instructed by the Principal or Incident Commander.

Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.

Take attendance before leaving the classroom.

Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).

Use alternate escape routes if the regular route is blocked or there is a safety hazard.

Assist or designate others to assist students with functional needs. Remain with students throughout the evacuation process.

Upon arrival at the assembly site, take attendance. Report any missing or injured students to the Incident Commander.

Do not return to the school building until it has been inspected and determined safe by proper authorities.

Document all actions taken.

C. Bus Drivers

If evacuation is by bus, do not drive through flooded streets and/or roads.

Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.

If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
Use two-way radios to communicate with the Principal/ School Incident and/or emergency Incident Commander.

Document all actions taken.

INTRUDER/HOSTAGE

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with violent intent on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

RESPONSIBILITIES

A. **All Staff Should Be Trained to Take Action When an Unauthorized Person Enters School Property.**

- If time permits, notify the Principal/ School Incident Commander/ School Resource Officer (SRO) and follow their instruction.
- If staff member approaches unknown person/intruder, ask another staff person to accompany and assist.
- Politely greet person/intruder and identify yourself. Ask person/intruder the purpose of his/her visit.
- Inform person /intruder that all visitors must register at the main office; direct and accompany him/her to the office.
- If person/intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do not antagonize the person/intruder and explain consequences of staying on school property.
- Walk away from person/intruder if he/she indicates a potential for violence.
- Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package).
- Maintain visual contact with intruder from a safe distance.
- Contact the Superintendent’s Office at (908) 731-4335 as well the Director of Safety and Security at (908) 731-4402.
Notify SRO, and School Incident Commander/Principal or call 911 and alert law enforcement. Give law enforcement full description of intruder. (Keep intruder unaware of call for help if possible).

School Incident Commander/Principal notifies Superintendent and may issue LOCKDOWN or other appropriate procedures, depending on conditions, and/or as instructed by law enforcement.

B. **A Hostage Situation Involves One or More Persons Being Held Against Their Will by One or More Individuals. The Goal Is To Ensure Safety of Students, Staff and Others at the School and Prevent the Hostage(s) Being Moved Away From the School. All Staff Should be Aware of What to do in the Event of a Hostage Situation.**

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal/School Incident Commander, School Resource Officer, or call 911 if unable to reach school authorities.

**If school personnel or students are taken hostage:**

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present. Treat the hostage taker as normally as possible. Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

C. **Principal/School Incident Commander**

- Call 9-1-1 immediately [insert the actual sequence to call 9-1-1 from your phone system]. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Announce LOCKDOWN or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses en-route to the school to an alternate location. Notify Superintendent and activate communications plan.
- Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

D. **Teachers and Staff**

- Teachers and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the “All Clear” unless otherwise
instructed to take other action by a law enforcement officer.

OTHER PROCEDURES (that may be activated depending on conditions) Active Shooter.

- Evacuation.
- Family Reunification.
- Medical Emergency.
- Mental Health and Healing.
- Shelter-in-Place.

MEDICAL EMERGENCY

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

RESPONSIBILITIES

A. School Staff

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.). Immediately notify the School Incident Commander/Principal.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens). Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

B. School Incident Commander/Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
Assign a staff member to remain with the injured person if they are transported to the hospital.

If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

Ensure student or staff medical information from administrative records is sent to the hospital.

Notify the school counselor or crisis response team and provide a brief description of the incident.

Advise faculty and staff of the situation, as appropriate.

Develop and maintain written documentation of the incident.

Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

NATURAL DISASTERS

PURPOSE

The purpose of this annex is to have procedures in place when a Natural Disaster or Severe Weather Watch or Warning has been issued in the area near the school.

Fire

In the event of a fire:

- Evacuate the students and staff members immediately using designated evacuation routes.
- Close all classroom and room doors as you leave the room.
- If there is no alarm pull the fire pull station as you exit the building.
- If possible notify the fire department via telephone giving the following information:
  - Name of the facility:
  - Location of fire:
  - Type of fire:
  - Extent of fire:
- Teachers and caregivers are responsible to insure all students assigned to that class are out of the building and accounted for at all times
- Class rosters verifying students by name must be carried by teachers.
- Teachers must remain cognizant of any handicaps of people in their room and assist them in exiting the space.
- Have an employee with appropriate keys and knowledge to direct the fire department to exact areas of fire and follow directives of the fire department.
- The head custodian or senior custodial staff member will meet with the fire department at the main entrance with a complete set of building keys.
- In the case of an actual fire, the Principal must decide whether the situation requires evacuation and consult immediately with the Superintendent.
Earthquake

If an earthquake strikes when you are inside:
- Stay inside.
- Watch out for falling plaster, light fixtures, glass, bookcases, etc.
- Stay away from windows and mirrors. Either crawl under a table or desk, sit or stand against an inside wall away from windows, or stand in a strong inside doorway.
- Assist others if necessary.
- Do not use open flames.

If an earthquake strikes when you are outside:
- Avoid high buildings, walls, power poles, and other objects that may fall. Move to open areas away from hazards.
- If surrounded by buildings, seek shelter in the nearest strong one.
- If an earthquake strikes when employees are in an automobile:
  - Stop in the nearest open area if possible.
  - Stay in the vehicle.

After the tremor is over:
- Check for injured people. Do not move seriously injured people unless they are in immediate danger.
- If it appears that the buildings may have been damaged, evacuate. Aftershocks can level severely damaged buildings.
- Do not use the telephone except to report an emergency. If a call is necessary, dial 911 and report the emergency situation. Be sure to give them your name, office location, and telephone extension.
- Do not use plumbing or anything electrical (including elevators) until after the utility and electrical lines have been checked.
- Open doors carefully, watching for objects that may fall.
- Do not use open flames that may ignite gases from disrupted utility lines.
- Do not use matches or lighters. Natural gas lines may have been disrupted. Watch for fires that may have started.
- Keep streets clear for emergency vehicles.
- Be prepared for additional earthquake shocks.

Flash Flood

During a flood:
- Listen to a battery-powered radio for emergency information.
- Evacuate as instructed by emergency personnel.
- If outdoors:
  - Climb to higher ground and stay there.
  - Avoid wading through floodwaters. If moving swiftly, even water six inches deep can be dangerous.
If in a vehicle:
- If coming to a flooded area, turn around and go another direction.
- If the car stalls, abandon it immediately and climb to higher ground.
- During an evacuation:
  - If advised to evacuate, do so immediately.
  - Evacuation is safer when completed before floodwaters become too deep for vehicles.
  - Listen to battery-powered radio for evacuation instructions.
  - Follow recommended evacuation routes as shortcuts may be blocked.
  - Leave early enough to avoid being stranded by flooded roads.

After a flood:
- Do not return to a flooded area until directed by authorities.
- Stay out of buildings if floodwaters remain around the building.
- Use extreme caution when entering buildings. Watch for loose plaster and ceilings that could fall.

Be alert for fire hazards, such as broken or leaking gas lines, flooded electrical circuits, submerged appliances, and flammable or explosive materials

Severe Weather

If a severe weather watch or warning has been issued for your area by the National Weather Service:
- The District should monitor weather conditions online or on a local radio station for up-to-date weather information.
- The Districts Global Connect emergency messaging system, two-way radio system, and Email notification system will be activated depending upon the level of severity.
- In the event weather is severe, individuals will be directed to take shelter in designated safety areas.

Lightning

Lightning strikes are of serious concern.

If lightning threatens when employees are inside:
- Stay indoors.
- Keep away from open doors or windows, radiators, metal pipes, sinks, and objects connected to outlets such as radios, lamps, etc.
- Do not use objects, which are connected to electrical outlets.
- Do not use telephone as lightning may strike telephone lines.

If lightning threatens when you are outdoors:
- Seek shelter inside a building if possible.
- When no shelter is available, avoid the highest object in the area (trees, poles, etc.). Avoid being the tallest object in the area yourself. If trees are nearby, your best protection is to squat down and minimize contact with the ground (do not lie on ground), remaining a safe distance from trees (out of reach if a tree were to fall).
- Avoid carrying any metal object.
• If an electrical charge is felt (hair stands on end, skin tingles), lightning may be about to strike. Drop to your knees and bend forward, placing your hands on your knees.
• If you encounter an individual struck by lightning:
  • Individuals struck by lightning may be burned but carry no electrical charge and can be handled safely.
  • Call 911 followed by Department of Safety and Security (908)731-4402.
  • If certified in first aid and CPR, individuals can often be revived by prompt CPR being performed.

Tornado Warning

Tornado Watches and Warnings are issued by the National Weather Service when the probability exists that a significant threat could develop over a wide area. Warnings are issued for much smaller areas and periods of time than watches. *Tornado Watch* means that conditions are favorable for tornadoes to form. Be alert to weather conditions and announcements. *Tornado Warning* means that a tornado has been sighted or radar indicates rotation in the clouds. TAKE SHELTER!

*If a tornado warning has been issued for Union County by the National Weather Service:*
The County OEM will notify the community in the event of a tornado warning. The Districts Global Connect emergency messaging system, two-way radio system, and Email notification system will be activated to make the community aware of the warning. All individuals on campus will be directed to take shelter in designated safety areas.

**Indoors:**
  • Move quickly to the tornado shelter in the building.
  • Do not use elevators.
  • Stay away from windows.
  • If a tornado strikes, help avoid telephone overloads. Do not use telephones (including cell phones) except for emergency.

**Outdoors:**
  • Seek indoor shelter if possible.
  • Parked motor vehicles are unsafe. Seek indoor shelter.
  • If an indoor shelter is not available and there is not time for escape, lie flat in a ditch or low spot.
  • If you are on flat ground and are caught in the path of a tornado, always move at right angles to its path.
  • Individuals with mobility/impairments or physical disabilities:
    • Prior planning and practice of evacuation routes to tornado shelters is important, particularly for individuals with mobility impairments or physical disabilities.
    • Supervisory personnel and course instructors are responsible for identifying and escorting individuals with mobility impairments or physical disabilities located in their offices/facilities or classrooms to safety in a tornado shelter in the event of a tornado warning.
    • The elevators may be used to transport individuals with mobility impairments or physical disabilities and their escorts to tornado shelters. Visually impaired and hearing-impaired individuals may be escorted down the stairs to tornado shelters
but may require assistance in moving in crowded staircases and in finding the
tornado shelter.

- In the event of a power failure, individuals who are unable to use the stairs and their
escorts should move to an interior location without windows.

TERRORISM ANNEX

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect
staff/students and school property in the event of a terrorist threat. School administrators
will be notified of terrorist threats through either of the following means:

☐ A National Terrorism Advisory System (NTAS) alert from US Department of
Homeland Security.

☐ Directly by a law enforcement or homeland security official.

☐ There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include chemical, biological, nuclear, radiological, and
conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state, and federal
levels following a terrorist attack due to the incident’s criminal nature. Schools should also
expect that extensive media coverage, strong public fear and international implications and
consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public
safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police
Department, Local Fire Department, and the Local County Sheriff’s Office will confer on the
situation. Designated school officials will work with the Local Police Department and/or
Sheriff’s Office and agree to open or close schools.
THE SAFETY AND SECURITY MANUAL WAS REVISED IN COLLABORATION WITH THE FOLLOWING ENTITIES: