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| Unit # 1 | Unit Title: INTRODUCTION | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit Introduction: This Unit will provide an introduction to the Pemberton Township School District Emergency Plan. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section # 1 | Section Title: Introduction | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.1.1 Initial Statement</p> <p>This Emergency Plan was developed using best practices in safety and security, district policy and procedures, state law and input from stakeholders. It will be reviewed annually by the District Security Chief, Assistant Security Chief, Pemberton Police Chief, Fire Chief and the Superintendent of Schools.</p> <p>This plan is maintained by the District Security Chief. Copies of the entire plan are provided to each district occupied building. Copies of the Incident Specific Annexes are available as password protected electronic copies to all staff. Quick check reminders are available in each classroom.</p> <p>Changes in this plan will be made as soon as possible. Hard copy and electronic change notices will be distributed to schools and staff. A record of changes will be maintained. Elements of this plan are confidential in nature to prevent those that wish us harm from obtaining information that could be used to circumvent the safety and security of students and staff.</p> <p>1.1.2 POTENTIAL STAKEHOLDERS</p> <table border="1"> <tr> <td>Assistant Superintendent of Business</td> <td>Guidance Supervisor</td> <td>Security Chief, Assistant Security Chief</td> </tr> <tr> <td>Chief of Police</td> <td>Human Resources Manager</td> <td>Superintendent</td> </tr> <tr> <td>Custodial Supervisor</td> <td>IT Supervisor</td> <td>Student Representatives</td> </tr> <tr> <td>Directors of Curriculum/Instruction</td> <td>Joint Base Security Forces</td> <td>Township and Joint Base OEM</td> </tr> <tr> <td>Director of Special Education</td> <td>Legacy Treatment Services</td> <td>Township Recreation Director</td> </tr> <tr> <td>Facilities Supervisor</td> <td>PTA Presidents</td> <td>Township Off. of Emerg. Management</td> </tr> <tr> <td>Fire/EMS Chief</td> <td>PTEA/NJSPA</td> <td>Transportation Supervisor</td> </tr> <tr> <td>Food Services Supervisor</td> <td>School Nurse Supervisor</td> <td></td> </tr> </table> <p>1.1.3 PURPOSE</p> <p>The Emergency Plan is used to identify and clarify emergency roles and responsibilities for Pemberton Schools and its staff. It provides procedures and information in each of the four federally identified Emergency Response categories: Prevention/Mitigation, Preparedness, Response and Recovery. The goal is to prevent incidents when possible, and to minimize any negative consequences of an actual event.</p> <p>1.1.4 SCOPE</p> <p>This plan is an “All-Hazards” Plan, providing direction to support the district’s effort to save lives, protect the health and safety of students, staff and visitors and to protect property. It is important to recognize that the plan is based on likely events, taken from historical events in the township and a risk/vulnerable assessment. Not all possible scenarios could be covered, and those that are included, may require deviation based on sound judgment for a particular circumstance. The plan will also provide resource information, lists of teams and staff skills, vulnerability assessment, staff roles and responsibilities, training requirements and drill procedures.</p> | | | Assistant Superintendent of Business | Guidance Supervisor | Security Chief, Assistant Security Chief | Chief of Police | Human Resources Manager | Superintendent | Custodial Supervisor | IT Supervisor | Student Representatives | Directors of Curriculum/Instruction | Joint Base Security Forces | Township and Joint Base OEM | Director of Special Education | Legacy Treatment Services | Township Recreation Director | Facilities Supervisor | PTA Presidents | Township Off. of Emerg. Management | Fire/EMS Chief | PTEA/NJSPA | Transportation Supervisor | Food Services Supervisor | School Nurse Supervisor | |
| Assistant Superintendent of Business | Guidance Supervisor | Security Chief, Assistant Security Chief | | | | | | | | | | | | | | | | | | | | | | | | |
| Chief of Police | Human Resources Manager | Superintendent | | | | | | | | | | | | | | | | | | | | | | | | |
| Custodial Supervisor | IT Supervisor | Student Representatives | | | | | | | | | | | | | | | | | | | | | | | | |
| Directors of Curriculum/Instruction | Joint Base Security Forces | Township and Joint Base OEM | | | | | | | | | | | | | | | | | | | | | | | | |
| Director of Special Education | Legacy Treatment Services | Township Recreation Director | | | | | | | | | | | | | | | | | | | | | | | | |
| Facilities Supervisor | PTA Presidents | Township Off. of Emerg. Management | | | | | | | | | | | | | | | | | | | | | | | | |
| Fire/EMS Chief | PTEA/NJSPA | Transportation Supervisor | | | | | | | | | | | | | | | | | | | | | | | | |
| Food Services Supervisor | School Nurse Supervisor | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Unit # 1 | Unit Title: INTRODUCTION |
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| Section # 1 | Section Title: Introduction |
| <p>1.1.5 DEMOGRAPHICS</p> <p>Pemberton Township in Burlington County, NJ is located at 39°57'31"N 74°36'17"W with a total area of approximately 63 square miles, 1 square mile of which is water. The township is part of the New Jersey Pinelands National Reserve, a protected ecology. The township borders Eastampton, New Hanover, Southampton, Springfield, Woodland, Wrightstown, Manchester and Plumstead Townships.</p> <p>As per the 2010 Census the population of the township was approximately 28, 000 people; 67% white, 20% black,.37% Native American, 2.89% Asian, and 12% Latino. Twenty-five percent of the population of under age 18. About 12% of those under age 18 fall below the poverty line. Within the township boundaries is Pemberton Borough, approximately .6 square miles, which is a sending borough to Pemberton Township Schools. Census information lists 1400 people with 25% of those under the age of 18. The racial breakdown is 74% white, 15% black, 12% Latino, 3% Asian and 4% multiracial.</p> <p>Pemberton Schools is a pre-K through 12 district with approximately 1200 staff and 5,000 students. Joint Base McGuire Dix Lakehurst may choose to send children to Pemberton Schools, and the district is a designated School Choice district. Students may also attend the Burlington County Institute of Technology schools. Pemberton is a School Development Authority District, meaning the state covers and approves all costs of building and renovation projects.</p> <p>The Pemberton Township Police Department consists of 57 full time officers; Pemberton Borough has a force of 6 full time and 3 part time officers. In the borough, supplemental policing is provided by the NJ State Police, Red Lion Station. The Fire Departments and Emergency Services are volunteer/paid organizations. Law enforcement on the Joint Base is the purview of the Security Forces; the Department of Defense is incorporated into that Force.</p> <p>1.1.6 RISKS/VULNERABILITIES</p> <p>Traffic Risks: accidents/spills, 222 miles of road & 168 of that municipal/major - CR 530, US 206, Rt. 70</p> <p>Traffic Vulnerabilities: injuries/road closures/environmental hazards</p> <p>Natural Disasters Risks: forest fires/hurricane/super storms /snowstorms</p> <p>Natural Disasters Vulnerabilities: Building Damage/loss of power/water</p> <p>Joint Base Risks: Plane Crash/fuel spills/terrorism</p> <p>Pandemic Health Issues</p> <p>Violence</p> | |
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| Section # 1 | Section Title: Introduction | | | |
| 1.1.7 Event – Mitigation Chart | | | | |
| EVENT | RESULT | PROBABILITY | IMPACT | MITIGATION |
| Natural disasters | Wind damage Power outage Fire damage | High | Injuries Property damage Closure | Bldgs./grounds maintenance Advance warnings |
| Joint Base | Plane crash Fuel spills Terrorism | Low | Loss of access to base. | Communication with Joint Base Command |
| Traffic | Accidents Spills | Medium | Injuries to students & staff. Road blockages prevent student transport. Property damage | Defensive driving training Communication with local authorities. Bus garage dispatch manned while buses are out. |
| Violence | Death / Injuries Absenteeism Property damage | Low | Death / Injuries Psychological and physical Property damage Closure | School climate Training in emergency procedures Text # to receive proactive info |
| Pandemic health issue | Absenteeism | Low | Lengthy school closure | Wellness Recovery Decontamination Internet Instruction |
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| Unit # 1 | Unit Title: Introduction |
| Unit Introduction: This Unit will identify how the Emergency Plan will be administered. | |
| Section # 2 | Section Title: Administration of Plan |
| <p data-bbox="151 363 727 394">1.2.1 Introduction to Plan Administration</p> <p data-bbox="151 474 1487 684">The following Emergency Operations Plan provides basic steps and procedures for the most common type of incidents that could be expected in our schools. The goal in responding to emergencies is first to protect life. We must then consider minimizing injuries and damage to property, providing aid after the emergency and recovery to normal operations. It is important to recognize that not all possible scenarios could be covered, and those that are included, may require deviation, based on sound judgment for the particular circumstances.</p> <p data-bbox="151 764 1487 907">To effectively manage an emergency situation, the procedures in this manual need to be reviewed, refined for each facility, and practiced. To facilitate this process, each location shall develop a Crisis Response Team comprised of personnel that will play key roles in the planning and management of such events. Detailed planning and drills will prevent mistakes from occurring during an actual emergency.</p> | |
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| Section # 2 | Section Title: Responsibilities |
| <p>1.2.2 RESPONSIBILITIES AT THE SCHOOL LEVEL</p> <p>At the beginning of each school year, and the second semester, the school’s Emergency Response Team shall update the plan to reflect changes in procedures, assignments, phone numbers, etc. These updates will be forwarded to the Security Chief. Additionally, staff members must, at a minimum, be instructed in the procedures they will be required to take for building evacuation, student and staff relocation, and facility lock-down. Principals/building supervisors will be responsible for forwarding a report that the above has been completed by October 1st, and February 15th of each calendar year.</p> <p>Use the Emergency Planning Assurance Document in this section to make this report.</p> <p>Drills will be conducted as required by law and regulation; one fire drill per month and one emergency drill per month. Emergency drills are scheduled by the Security Chief on a yearly basis and distributed at the beginning of the school year. Drill Reports for both types of drills will be forwarded to the Security Chief by the School Security Guard at each school. A database of completed drills will be maintained by the secretary to the Security Chief.</p> <p>The Incident Command System (ICS) will be used to manage all emergencies in the district. We encourage the use of the system to manage routine non-emergency tasks to promote familiarity with the system.</p> <p>Administrators and supervisors must complete the Incident Command Training for Schools (ICS100sc) within 60 days of obtaining such a position. FEMA provides this course free on-line. Periodic refreshers will be provided.</p> <p>When an emergency is beyond the control of site supervisory staff, district administrators will be made available to provide assistance, or to take command of the incident.</p> <p>When situations require the assistance of outside emergency response agencies, the district will coordinate activities through the authority having jurisdiction, following the Incident Command System.</p> | |
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Pemberton Township School District
Emergency Planning Assurance Document
Crisis Response Team (CRT)
Semi-Annual Meeting

1. Names and titles of persons on the School Crisis Response Team: (Add other names and titles as appropriate.)

| Name | Title | Name | Title |
|------|---------------------|------|-------|
| | Principal | | |
| | Assistant Principal | | |
| | Nurse | | |
| | Guidance Counselor | | |
| | Security | | |
| | Teacher | | |

Identify those who attended the meeting by last name:

2. Date of the CRT meeting:
3. Date Emergency Procedures were reviewed with the staff for ALICE, Evacuation, Bomb Threat, Lockdown and Environmental Emergency:
4. Method used to instruct School Staff:
5. Date of last Fire Drill:
6. Date of last Alternate Drill:
7. All Emergency Plan Books were accounted for and updated. Updates to phone number, personnel changes and procedure changes were conducted.

SCHOOL: _____ Principal's Signature: _____

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| Unit # 1 | Unit Title: Introduction |
| Unit Introduction: This Unit will identify how the Emergency Plan will be administered. | |
| Section # 3 | Section Title: Index of Procedures and Protocols |
| <p>1.3.1 Index</p> <p style="text-align: center;">TABLE OF CONTENTS</p> <ol style="list-style-type: none"> 1. Communication..... 9 2. Building Access & Visitors.....12 3. Lockdown14 4. Shelter-in-Place.....16 5. Evacuation (fire & other hazard).....17 6. Bomb Threat.....21 7. Internal Chemical Leak.....25 8. Environmental Emergency.....27 9. Severe Weather (high winds, earthquake).....30 10. Reverse Evacuation.....35 11. Handling Suspicious Packages.....36 12. Utility Emergency.....37 13. Facility Shutdown (ref. maps tab 53).....39 14. Light Search and Rescue.....40 15. District Vehicle Accident Procedures.....42 16. Evacuation Reception.....47 17. Weapons on District Property.....54 18. Missing Student or Staff.....57 19. Public Demonstrations, Protests, Riots.....59 20. Suicide/Sudden Death.....60 21. Aircraft Disaster.....66 22. Terrorist Threats.....68 23. Active Shooter.....70 24. Cardiac Response Action Plan.....73 25. Teacher’s Duties.....75 26. Nurse’s Duties.....78 27. Custodian Duties.....80 28. Food Services Bio-Security Plan.....83 29. Emergency Information of Parents/Guardians.....88 30. Business Continuity Plan.....89 31. Infectious Disease Plan.....90 32. Master Key/Access Code Distribution Policy.....109 33. District Staff Rosters/ Emergency Numbers/Succession.....110 34. District Special Training/Talents List.....111 35. Emergency Responders Contact Information.....114 36. Education Continuity Plan.....115 37. Individual Schools Emergency Information117 38. Crisis Response to Mental Health Issues.....118 | |
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| Section # 3 | Section Title: Index of Procedures and Protocols |
| <p>1.3.1 Index Continued</p> <p>39. Student Transportation Security.....121</p> <p>40. Security Standard Operating Procedures (confidential).....122</p> <p>41. Harassment, Intimidation, Bullying Policy/Curriculum.....146</p> <p>42. Gang Policy.....149</p> <p>43. Information Technology Security – Disaster Recovery Plan.....151</p> <p>44. Incident Command System.....157</p> <p>45. Press Release Worksheet.....166</p> <p>46. Security Incident Report.....167</p> <p>47. Emergency Drill Procedures.....169</p> <p>48. Administrator “Go-Bag” Content171</p> <p>49. Floor Plans/Utility Maps/Generators172</p> <p>50. Emergency Operations Checklist/Site Status Report.....188</p> <p>51. District Evacuation Facility Capacities.....190</p> <p>52. National Terrorism Advisory System.....191</p> <p>53. Satellite Maps/County Roads.....192</p> <p>54. Annual District Information (schedules, important numbers, etc.).....199</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how communications during an emergency will be conducted. | |
| Section # 2.1 | Section Title: Communications |
| <p>2.2.1. Communications</p> <p>In any emergency, fast and accurate communication is paramount. The Pemberton School District uses base and portable radios, telephone (cell, VOI, land line), public address systems, Global Connect, Channel 19, email, letter, or in-person direction. To provide for proactive information, the WeTip Anonymous Tip-Line is available by dialing 1-800-782-7463.</p> <p>Some considerations in choosing the best communication methods include:</p> <ul style="list-style-type: none"> • Is there a need for immediate notification due to an imminent threat? • How much time is available to communicate effectively? • Will the communication method create a hazard? (bomb threat or gas leak) • Is there a critical need to communicate specific information or directions that you want thoroughly understood or followed? • Is there a need to limit the communication to certain groups or individuals to prevent panic? • Is the method chosen susceptible to becoming unavailable or unusable due to the potential to be inundated with activity? <p><u>Base Radio</u></p> <ul style="list-style-type: none"> • Each building and the Police Department have a base radio. • It is used for emergencies only. (Channel 1) • The base radio shall be kept on. There is a power switch on the base which has an indicator light. The top piece should have a red light on to indicate channel or scan. If there is no light, PUSH the round, rubber button IN. • The volume shall remain at a level sufficient to hear and will be set to the district emergency channel. • Periodic radio tests are conducted by security staff from the Middle School Command Center. <p><u>Portable Radios</u></p> <ul style="list-style-type: none"> • Portable radios/chargers are issued to the principal, main office, playground, and security for each school. • Any outside activity needs at least one portable radio to relay emergency information. • Each building is responsible to check operability and advise if there are any malfunctions. • Portables shall be turned off and placed in a charger when not in use. | |
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| Unit Introduction: This Unit will identify how communications during an emergency will be conducted. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section # 2.1 | Section Title: Communications | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Radio Channels</u></p> <table data-bbox="269 436 1341 800"> <tr> <td>Base Radio: channel 1</td> <td>Emergency</td> </tr> <tr> <td>Portable: Channel 1</td> <td>Talk-Around (local school and sister schools)</td> </tr> <tr> <td>Channel 2</td> <td>Buses (local)</td> </tr> <tr> <td>Channel 3</td> <td>High School Security</td> </tr> <tr> <td>Channel 4</td> <td>Middle School Security</td> </tr> <tr> <td>Channel 5</td> <td>Bus Repeater</td> </tr> <tr> <td>Channel 6</td> <td>Maintenance Repeater</td> </tr> <tr> <td>Channel 7</td> <td>Maintenance (local)</td> </tr> <tr> <td>Channel 8</td> <td>Emergency (secondary channel)</td> </tr> </table> <ul data-bbox="224 842 1438 1171" style="list-style-type: none"> • Additional portable and vehicle mounted radios are in use as indicated. Many of these units have multiple district channels to allow usage during emergency situations. • ANY OUTDOOR CLASS/RECESS MUST HAVE A RADIO. • The Supervisor of Custodians maintains the radio system in the District and has a list of frequencies and their corresponding licenses. • See the insert for the Radio Information Page following this section. <p>2.1.2 Emergency Vests:</p> <p>The District will provide color coded and labeled vests to be worn in case of an emergency for all emergency staff to readily identify the key players and the role of the staff member wearing it.</p> <table data-bbox="269 1436 1370 1787"> <thead> <tr> <th data-bbox="305 1436 667 1478">Assignment / Duties</th> <th data-bbox="1118 1436 1370 1478">Identification</th> </tr> </thead> <tbody> <tr> <td data-bbox="269 1530 984 1640"> <u>Campus Command Center</u> Responsible for implementing all emergency actions Coordination with Emergency Services </td> <td data-bbox="1146 1530 1333 1602"> Yellow (Yellow Vest) </td> </tr> <tr> <td data-bbox="269 1677 867 1787"> <u>Accountability - Communications</u> Student-Staff-Visitor Attendance Notification to 9-1-1 and District Personnel </td> <td data-bbox="1195 1677 1260 1709"> Blue </td> </tr> </tbody> </table> | | | Base Radio: channel 1 | Emergency | Portable: Channel 1 | Talk-Around (local school and sister schools) | Channel 2 | Buses (local) | Channel 3 | High School Security | Channel 4 | Middle School Security | Channel 5 | Bus Repeater | Channel 6 | Maintenance Repeater | Channel 7 | Maintenance (local) | Channel 8 | Emergency (secondary channel) | Assignment / Duties | Identification | <u>Campus Command Center</u> Responsible for implementing all emergency actions Coordination with Emergency Services | Yellow (Yellow Vest) | <u>Accountability - Communications</u> Student-Staff-Visitor Attendance Notification to 9-1-1 and District Personnel | Blue |
| Base Radio: channel 1 | Emergency | | | | | | | | | | | | | | | | | | | | | | | | | |
| Portable: Channel 1 | Talk-Around (local school and sister schools) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 2 | Buses (local) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 3 | High School Security | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 4 | Middle School Security | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 5 | Bus Repeater | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 6 | Maintenance Repeater | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 7 | Maintenance (local) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel 8 | Emergency (secondary channel) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assignment / Duties | Identification | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Campus Command Center</u> Responsible for implementing all emergency actions Coordination with Emergency Services | Yellow (Yellow Vest) | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Accountability - Communications</u> Student-Staff-Visitor Attendance Notification to 9-1-1 and District Personnel | Blue | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS | | | | |
| Unit Introduction: This Unit will identify how communications during an emergency will be conducted. | | | | | |
| Section # 2.1 | Section Title: Communications | | | | |
| <p><u>Medical Center</u> Red First-aid supplies Medications Triage of Injured Persons</p> <p><u>Parent - Student Reunification Center</u> Green Student pick-up & sign out post Runners for retrieval of students</p> <p><u>Resource Center</u> Orange Food, water, restroom control</p> <p>During an emergency, only necessary, concise information is to be transmitted. Be aware of “stepping” on other transmissions.</p> <p>Ensure that 911 has been notified. It is better that multiple calls are made, than delaying the call.</p> <p>Supervisors are responsible for notifying mobile, transient staff, and contractors / vendors, to avoid areas engaged in emergency actions.</p> | | | | | |
| Note: All communications with the public will be coordinated through the District Public Information Officer and the Incident Commander. | | | | | |
| <u>Pemberton Township Schools Radio Information</u> | | | | | |
| CH | Use | RX Data | | TX Data | |
| 1 | Talk-Local | 463.77500 | DPL:423 | 463.77500 | DPL:423 |
| 2 | Bus | 463.27500 | DPL:445 | 463.27500 | DPL:445 |
| 3 | HS Repeater | 462.27500 | DPL:205 | 467.27500 | DPL:205 |
| 4 | MS Repeater | 464.02500 | DPL:172 | 469.02500 | DPL:172 |
| 5 | Bus Repeater | 463.27500 | DPL:445 | 468.27500 | DPL:445 |
| 6 | Maintenance-Local | 463.77500 | DPL:174 | 468.77500 | DPL:174 |
| 7 | Maintenance-Repeater | 463.77500 | DPL:174 | 463.77500 | DPL:174 |
| 8 | Emergency-Repeater | 464.02500 | DPL:445 | 469.02500 | DPL:445 |
| Radio Model Number: H84RCS8AA2AN Firmware Version: R02.02.UV2 Frequency Range (MHz): 450.00000 – 470.00000 MHz | | | | | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how visitors gain access to School District buildings. | |
| Section # 2.2 | Section Title: Building Access & Visitors |
| <p>2.2.1 Access</p> <p>Access control is key to a secure environment. The Pemberton Township School District keeps all doors locked, and permits entry only via main entrances and provides staff access at commonly used entrances via proximity card. Students and staff are issued ID cards annually, and they must be displayed at all times. Outside users of school buildings must apply via an on-line system so that usage, and by whom, can be monitored.</p> <p>2.2.2 Staff Procedures</p> <p>Staff must enter with their issued ID Card. Key distribution will be limited and access may not be attained using a key unless an emergent situation exists.</p> <p>2.2.3 Visitors Procedures</p> <ul style="list-style-type: none"> • All visitors during school hours must enter through the main entrance. • The button at the intercom located next to the front door will be activated. • Office or security staff will check the video monitor and ask the visitor their name and the purpose of their visit. • It is at their discretion whether to admit a visitor or not. • If denying entry, the building administrator must be notified immediately. • Valid photo identification is required for permission to enter. • Staff will sign in visitors in appropriate log and issue a visitor pass. • If applicable, a call should be placed to the staff member the visitor wishes to see. • If the visitor is signing out a student, verification that they are approved to do so via Genesis and/or the student's Emergency Contact Card must be completed. • Authorized Contact Data from the Emergency Contact Card must be entered into Genesis by October 1st. • Visitors may be escorted in the building. Do not provide floor plans to visitors. • Visitors should sign out before they leave. • Delivery of goods should be processed through the visitor system. <p>(Instructions for the buildings that use the TPass visitor management system are found in the Security Department's Standard Operating Procedures.)</p> | |
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| Unit Introduction: This Unit will identify how visitors gain access to School District buildings. | |
| Section # 2.2 | Section Title: Building Access & Visitors |
| <p>2.2.4 Panic Buttons</p> <p>Each district school building has working panic alarms in various locations within each specific building. They are to be used in extreme emergencies where it is either unsafe or unavailable to use other means of communication, or for when a critical threat is present. When the panic alarm is activated, the call goes to a central station that monitors the system. An immediate call to the police follows this activation.</p> <p>2.2.5 Proximity Cards</p> <p>The Police Department and the Fire Department have been issued Proximity Cards (Access Cards) to gain entrance to all school district buildings in case of an emergency. Each member of the Pemberton Township Police has an access card issued to them that gives 24/7 access to every building.</p> <p>The Security System Operator will keep track of card issuance and it's usage.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how a LOCKDOWN is conducted. | |
| Section # 2.3 | Section Title: LOCKDOWN |
| <p>2.2.3.0 Lockdown</p> <p>A lockdown is used in a situation where serious or fatal injury may quickly occur, usually in the event of an armed intruder in or around the building. It is important for staff to be aware of what is happening, but in a manner that does not cause panic.</p> <p>Lockdown Location defined: A lockdown location is an area within a classroom, office, etc. that is not easily accessed or visible. They may be, but are not limited to, areas away from the windows and doors. In the event that the threat is from the outside of the building, the lockdown area may be a location other than that designated for an interior threat.</p> <p>2.2.3.1 PROCEDURES FOR LOCKDOWN</p> <p>Upon notification or recognition of an armed intruder on the premises, the Principal or designee shall make an announcement via the public address system, if possible. This announcement shall be an interior and exterior “all-call” if available. At a minimum, the announcement will include the phrase ‘LOCKDOWN, LOCKDOWN, LOCKDOWN’. If time and circumstances allow, additional information can be provided such as, “There is an armed intruder in the cafeteria.”</p> <p>The principal or any staff member shall immediately call 9-1-1 and advise the police dispatcher of the type of situation and the actions that will be taken. If possible, do not hang up; stay on the line with the dispatcher.</p> <p>Persons who are not in their assigned areas should lockdown where they are. If in the hall, go to the nearest room.</p> <p>If the safest avenue of escape is out of the building, run and seek cover and/or concealment. As soon as safely possible, go to a designated Rally Point for accountability.</p> <p>Teachers shall instruct students to go to the lockdown area of the room (away from windows and doors), sit on the floor, and remain quiet. Teachers shall also check the area immediately outside their classroom door. If there are any students in the hallway, direct them into your classroom and into a lockdown location.</p> <p>To add another layer of deterrence, barricading may be implemented. This should only be used as a last resort however. The primary goal is to seek immediate shelter in a locked (class) room.</p> <p>Drill dates/times may be announced or unannounced. For drill purposes, specific direction may be given in order to practice a particular option.</p> <p>Teachers shall take attendance, noting missing students and additional students</p> <p>If a fire alarm sounds during a lockdown, extreme caution must be used, and leaving a locked classroom must be a last-resort option.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how a LOCKDOWN is conducted. | |
| Section # 2.3 | Section Title: LOCKDOWN |
| <p>Teachers shall close and lock the classroom door, and turn off the lights. The glass on the classroom door must be covered. Once the door is locked, do not open it until directed by authorized personnel.</p> <p>REMEMBER, as the situation changes, you may exercise other options at your discretion.</p> <p>Be quiet and wait until instructed otherwise by emergency personnel or known District Staff members. Discourage All Cell Phone Use. (The only exception is to make 911 Calls.)</p> <p>The Building Principal or Designee shall notify the District Security Chief as soon as safely possible.</p> <p>2.2.3.2 PROCEDURES FOR STAFF/STUDENTS WHO ARE OUTSIDE THE BUILDING</p> <p>Do not re-enter the school. Seek shelter at an adjoining building if possible taking time to remember that nearby buildings may also be in a lock-down scenario. If not, get away from the school and seek concealment. Assemble at the designated Rally Point.</p> <p>Alert police personnel of your location, if possible, and follow their directions.</p> <p>Teachers shall remain with their students at all times.</p> <p>If the lockdown is likely to be long term, do not allow students to leave, or to be released to anyone to take custody, until directed to do so by the building Principal or a District Administrator, and only in keeping with the Reunification Procedures See Section 2.16.</p> <p>2.2.3.3 PROCEDURES IF IN GYMS, MULTI-PURPOSE ROOMS, OR CAFETERIAS</p> <p>Move to a safe area away from doors and windows. Lock doors to the area if possible, and shut off lights.</p> <p>In cafeterias or auditoriums, it may be necessary to get low (under tables or chairs). If available, go on the stage, close curtains, and remain silent; or enter the kitchen area and lock the doors.</p> <p>If in the gymnasium, direct students and staff into locker rooms or adjoining storage rooms to seek shelter.</p> <p>If a lockdown is not a viable option, you may evacuate and/or take counter measures. If a safe avenue of escape is available, use it. Go to the designated Rally Point.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how a Shelter in Place is conducted. | |
| Section # 2.4 | Section Title: Shelter In Place |
| <p>2.4.0 PROCEDURES FOR SHELTER IN PLACE</p> <p>A shelter in place may be issued when there is a need to control interior activity and/or monitor access to the facility. For example, this action may be necessary when there is an outside event, EMS response or custody issue.</p> <p>The Principal or Designee shall order a shelter in place when there is a recognized need to secure the building or control activity inside the school, or upon notification from the superintendent or security chief.</p> <p>All students and staff members shall be moved inside the school.</p> <p>Verify that all points of entry on the exterior of the building are secured to prevent uncontrolled entrance.</p> <p>Staff members shall be placed at the main entrance of the building to control visitor access. These persons shall be provided with a ready means of requesting emergency assistance should it be necessary.</p> <p>Unknown persons requesting entrance to the building shall be identified, and their reason for visiting evaluated. Such persons shall be questioned without allowing access to the interior of the building.</p> <p>If entrance is approved, the visitor shall sign-in at Security or the main office, and be provided with a visitor’s pass. All visitors will be escorted to their place of destination.</p> <p>Hallway or cafeteria use may be regulated, depending on the situation.</p> <p>The school shall shelter in place until the threat has subsided, or until directed by the building administrator, superintendent or security chief.</p> <p>Fort Dix Elementary School: A Shelter in Place, when called by the Base personnel, involves sealing rooms with plastic sheeting and shutting down HVAC systems to protect from contaminants. A kit and appropriate training has been provided by the base for such situations.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how a Fire Evacuation is conducted. | |
| Section #2.5 | Section Title: Fire Evacuation |
| <p><u>2.5.0 PROCEDURES FOR FIRE EVACUATION</u></p> <p>Any staff member that encounters a fire, smoke or notices a chemical, electrical, gas or burning odor will immediately activate the nearest fire alarm pull station to sound the alarm and begin evacuation of the building. Staff trained in the use of fire extinguishers may attempt to control fire if safely possible.</p> <p>Security and/or administration will call 9-1-1 to verify that the fire department has been alerted via the district’s monitoring system.</p> <p><u>All</u> fire alarms require evacuation, unless already in lockdown condition.</p> <p>If there is a confirmed fire, make a P.A. announcement to alert staff members of the locations and exit paths to avoid during evacuation.</p> <p>If the remnants of a fire are found, call the County Dispatch on the non-emergency number, 609-723-8300. Inform the dispatcher that no active fire exists, but that there is evidence of an extinguished fire. Make note of the time of the notification and dispatcher’s ID number.</p> <p>Exit the building (closing all doors and windows) following the designated primary or secondary exit routes from the room, and assemble at the designated evacuation area outside the building. Be aware that designated routes may be blocked by flame or smoke. Know an alternate route.</p> <p>DO NOT USE ELEVATORS.</p> <p><u>For any evacuation</u>, take the Attendance Roster, Red/Green Card, Nurse Go-Bag and Administration Go-Bag.</p> <p>Have custodians and/or security make a quick check of the building if possible to make sure everyone has evacuated safely.</p> <p>Security will ensure that driveways are clear to allow for emergency vehicles and will not allow any vehicular or pedestrian traffic on the property.</p> <p>Have teachers take student attendance and report their findings to Attendance Coordinator.</p> <p>Account for all non-teaching staff members and visitors. Office staff and/ or security will take visitor sign-in to assembly point.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS | | | | | | |
| Unit Introduction: This Unit will identify how a Fire Evacuation is conducted. | | | | | | | |
| Section #2.5 | Section Title: Fire Evacuation | | | | | | |
| <p>Meet with (first) arriving fire personnel and advise them of the following:</p> <ol style="list-style-type: none"> 1. Type and location of the emergency 2. Estimated number of injured or missing persons 3. Building hazards that may be affected by the condition (chemicals, gas lines, storage areas, etc.) <p>Notify:</p> <table data-bbox="365 653 1201 762"> <tr> <td>District Superintendent's Office</td> <td>609-893-8141 X 1003</td> </tr> <tr> <td>District Facilities Supervisor</td> <td>609-893-3604 X 6504</td> </tr> <tr> <td>District Security Chief</td> <td>609-893-8141 X 1009</td> </tr> </table> <p>DO NOT DISTURB THE FIRE AREA.</p> <p>DO NOT RESET THE FIRE ALARM.</p> <p>DO NOT RE-ENTER THE BUILDING until instructed to do so by the Fire Department.</p> <div data-bbox="175 1018 1425 1157" style="background-color: yellow; text-align: center;"> <p>State Regulation requires the fire department to be notified for all fires on school premises, regardless of the size or location on the property. Notification does not necessarily mean response.</p> </div> <p>The school administration or security personnel will complete a <u>School Fire Incident Report</u> and forward it to the Security Chief. The Chief will then forward a copy to the State Fire Marshall's Office, in keeping with an established agreement.</p> | | District Superintendent's Office | 609-893-8141 X 1003 | District Facilities Supervisor | 609-893-3604 X 6504 | District Security Chief | 609-893-8141 X 1009 |
| District Superintendent's Office | 609-893-8141 X 1003 | | | | | | |
| District Facilities Supervisor | 609-893-3604 X 6504 | | | | | | |
| District Security Chief | 609-893-8141 X 1009 | | | | | | |
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New Jersey Department of Community Affairs
 Division of Fire Safety
School Fire Report Form

| | | |
|------------------------------|---------------------|---------------|
| Date of Incident: / / | Alarm Time (24 hr): | Municipality: |
| Incident Address: | | Zip Code: |

| | | | | | | |
|---|----------------|---------------------|------------------------------|-------------|----------------------------|-------------|
| School Name (indicate name and type of school): | | | Incident Type (description): | | | |
| Cause of Fire: | | Item First Ignited: | # of Injuries: Civilian | | # of Injuries: Firefighter | |
| Property Value: | Property Loss: | | Contents Value: | | Contents Loss: | |
| Juvenile(s) Involved: | | | | | | |
| YES / NO | Age: | Age: | Age: | Age: | Age: | Age: |
| | Male/Female | Male/Female | Male/Female | Male/Female | Male/Female | Male/Female |

| | | | |
|---|-----------|---|-----------|
| Was school evacuated (please circle one): | | Was fire department notified (please circle one): | |
| YES | NO | YES | NO |

| | | |
|-----------------------|-------|---------|
| Fire Department Name: | FDID: | County: |
|-----------------------|-------|---------|

| | | |
|-------------------------------|-------------------|-------------------------------|
| Fire Official/Contact Person: | Reporting Agency: | Phone Number: Extension #: |
| Narrative /Remarks: | | |
| | | |
| | | |
| | | |

DFS Use Only

Rec'd by: _____
 Date Rec'd: _____
 Time Rec'd _____

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify how a Building Evacuation is conducted. | |
| Section #2.5 | Section Title: Building Evacuation |
| <p><u>2.5.1 BUILDING EVACUATION</u></p> <p>The building may have to be evacuated for reasons other than a fire. For example, a credible bomb threat or an internal hazardous issue may require a full or partial evacuation. Evacuation of the building will be done in accordance with the Non-Fire Exit Plan, unless directed otherwise.</p> <p>If a bomb threat, students and staff take personal belongings with them.</p> <p>If a bomb threat, do not use light switches, radios or cell phones. Do not close doors or windows.</p> <p>Once outside the building, all occupants shall report to their secondary designated evacuation area for accounting.</p> <p>Consideration should be given to the movement of students away from the hazard and emergency operations if deemed necessary. In the case of bomb threats, students shall be moved a minimum of 300 feet from the building and evacuation routes should avoid parking areas.</p> <p>A determination should be made regarding long-term care or disposition of the building occupants. Considerations should include:</p> <ol style="list-style-type: none"> 1. Potentially being out of the facility for a long period of time 2. Current and predicted weather conditions 3. Toilet facilities 4. Food, drink and medications required <p><u>2.5.2 TRANSPORTATION / RELOCATION OFF-SITE</u></p> <p>If it is determined that it will be necessary to move students and staff off-site, the following procedures should be implemented:</p> <ol style="list-style-type: none"> 1. Notify the Superintendent & evaluate the relocation options. 2. Notify the Transportation Office (893-1963) of the number of students that need transport, and their destination. 3. Notify receiving facility of the need to accept additional population. 4. Organize students at the designated area for pick-up. 5. Have teachers accompany students to the evacuation location. 6. Take attendance upon arrival at the receiving location. 7. Refer to procedures entitled “Evacuation Reception” for further instructions. See Section 2.16 for Evacuation Reception procedures. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in the handling of a bomb threat. | |
| Section #2.6 | Section Title: Bomb Threat |
| <p><u>2.6.0 PROCEDURES FOR BOMB THREAT</u></p> <p>The call taker should remain calm, look at the CALLER I.D. and write down the number displayed (if so equipped) and follow instructions on the <u>Bomb Threat Aid Sheet</u>. Keep the caller on the line as long as possible, and do not hang-up or transfer the call. The <u>Bomb Threat Aid Sheet</u> should be kept in a readily accessible location near the main office phone.</p> <p>Notify the building supervisor immediately. The Supervisor will notify the Security Chief or the Assistant Chief.</p> <p>The Security Chief and/or Police will conduct a threat assessment and determine a plan of action. If the Security Chief or Assistant Chief is not available, call 9-1-1.</p> <p>Have previously assigned staff member(s) check the outside evacuation area(s) for anything suspicious.</p> <p>If an evacuation is called for, make a P.A., in-person and/or email announcement indicating the following:</p> <p>Issue the command to evacuate.</p> <div data-bbox="235 1129 1437 1339" style="background-color: yellow; border: 1px solid black; padding: 10px; text-align: center;"> <p>“Attention all staff and students....we will be conducting a building evacuation teachers check your rooms, students remove your belongings. Leave doors and windows <u>open</u>.” (Identify areas to avoid.)</p> </div> <p>Teachers shall perform a quick visual inspection of the room, looking for suspicious packages prior to exiting the room.</p> <p>Do not touch any suspicious package. Take note of its location and description and report it to the attendance coordinator after evacuation.</p> <p>Do not allow the use of two-way radios, cell phones, or other such devices within 1/4 mile.</p> <p>Move all students and staff as far away from the building as safely possible, with the minimum recommended distance of 500 feet.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in the handling of a bomb threat. | |
| Section #2.6 | Section Title: Bomb Threat |
| <p>Teachers shall take attendance and report missing persons or suspicious packages to the attendance coordinator.</p> <p>Have custodians and security perform a quick check of bathrooms and other remote areas to insure all persons have evacuated the building, and to check for any suspicious objects. If found, note exact location and description. Do not touch any suspicious object; report it to the police department.</p> <p>Meet with first arriving police units to review the details of the threat.</p> <p>Notify: District Superintendent's Office 893-8141 X 1003 or 609-207-8917 District Security Chief 893-8141 X 1009 or 609-217-8745</p> <p>Remain outside the building until advised to return by the District Supervisor or his/her designee.</p> <p><u>2.6.1 TRANSPORTATION / RELOCATION OFF-SITE</u></p> <p>If it is determined that it will be necessary to move students and staff off-site, the following procedures should be implemented:</p> <ol style="list-style-type: none"> 1. Evaluate the relocation options and determine the best course of action. 2. Notify the Transportation Office (893-1963) of the number of students that need transport, and their destination. 3. Notify receiving facility of the need to accept added population. 4. Organize students at the designated area for pick-up. 5. Have teachers accompany students to the evacuation location. 6. Take attendance upon arrival at the receiving location. 7. Refer to procedures entitled “Evacuation Reception” for further instructions. *See Section 2.16 for checklist. | |
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BOMB THREAT AID SHEET

Caller I.D. Number _____ **Time of Call** _____

Line on which call is received _____ **Date of Call** _____

Exact wording of threat: _____

Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. Where are you?
9. What is your name?

Caller's Sex _____ **Estimated Age** _____ **Accents** _____

Caller's Voice (Circle all that apply) CALM NASAL ANGRY YOUNG OLD
EXCITED LISP SLOW RASPY RAPID DEEP SOFT RAGGED FAMILIAR
CLEARING THROAT COUGHING LAUGHING DEEP BREATHING CRYING
CRACKING VOICE NORMAL DISGUSTED DISTINCT SLURRED LOUD
FOREIGN STUTTER

Background Sounds (Circle all that apply) STREET NOISE ECHOES STATIC
AIRPLANES VOICES MUSIC P/A SYSTEM MOTORS OFFICE SOUNDS
FACTORY SOUNDS LOCAL CALL LONG DISTANCE CALL

LANGUAGE (Circle all that apply) WELL SPOKEN INCOHERENT FOUL MESSAGE
READ TAPED MESSAGE IRRATIONAL

Report Information Immediately to the Principal

BOMB THREAT CREDIBILITY RATING

Level I: A specific, articulated threat with date, time and type of device, etc. There is a high probability of the caller or subject carrying out the threat.

Level II: While the caller is vague, they have more specific information as to which facility, time, etc. There is a moderate chance the caller has the capability of carrying out the threat.

Level III: Vague, non-specific threats that are general in nature. There is a low probability of the subject carrying out the threat.

If the threat is made by phone, get as much information from the caller as possible. Pay attention to all background noises/sounds, caller's voice etc.

Written threats should be secured and undisturbed until proper authorities can evaluate same.

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of an internal chemical leak. | |
| Section # 2.7 | Section Title: INTERNAL CHEMICAL LEAK |
| <p><u>2.7.0 PROCEDURES FOR INTERNAL CHEMICAL LEAK OR SPILL</u></p> <ul style="list-style-type: none"> • Evacuate all staff and students from the immediate area of the leak. • If the leak is serious, use the fire alarm to evacuate the building and notify the fire department. Use P.A. to advise staff of areas to avoid. • Call 9-1-1 • Keep others from entering effected area by posting guards a safe distance away from the entrance to the affected area. Consider air flow and wind direction that can disperse the fumes during the decision on where the safe area/distance is set. • Have teachers take student attendance and report their findings to the Attendance Coordinator. • Account for all non-teaching staff members and visitors. • Seek medical attention for persons potentially exposed. If there are multiple injuries, assign the school nurse to establish a triage area a safe distance away from the building. • Make sure persons who evacuated the building are upwind from the area of the hazard. • Notify: District Superintendent -W - 609-893-8141x1003 C-609-207-8917 Director of Facilities -W - 609-893-3604 C-609-668-9615 Security Chief -W – 609-893-8141x1009 C-609-217-8745 • Attempt to identify material involved by talking to persons who identified the leak. Hazardous materials should be marked with new universal signage. Specific product or chemical information can be retrieved from the School’s RTK Central File, which contains Material Safety Data Sheets (MSDS) and Hazardous Substance Fact Sheets. The MSDS is located on the District Webpage, Staff Tab, on the bottom right. • If necessary, shut-down ventilation systems to prohibit the spread of contaminant throughout building. (see "Facility Shutdown Procedures" for additional information) <p>NOTE: District personnel shall not attempt to control any situation without knowing the hazards of the material involved, and employing the personal protective equipment necessary to handle the situation safely.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of an internal chemical leak. | |
| Section # 2.7 | Section Title: INTERNAL CHEMICAL LEAK |
| <p><u>2.7.1 BUILDING EVACUATION</u></p> <p>Evacuation of the building will be done in accordance with the Fire Drill Exit Plan posted in each room, if safely possible.</p> <p>Once outside the building, all occupants shall report to their designated evacuation area for accounting.</p> <p>Consideration should be given to the movement of students away from the hazard and emergency operations if deemed necessary.</p> <p>A determination should be made regarding long-term care or disposition of the building occupants. Considerations should include:</p> <ol style="list-style-type: none"> 1. Potentially being out of the facility for a long period of time 2. Current and predicted weather conditions 3. Toilet facilities 4. Food, drinks and medications required 5. Time of day <p><u>2.7.2 TRANSPORTATION / RELOCATION OFF-SITE</u></p> <p>If it is determined that it will be necessary to move students and staff off-site, the following procedures should be implemented:</p> <ol style="list-style-type: none"> 1. Evaluate the relocation options and determine the best course of action. 2. Notify the Transportation Office (893-1963) of the number of students that need transport, and their destination. 3. Notify receiving facility of the need to accept added population. 4. Organize students at the designated area for pick-up. 5. Have teachers accompany students to the evacuation location. 6. Take attendance upon arrival at the receiving location. 7. Refer to procedures entitled “Evacuation Reception” for further instructions. <p style="text-align: center;">*See Section 2.16 for checklist.</p> | |
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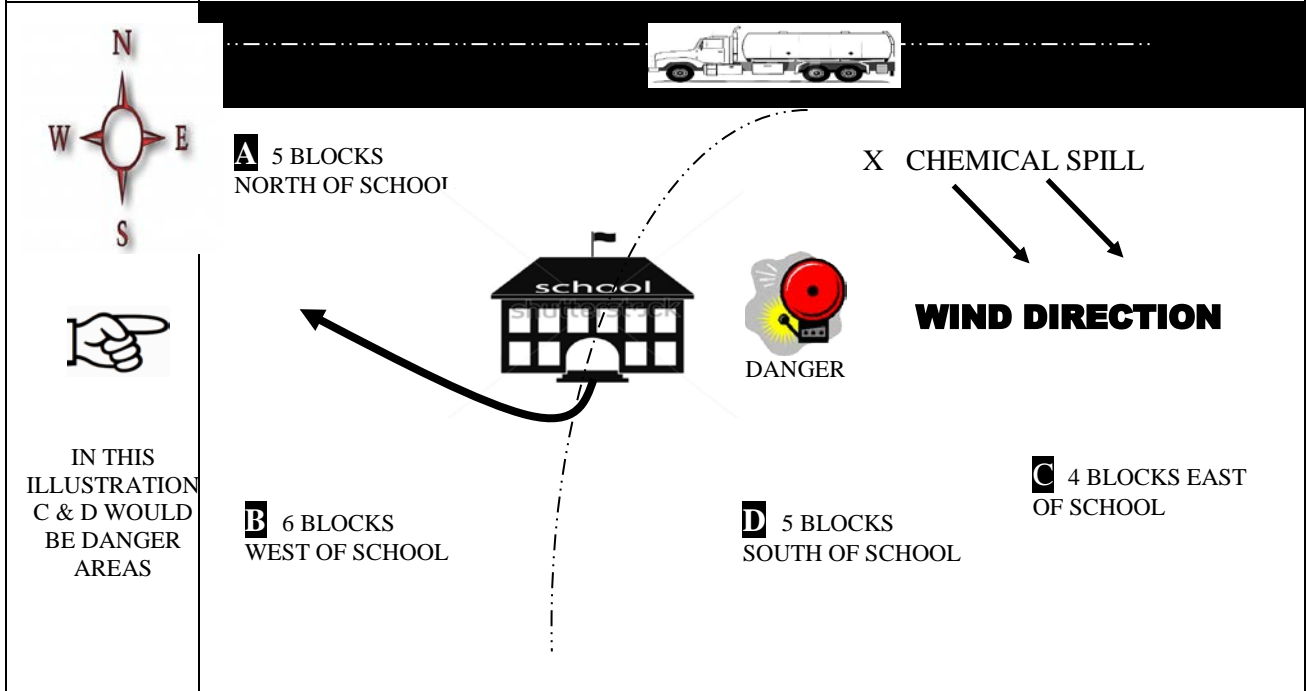
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of an environmental emergency. | |
| Section # 2.8 | Section Title: ENVIRONMENTAL EMERGENCY |
| <p><u>2.8.0 DEFINITION OF AN ENVIRONMENTAL EMERGENCY</u></p> <p>Definition: An “Environmental Emergency” is any threat to health and safety caused by a leak, spill, or fire, <u>outside the school building</u>. Such situations may result from chemical releases at nearby buildings, motor vehicle accidents involving hazardous materials, etc.</p> <p><u>2.8.1 PROCEDURES FOR ENVIRONMENTAL EMERGENCIES</u></p> <p>Upon notification or recognition of an environmental emergency, an announcement shall be made via an appropriate communication delivery to inform all staff and students of the nature of the emergency.</p> <p>All persons outside shall be moved inside the building.</p> <p>All interior and exterior doors and windows to the school will be closed. Seal gaps under doors and windows with wet towels, cloth or clothing and duct (or similar type) tape if available.</p> <p>If local authorities warn of an explosion, close all shades and drapes. Stay away from the windows to prevent injury from flying glass. Move into the non-windowed hallways, if possible.</p> <p>Custodians shall be instructed to shut off all HVAC units and exhaust fans, so that outside air is not drawn into the building.</p> <p>Remain in protected, interior areas of the building (where toxic vapors are reduced), and maintain radio or phone contact if possible.</p> <p>If you suspect that gas and vapors have entered the building, take shallow breaths through a cloth or towel.</p> <p>Many chemicals can be hazardous in more ways than one. A chemical may be listed as a flammable, but it also may be toxic, corrosive or reactive, depending on the conditions. Immediately report any chemical accident to the person in charge.</p> <p>Make sure that the fire department is made aware of what measures have been taken, request that further instructions be provided as soon as possible, and agree on a method of maintaining contact.</p> <p>Maintain building status unless directed to evacuate by the Fire Chief or the Superintendent.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of an environmental emergency. | |
| Section # 2.8 | Section Title: ENVIRONMENTAL EMERGENCY |
| <p data-bbox="203 491 1421 600">NOTE: District personnel shall not attempt to control a chemical spill or leak without knowing all the hazards of the material involved, and the personal protective equipment necessary to handle the situation safely. When there is any doubt, notify the fire department for assistance.</p> <p data-bbox="217 737 943 768"><u>2.8.2 PROCEDURES FOR EVACUATION OF SITE</u></p> <p data-bbox="293 812 1414 879">Notify the Transportation Office (893-1963) of the need to evacuate, and the location to which the staff/students will be transported.</p> <p data-bbox="293 921 1414 989">If students are to be transported to another school, notify the facility to which relocation will take place.</p> <p data-bbox="293 1031 1403 1098">Using the P.A. System, instruct all persons of the procedures that will be followed, and what areas of the building to avoid.</p> <p data-bbox="293 1140 1232 1171">Stage students/staff to prepare for exit of building as soon as buses arrive.</p> <p data-bbox="293 1213 906 1245">Instruct all teachers to remain with their classes.</p> <p data-bbox="293 1287 1209 1318">Upon arrival of the buses, dispatch students in groups of 50 to each bus.</p> <p data-bbox="293 1360 1312 1392">Do not allow students outside the building until there is a bus ready for pick-up.</p> <p data-bbox="293 1434 1162 1465">Do not allow doors to remain open to the building while evacuating.</p> <p data-bbox="293 1507 1409 1575">Discourage persons from using their personal vehicles unless they have been accounted for.</p> <p data-bbox="293 1617 1289 1648">Refer to procedures entitled “Evacuation Reception” for further instructions.</p> <p data-bbox="318 1654 721 1686">*See Section 2.16 for checklist.</p> | |
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HAZARDOUS MATERIAL ACCIDENT CHEMICAL SPILL - OFF CAMPUS

| STEP | ADMINISTRATIVE ACTION |
|----------|--|
| | <i>A hazardous material accident/chemical spill could occur in the vicinity of a school requiring a building evacuation to off-site alternative locations for safety reasons as recommended by Police and Fire Department personnel.</i> |
| 1 | Principal/designee conducts building evacuation procedures. (Teachers should take grade book/class roster with them) |
| 2 | Notify CSA and inform of situation. |
| 3 | Establish receiving/reception area at the off-site evacuation location. |
| 4 | Verify class rosters with staff members. |
| 5 | Direct parents, who wish to pick-up their children, to the receiving/reception area. |
| 6 | Maintain contact with POLICE & FIRE DEPARTMENT to stay informed about conditions (school vicinity). |

EVACUATION & ASSEMBLY POINT SAFETY



IN THIS ILLUSTRATION C & D WOULD BE DANGER AREAS

A hazardous chemical spill may occur so close to a school that the best decision would be to stay inside the school for protection

- ✓ Require persons in outside areas to go inside school building
- ✓ Close all doors and windows in all buildings
- ✓ Shut down all air conditioning and ventilation units

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of severe weather or earthquake. | |
| Section # 2.9 | Section Title: SEVERE WEATHER or EARTHQUAKE |
| <p><u>2.9.0 SEVERE WEATHER</u></p> <p>Severe weather may be in the form of high wind events, rain and flooding, earthquakes, or other similar occurrences.</p> <p><u>2.9.1 PROCEDURES FOR SEVERE WEATHER INCIDENTS</u></p> <p>Remain in protected, interior areas of the building unless directed otherwise by emergency personnel.</p> <p>Should dangerous conditions be imminent, the following actions should be taken:</p> <ol style="list-style-type: none"> 1. Secure outdoor equipment 2. Close all windows and doors tightly 3. Tape large windows to prevent shattering <p>Relocate students/staff to the downwind side of the building, and, away from windows (especially large or elevated panes of glass). Ideal locations usually are basements, hallways and windowless interior rooms. Avoid gymnasiums, cafeterias, and other large rooms with susceptible roofs.</p> <p>Instruct all students and personnel to assume the duck and cover position to protect their head from falling or flying debris.</p> <p>If you are on a large bus, sit on the floor and hold onto the seat. If a substantial structure is immediately available, get out and go to that structure. If you are riding on a small bus or van and there is no shelter nearby, get out and lie flat in the nearest ditch, ravine, or culvert. Use your hand to shield your head.</p> <p>Do not try to flee or run from a tornado in a school bus or other vehicle.</p> <p>Avoid using the telephone and other such appliances, except in emergencies.</p> <p>Remain in safe locations until the storm has ceased.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.9 | Section Title: SEVERE WEATHER or EARTHQUAKE |
| <p><u>2.9.2 PROCEDURES AFTER THE STORM</u></p> <ul style="list-style-type: none"> • Once the building is declared safe, return students and staff to their classrooms and take attendance. • Have custodians survey the outside of the building for downed wires, unstable trees or branches, roof damage, or other hazardous situations or conditions. • Check the status of the fire alarm and P.A. systems. • Check all utilities to insure normal conditions. (electric, water, etc.) • Check the operation of refrigerators, freezers, and other critical equipment. • Notify the Buildings and Grounds Office of all conditions requiring corrective measures. <p><u>2.9.3 PROCEDURES FOR EARTHQUAKE</u></p> <p>Earthquake: Although earthquakes seldom occur in New Jersey, our state is considered to have a “Moderate” risk. Most injuries that occur during an earthquake are caused by falling objects. In school buildings, it is common for shelves to topple, ceilings and lighting fixtures to fall, windows shatter, etc. Experience has shown that desks and chairs can provide good protection against falling structural and non-structural hazards.</p> <ul style="list-style-type: none"> • Upon the first indication of an earthquake, (usually a loud boom or low rumbling) followed by a gentle shaking of the ground, immediate cover shall be taken. • Those outside should remain outside and away from any area where trees or objects could fall. • All staff and students shall perform the Drop, Cover, and Hold maneuver as follows: <p style="padding-left: 40px;">DROPP: Drop to the ground and seek cover under a nearby desk or chair</p> <p style="padding-left: 40px;">COVER: By resting in a crouched position (on knees and elbows) and covering the back of the head and neck with one hand.</p> <p style="padding-left: 40px;">HOLD: Grasp the leg of the table with the other hand to hold it in place over you.</p> | |
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| Section # 2.9 | Section Title: SEVERE WEATHER or EARTHQUAKE |
| <ul style="list-style-type: none"> • When time permits, a damage assessment shall be made of the building and utilities. • Injury and damage reports shall be reported to the District Office (893-8141) as soon as possible. • Conduct facility shutdown of utilities and equipment as deemed necessary. (see Facility Shutdown Procedures – Section 2.13.) <p><u>2.9.4 PROCEDURES AFTER AN EARTHQUAKE</u></p> <ul style="list-style-type: none"> • Teachers shall take attendance of students and check for injuries. • The whereabouts of injured students should be reported to the Attendance Officer. • Medical attention should be provided to injured students under the direction of the School Nurse. • If many injuries have occurred, a triage area shall be established in a safe area outside the building for prioritizing medical treatment. • Custodians/Security shall be instructed to conduct a search and rescue effort if necessary. • When time permits, a damage assessment shall be made of the building and utilities. • Injury and damage reports shall be reported to the District Office (893-8141) as soon as possible. • Conduct facility shutdown of utilities and equipment as deemed necessary. (See "Facility Shutdown Procedures" at Section 2.13.) | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case of severe weather or earthquake. | |
| Section # 2.9 | Section Title: SEVERE WEATHER or EARTHQUAKE |
| <p><u>2.9.5 FEMA GUIDELINES TITLED “WHAT TO DO DURING AN EARTHQUAKE</u></p> <p>Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.</p> <p>IF INDOORS</p> <ul style="list-style-type: none"> • DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building. • Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture. • Move to the nearest safe place. • Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway. • Stay inside until the shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave. • Be aware that the electricity may go out or the sprinkler system or fire alarms may turn on. • DO NOT use the elevators. <p>IF OUTDOORS</p> <ul style="list-style-type: none"> • Stay there. • Move away from buildings, streetlights, trees, and utility wire. • Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and along exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects. | |
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| Section # 2.9 | Section Title: SEVERE WEATHER or EARTHQUAKE |
| <p><u>2.9.5 FEMA GUIDELINES TITLED “WHAT TO DO DURING AN EARTHQUAKE cont.</u></p> <p>IF IN A MOVING VEHICLE</p> <ul style="list-style-type: none"> • Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near buildings, trees, overpasses and utility wires. • Proceed cautiously once the earthquake has stopped. Avoid roads, bridges or ramps that might have been damaged by the earthquake. <p>IF TRAPPED UNDER DEBRIS</p> <ul style="list-style-type: none"> • Do not light a match. • Do not move about or kick up dust. • Cover your mouth with a handkerchief or clothing. • Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures to use in case a Reverse Evacuation is called. | |
| Section # 2.10 | Section Title: Reverse Evacuation |
| <p>Should students and staff be outside and a need arises for them to take shelter in the building, a reverse evacuation will be conducted.</p> <p><u>2.10.0 Procedures for Reverse Evacuation</u></p> <ul style="list-style-type: none"> • Principal or designee will make a PA, radio or bullhorn announcement directing staff to gather the students and have all personnel enter the building. Attention should be given to modular buildings to determine what action is necessary for that location. • Students shall report to classrooms/homerooms for attendance. • If students/staff are unaccounted for, following Missing Student/Staff Procedures – Section 18. • Determine if a shelter-in-place should be issued, or a resumption of normal functions is appropriate. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures for use in dealing with a suspicious package. | |
| Section # 2.11 | Section Title: Handling of Suspicious Packages |
| <p>Receiving hazardous mail or having an actual bomb on school property is a rarity. Still, it is better to know what to do with suspicious packages or mail.</p> <p><u>2.11.0 How to Recognize Suspicious Items</u></p> <ol style="list-style-type: none"> 1. Excessive postage. 2. Handwritten or poorly typed address. 3. Misspellings. 4. Incorrect titles. 5. Titles, but no names. 6. No return address. 7. Postmark does not match return address. 8. Lopsided, rigid or uneven. 9. Excessive weight. 10. Stains, discolorations or strange odor. 11. Protruding wires, batteries or foil. 12. Ticking sound. 13. Excessive taping or string. 14. Restrictive markings, “confidential,” “personal.” 15. Package located in unusual area. 16. Package left unattended for extended period of time. <p><u>2.11.1 Handling Suspicious Item</u></p> <ol style="list-style-type: none"> 1. <u>Do not touch any suspicious item.</u> 2. If it is a piece of mail, isolate it and seal it in envelope or container. 3. Notify all who may have touched the item to immediately wash their hands. 4. If a powder falls from the package, cover it to prevent spreading of the powder. Use paper, towels, clothing, trash can, etc. 5. Do not move the item or package to another area to minimize contamination. 6. Alert others in adjacent areas to leave the area. 7. Any who were exposed should seal the area. Exceptions will be made for those suffering from a serious medical reaction. 8. Alert the building administrator. 9. The building administrator should call 9-1-1. 10. Provide a list of possible personnel exposed, and specific location to first responders. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures for use in dealing with utility emergencies. | |
| Section # 2.12 | Section Title: UTILITY EMERGENCY |
| <p>A utility emergency shall be defined as a major malfunction of any of the primary utilities, such as water, gas, or electricity. Examples of such incidents would include gas leaks, pipe ruptures, electrical arcing, or loss of power.</p> <p><u>2.12.0 PROCEDURES FOR A UTILITY EMERGENCY</u></p> <ul style="list-style-type: none"> • Upon recognition of a major utility emergency, evacuate all students in the affected area if a situation threatens the safety of students. • If threat is serious or potentially serious, evacuate the building. <p style="text-align: center;">DANGER...if condition is a gas leak, do not use fire alarm system</p> <ul style="list-style-type: none"> • Have teachers take attendance and report to Attendance Coordinator. • Notify: District Superintendent 609-893-8141 Ext. 1003 Buildings & Grounds Office 609-893-0002 • Have custodial staff attempt to stop or isolate the problem <u>if safely possible</u>, by shutting-off isolation valves, electrical breakers, etc. <p><u>2.12.1 BUILDING EVACUATION</u></p> <ul style="list-style-type: none"> • Evacuation of the building will be done in accordance with the Fire Drill Exit Plan posted in each room, unless directed otherwise. • Once outside the building, all occupants shall report to their designated evacuation area for accounting. • Consideration should be given to the movement of students away from the hazard and emergency operations if deemed necessary. • A determination should be made regarding long-term care or disposition of the building occupants. Considerations should include: <ol style="list-style-type: none"> 1. Potentially being out of the facility for a long period of time 2. Current and predicted weather conditions 3. Toilet facilities 4. Food, drinks and medications required. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures for use in dealing with utility emergencies. | |
| Section # 2.12 | Section Title: UTILITY EMERGENCY |
| <p><u>2.12.2 TRANSPORTATION / RELOCATION OFF-SITE</u></p> <ul style="list-style-type: none"> • If it is determined that it will be necessary to move students and staff off-site, the following procedures should be implemented: <ol style="list-style-type: none"> 1. Evaluate the relocation options and determine the best course of action. 2. Notify the Transportation Office (893-1963) of the number of students that need transport, and their destination. 3. Notify the receiving facility of the need to evacuate to their facility. 4. Organize students at the designated area for pick-up. 5. Have teachers accompany students to the evacuation location. 6. Take attendance upon arrival at the receiving location. 7. Refer to procedures entitled “Evacuation Reception” for further instructions. (See Section 2.16.) | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures for use in shutting down a facility. | |
| Section # 2.13 | Section Title: Facility Shut Down |
| <p><u>2.13.0 EQUIPMENT AND UTILITY LOCATIONS</u></p> <ol style="list-style-type: none"> 1. MAIN ELECTRICAL SHUT-OFFS are in the Electrical Room outside the boiler room. <p style="padding-left: 40px;">Note: Building is also equipped with a generator.</p> <ol style="list-style-type: none"> 2. MAIN GAS SHUT-OFF is on the outside back wall of the boiler room. 3. VENTILATION SHUT-OFF can be accomplished through the HVAC Computer, or in case of emergency by shutting-down the main power in the building. 4. MAIN WATER SHUT-OFF is located inside the boiler room on the outside wall. 5. EMERGENCY TELEPHONE JACK is in the main office near secretary's desk. 6. THREE-PHASE MOTORS include compressors, circulators, and boilers. 7. FIRE ALARM panel is in the Main Office. Upon power failure, panels should switch to battery back-up and issue a “trouble signal.” Electrical breaker to the fire panel is in the boiler room, in the corner by the entrance steps. 8. REFRIGERATORS AND FREEZERS are located in the kitchen and the faculty rooms, and may be located elsewhere. Should power be off for an extended period of time, it may be necessary to relocate and remove any perishables in them. 9. SECURITY SYSTEMS are located in the main office or security office. Battery back-up should activate. With extended power outage (over 4 hours) equipment will have to be shut down. <div style="text-align: center; border: 1px solid black; background-color: yellow; padding: 10px; margin: 20px 0;"> <p>See annex for site plans with above locations marked. (SEE TAB 54)</p> </div> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the procedures for conducting an initial light search and rescue. | |
| Section # 2.14 | Section Title: INITIAL LIGHT SEARCH & RESCUE |
| <p><u>2.14.0 DEFINITION:</u></p> <p>Light search and rescue involves the immediate search of an area, in an established pattern, to find and rescue trapped or injured persons.</p> <p><u>2.14.1 RESPONSIBILITY:</u></p> <p>It will be the responsibility of the custodial and security staff to perform initial search and rescue until the arrival of the fire department, which will then perform this function. The Head Custodian will supervise the operation until that time.</p> <p><u>2.14.2 PROCEDURES FOR SEARCH AND RESCUE</u></p> <ul style="list-style-type: none"> • Building maps, pencils and chalk are required supplies. • Prior to entering the building to perform search and rescue, the building should be inspected and deemed safe to enter. • Each custodian shall be assigned a specific area to search. • A pencil and school map should be taken with each person. • The perimeter of the building should be checked first to look for interior hazards such as fires, leaks, building collapse, etc. When conducting the exterior check, look in windows, yell, then listen for response from trapped or injured persons. • If the building is safe to enter, proceed quietly, listen for calls for help or sounds of distress or building hazards. • Check every building, and every room or space. • Once the room has been searched and cleared, mark an “X” on the door or adjoining wall with chalk to indicate the room has been searched and mark the map. • Use the pencil and map to note locations of injured persons, potential hazards, or damage that must be addressed. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.14 | Section Title: INITIAL LIGHT SEARCH & RESCUE |
| <p><u>2.14.2 PROCEDURES FOR SEARCH AND RESCUE (cont.)</u></p> <ul style="list-style-type: none"> • Injured persons that can be removed shall be taken to the designated triage area established by the school nurse or emergency personnel. <p><u>2.14.3 PROCEDURES FOR SEARCH & RESCUE (cont.)</u></p> <ul style="list-style-type: none"> • Upon completion of the search of the designated area, individuals shall report their findings to the Head Custodian. • The Head Custodian shall summarize the information and report the findings to the Campus Commander, who shall coordinate the counts of injured persons with the Attendance Coordinator and the Fire Department. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response to motor vehicle accidents involving district vehicles. | |
| Section # 2.15 | Section Title: VEHICLE ACCIDENT PROCEDURES |
| <p>This section of the plan details the response to motor vehicle accidents involving district owned vehicles, or those carrying district students.</p> | |
| <p><u>2.15.0 PROCEDURES FOR DRIVERS TO FOLLOW IN THE EVENT OF AN ACCIDENT</u></p> | |
| <ul style="list-style-type: none"> • After involvement in a motor vehicle accident, the bus driver shall attempt to calm all occupants and immediately notify the Transportation Office, and 911 for any injuries. • Students shall be instructed to remain seated, unless there is a danger of fire or further injury. • Should a possible hazard exist, students shall evacuate as dictated by regulation via the front, rear or window exits and assemble a safe distance from the bus, traffic, and other recognizable hazards. • The driver shall assess the status of the incident, and report the following information to the Transportation Office (via radio or cell phone) as soon as practical: <ul style="list-style-type: none"> 1. Vehicle Identification Number or Letter 2. Exact location of the accident 3. Number of students on-board 4. Need for police, ambulance, etc. 5. Number and nature of student injuries 6. Additional services required (additional buses, tow truck, maintenance vehicle, etc.) | |
| <p>NOTE: Should the Transportation Office Staff not be available, call 9-1-1</p> | |
| <ul style="list-style-type: none"> • During emergency situations in which the radio will be used to relay critical information, the driver shall state "PRIORITY" and then proceed with the transmission of critical information. • Upon recognizing such transmission ("PRIORITY"), all other drivers shall avoid the use of the radio to allow clear communications. • After notifications have been made as described above, the driver (when capable), shall provide assistance to injured students. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response to motor vehicle accidents involving district vehicles. | |
| Section # 2.15 | Section Title: VEHICLE ACCIDENT PROCEDURES |
| <ul style="list-style-type: none"> • After the situation has been stabilized, the driver shall complete a seating chart for those on-board. The chart shall indicate the name and location of each occupant at the time of impact and any apparent injuries. • The driver shall cooperate with the police in completing the necessary accident reports, provide a statement when requested, and exchange pertinent information with the other parties involved. • Upon being released from the scene, or as soon as practical, drivers are to report all information to the Transportation Office to facilitate completion of the required reports. • If a driver is not in possession of a cell phone, a radio call shall be placed to the security staff working at the high school from 3: 50p to 11p. The driver should request that Police contact Security at 609-284-7339 if radio contact is not possible. • Other drivers should <u>NOT</u> respond to the scene unless directed to do so by the Transportation Supervisor. If detailed to the scene, do not park near the scene, obscuring potential evidence, unless directed by law enforcement. <p><u>2.15.2 TRANSPORTATION OFFICE STAFF RESPONSIBILTY:</u></p> <p>Upon notification of an accident, the Transportation Office Staff shall perform the following functions:</p> <ol style="list-style-type: none"> 1. Call 9-1-1 for police and/or medical assistance. 2. Advise the Business Administrator. 3. Alert the respective school Principal and Nurse. 4. Arrange for continuing transportation of students. 5. Alert the district drug testing facility if it is determined that Post-Accident Drug Testing is required (see next page.) 6. Prepare all reports that may be required. <p><u>2.15.3 TRANSPORTATION SUPERVISOR’S RESPONSIBILTY:</u></p> <p>The Transportation Supervisor (or his designee) shall perform the following functions upon notification of an accident involving a district vehicle or district students:</p> <ol style="list-style-type: none"> 1. Respond to the scene of the incident. 2. Determine if medical evaluation of students and driver is needed. | |
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| Unit Introduction: This Unit will outline the response to motor vehicle accidents involving district vehicles. | |
| Section # 2.15 | Section Title: VEHICLE ACCIDENT PROCEDURES |
| <ol style="list-style-type: none"> 3. Assist/complete a seating chart including the name of students on-board, their seating location, and any apparent injuries. 4. Assist the driver in completing the necessary forms and paperwork. 5. Determine the need for drug/alcohol testing as listed below. 6. Communicate additional needs such as alternative transportation requirements. 7. Notify the Building Principal. 8. Determine driver's ability to continue. 9. Complete the <u>Transportation Supervisor's Accident Checklist</u> 10. Take photographs of the accident scene and any involved vehicles. <p>Note: Drivers shall be evaluated by the Transportation Supervisor to determine their ability to continue driving. Under no circumstances should a driver, who requires drug testing, be allowed to continue.</p> <p><u>2.15.4 LOCAL SCHOOL RESPONSIBILITY:</u></p> <p>The principal of the school should report to the scene of the accident if there are potential student injuries, or, if the students are going to be delayed for a period of time that would allow the principal to respond. If the principal is not available, office personnel should call the superintendent's office to request the response from a district administrator.</p> <p>The local school administrator shall determine the names and nature of injuries to all students, and note the hospital to which they are being transported. This information should be relayed to his/her office staff.</p> <p>School office staff shall be assigned to make notifications to the parents of all students involved, with first priority given to the parents of students who are known to be injured.</p> <p>Students who are transported to a medical facility should be accompanied by a district administrator or designee and supervised until an authorized parent or guardian arrives.</p> <p>The school nurse shall be responsible for evaluating all students that arrive at the school who have been in a vehicle that was involved in a motor vehicle accident.</p> <p>Students on-board a vehicle involved in a motor vehicle accident are the responsibility of the school district. Students shall not be allowed to leave the scene of the accident, nor shall parents be allowed to take custody of students, until they are evaluated by the school nurse. Parents will take custody of children using the Parent Reunification procedure. Non-cooperative students or parents shall be reported to the police.</p> | |
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| Section # 2.15 | Section Title: VEHICLE ACCIDENT PROCEDURES |
| <p><u>2.15.5 POST ACCIDENT DRUG/ALCOHOL TESTING:</u></p> <ul style="list-style-type: none"> • In accordance with District Policy 4219, and the Omnibus Transportation Act of 1991, employees may be required to submit to Drug/Alcohol testing following an accident. • <u>Testing shall be mandatory if there is a fatality, if medical treatment is provided to an accident victim away from the scene, if the employee is issued a moving violation, or if either vehicle is towed.</u> • Drivers who require drug testing shall report as soon as practical to the medical facility, and must be driven by an employee assigned by the Transportation Supervisor. • Drivers may not have anything by mouth until testing is completed. <p><u>2.15.6 ACCIDENT REVIEW TEAM:</u></p> <ul style="list-style-type: none"> • A District Accident Review Team shall be established for the purpose of reviewing accidents, and making recommendations for corrective actions. • The team shall consist of the Transportation Supervisor, Security Chief, Driver Trainer, and a Driver's Union Representative. The Transportation Supervisor will chair. • The District Accident Review Team shall perform the following functions: <ul style="list-style-type: none"> ○ Meet with drivers involved in motor vehicle accidents to discuss the incident. ○ Review the police report and make comparisons with the driver's description. ○ Establish if the accident was reasonably avoidable. ○ Recommend suggestions for corrective actions that will prevent the reoccurrence of similar accidents. ○ Review suggestions from staff that may reduce accidents. ○ Discuss recommendations with the driving staff. ○ Maintain a database of accidents, the causes, costs involved, and injuries sustained. <p><u>2.15.7 TRANSPORTATION SUPERVISOR'S RESPONSIBILITIES, POST REVIEW:</u></p> <p>The Transportation Supervisor will be responsible, if necessary, to develop an action plan, or administer discipline for any driver deemed at fault for an accident.</p> | |
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Unit Introduction: **This Unit will outline the response to motor vehicle accidents involving district vehicles.**

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| Section # 2.15 | Section Title: VEHICLE ACCIDENT PROCEDURES |
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**Pemberton Township School District
Transportation Supervisor's Accident Checklist**

Date_____ Time_____ Location_____

BOE Vehicle_____ Driver_____

Injuries to Driver_____ Treatment Location_____

Other Vehicle(s) Involved (Make, Model, Year, Color, Tag No.):

Police Officer In Charge of Investigation _____

Jurisdiction of the Accident (Pemberton Twp., JBMDL, Other, Etc.) _____

Other Agencies on Scene _____

| ACTIONS TO BE TAKEN: | Yes | N/A | Time Done |
|---|------------|------------|------------------|
| Have the Police been notified? | | | |
| Has the District Office been notified? | | | |
| Has the Transportation Office been notified? | | | |
| Has the School Principal been notified? | | | |
| Have students been moved to a safer location? | | | |
| Has the Bus Driver created the seating chart for the time of the accident? | | | |
| Are injured and non-injured students being documented? | | | |
| Where are injured students being taken? Which hospital? | | | |
| Has the school been notified where the injured students have been taken? | | | |
| Do we need to re-route other district buses away from the scene? | | | |
| Do we need another bus to off-load the students onto? | | | |
| Has the School and District Office been updated on the injured students? | | | |
| Have arrangements been made to remove the vehicle from the scene? | | | |
| Is a Post-Accident Drug Screen test required? (BOE driver issued a summons, fatality, any injury or medical treatment or either vehicle towed?) *See attached Virtua Authorization For Services Form. | | | |
| Did the Transportation Supervisor transport the driver for a Drug Screen? | | | |
| Has Media Services been advised of the accident and injuries? | | | |

Comments/Notes:

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response an evacuation of a district school or building. | |
| Section # 2.16 | Section Title: EVACUATION RECEPTION OF DISTRICT STUDENTS AND STAFF |
| <p><u>2.16.0 PROCEDURES FOR EVACUATION RECEPTION</u></p> <ul style="list-style-type: none"> • The Principal of the Receiving Facility shall supervise the reception of evacuated persons to his/her school. • All students shall remain under the supervision of their assigned teaching staff member(s). • Teachers shall take attendance once they have organized their group at the evacuation location, and report missing persons to the Principal of the receiving facility. • Missing persons shall then be communicated to the person in charge at the original site of the emergency. • Teachers shall maintain a record of the disposition of each student. • Students shall remain on-site until they are transported home by district buses, or are taken into custody by an authorized parent or guardian. • Students released to parents/guardians shall follow the “<u>2.16.1 Parent/Student Reunification</u>” procedures on the following page. • A certified black-seal operator shall be present when the building is occupied. • If it is anticipated that the evacuation will be long term, the District Food Service Director should be contacted to provide food and drinks as required. <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>If food cannot be provided by the district, a request will be made to the Township Emergency Management Coordinator via the District Superintendent.</p> </div> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response an evacuation of a district school or building. | |
| Section # 2.16 | Section Title: EVACUATION RECEPTION OF DISTRICT STUDENTS AND STAFF |
| <p><u>2.16.1 Procedures for Parent/Student Reunification</u></p> <ul style="list-style-type: none"> • Establish a “Request and Release Site” away from the area where students are being held, and near an entrance to the public. • Post signs, or have staff member direct parents to the Request and Release Site. • Designate uncommitted staff or students to act as “runners.” • Have the person requesting custody of the student complete the <u>Student/Parent Reunification Form</u>. • After completion of the form, check to make sure the person requesting custody is authorized, by comparing with student records. • If approved, give student release form to a runner, who will proceed to the holding area and report to the appropriate teacher of the student. • The teacher shall release the student and document on his/her attendance card the student’s name, time of release, and to whom. • The runner and the student shall return to the Request and Release Site to relinquish custody of the student. • Both staff member and parent/guardian shall sign and date the release form prior to the release of the student. | |
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STUDENT / PARENT REUNIFICATION FORM

**Pemberton Township School District
Student Emergency Release Form**

I request that _____ be released

Student's Name

To me _____ his/her _____

Print requester's name

relationship to student

Our intended destination is _____

Location and telephone number where you can be reached

Signature of Parent or Guardian _____

- Requester is listed on Student Release Card
- Not on Student Release Card
- Identified by Student

Time of Student Release: _____ Date: _____

Signature of School Staff Member _____

Signature of Requester _____

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| Section # 2.16 | Section Title: EVACUATION RECEPTION OF DISTRICT STUDENTS AND STAFF |
| <p><u>2.16.2 PROCEDURES FOR USING SCHOOL BUILDINGS AS SHELTERS</u></p> <ul style="list-style-type: none"> • Upon recognition of a need for providing shelter to community members, the local emergency services shall notify the District Superintendent. (We will need a Department of Homeland Security or Burlington County Office of Emergency Management mutual aid agreement or Shelter Designator.) • Should the Superintendent not be available, another District Administrator should be notified of the request for approval. • Factors to be taken into consideration when choosing the shelter to be used shall include: <ul style="list-style-type: none"> 1. Number of persons requiring shelter 2. Estimated length of stay 3. Impact on schooling • Once the decision has been made to open a school for shelter purposes, the Superintendent shall notify the Building & Grounds Supervisor, who will make arrangements to open and staff the building. • The Superintendent shall also make notification to the Building Principal. • Upon arrival of a District Representative, the following shall be accomplished: <ul style="list-style-type: none"> 1. Unlock all exit doors 2. Secure all rooms and valuables 3. Provide the necessary number of tables and chairs 4. Provide access to water/food service equipment as required 5. Maintain temperature at appropriate levels • Evacuees shall be permitted in designated areas only. Use of individual classrooms or other spaces shall not be permitted without the approval of the Superintendent. • Should the use of the building for a shelter be for an extended period of time, the District Representative shall coordinate shifts for building coverage through the Building & Grounds Supervisor. | |
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| Section # 2.16 | Section Title: EVACUATION RECEPTION OF DISTRICT STUDENTS AND STAFF |
| <p><u>2.16.2 PROCEDURES FOR USING SCHOOL BUILDINGS AS SHELTERS cont.</u></p> <ul style="list-style-type: none"> • Designated shelters are required to meet specific conditions. The Facility Supervisor and/or the Security Chief will work with the Pemberton Township Shelter Coordinator to ensure such conditions exist. • A licensed Black Seal Operator shall be present whenever the building is occupied, and the boilers are operating. • The local emergency services or the American Red Cross will be responsible for providing supervision and supplies to the evacuees. • Costs incurred by the district for manpower and supplies shall be logged by the Buildings and Grounds Supervisor or designee. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response to weapons on district property. | |
| Section # 2.17 | Section Title: WEAPONS ON DISTRICT PROPERTY |
| <p>A “weapon” shall mean anything capable of lethal use or of inflicting serious bodily injury. A Firearm, (rifle, handgun, shotgun, BB or air-guns) must be reported to police immediately.</p> <p><u>2.17.0 PROCEDURES FOR WEAPONS (Hostile Situations)</u></p> <ul style="list-style-type: none"> • The building administrator or his designee will call for an immediate lockdown. • As soon as possible, notify Police by calling 9-1-1, and the building principal if necessary. • Information to be provided to 9-1-1; <ol style="list-style-type: none"> 1. School Name and ADDRESS 2. Room or location of incident 3. Type of weapon involved 4. Name or description of offender 5. Number of persons involved 6. Number of known injuries • When possible, evacuate students and staff away from the area of the incident, to a secure area. • Try to isolate the area of involvement. • Do not try to disarm the person or aggravate the situation, unless it is a last resort to preserve life. • Persons who cannot leave the area of the incident should attempt to remain calm and be as reassuring as possible. • Await police intervention. • Notify: District Security Chief at 609-893-8141 x 1009 or 609-217-8745 <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>Note: Should the situation escalate to a point where there is imminent likelihood of injury, school employees are permitted by Board Policy to use such force as may be necessary to obtain possession of the weapon.</p> </div> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response to weapons on district property. | |
| Section # 2.17 | Section Title: WEAPONS ON DISTRICT PROPERTY |
| <p><u>2.17.1 PROCEDURES FOR WEAPONS (Non-Threatening Situation)</u></p> <ul style="list-style-type: none"> • Notify the building principal and security of the situation. Advise all occupants to initiate lockdown procedures. • Make notification to the Police Department by calling 9-1-1. • If the perpetrator is cooperative, encourage the person to leave the building and await police arrival. (Follow instructions for <u>2.17.2 Disposition of Weapons</u>). • If the perpetrator is uncooperative, maintain surveillance, if safely possible, until the police department arrives and takes control of the situation. • Do not confront or provoke the perpetrator, unless the situation escalates to hostile. • Notify: District Security Chief at 609-893-8141 x1009 or 609-217-8745 <p><u>2.17.2 DISPOSITION OF WEAPONS</u></p> <ul style="list-style-type: none"> • Should a weapon capable of discharging projectiles be encountered, all students shall be removed from the area, and the area secured until the weapon can be taken into custody by the police department. <div style="background-color: yellow; padding: 5px; margin: 10px 0;"> <p>Exception: Weapons which are <u>known</u> to be unloaded may be taken into custody by the principal, and secured in a locked container in the Principal’s Office until turned-over to the police. *Be 100% sure the weapon is unloaded. Otherwise, treat all weapons as if they are loaded.</p> </div> <ul style="list-style-type: none"> • Weapons that are <u>known</u> to be incapable of discharging projectiles are to be retrieved by the Principal when possible, and secured in a locked container in the Principal’s Office until the weapon can be taken into custody by the police. If a weapon is evidence of a crime leave it alone and remove all persons from the area. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the response to weapons on district property. | |
| Section # 2.17 | Section Title: WEAPONS ON DISTRICT PROPERTY |
| <p><u>2.17.3 PROCEDURES FOR WEAPONS SEARCH</u></p> <p>Should there be a reasonable suspicion that a weapon or weapons may be on the school premises, the following procedures will be implemented.</p> <ul style="list-style-type: none"> • Notify building principal/security. • Order a <u>Shelter in Place</u> in the building • Notify the Superintendent's Office by calling x1003. During this notification, request that additional Administrators and Supervisors be sent to your facility to help conduct the search if deemed necessary. Cell Numbers: Supt.: 609-922-7151 Chief: 609-217-8745 B.A.: 609-217-8732 • Notify the Police Department by calling 609-723-8300. * Ft. Dix school call Security Forces dispatch: 609- 562-6001 • Notify the District Public Information Officer. Office: 609-894-4181 x2013 PIO cell: 609-217-9984 • If it is determined that a weapons search will be conducted, place a call for metal detecting stand-alone units and handheld wands which are available from the main office or security chief. • Establish a command post and a separate staging area where administrators and supervisors will assemble. • The Principal shall act as the Campus Commander, who will be responsible for coordinating the response. At the discretion of the Campus Commander, command may be relinquished in keeping with the Incident Command System. Keep in mind, if probable cause has been established, the police will coordinate the search plan. • Retrieve copies of the building map, which will be used to designate search areas for work teams, and to be used by the incident commander to monitor the progress. • Assemble work teams and provide them with detailed instructions on the process to be followed. (see procedure on next page) | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.17 | Section Title: WEAPONS ON DISTRICT PROPERTY |
| <p><u>2.17.3 PROCEDURES FOR WEAPONS SEARCH cont.</u></p> <ul style="list-style-type: none"> • Search all students using metal detectors. See the search procedures in the Security S.O.P.'s. • The PIO shall meet with the Incident Commander to review facts to be released to the public/news agencies, and to also develop a letter to be sent to parents detailing the incident. • Search all student belongings using wands or by hand if necessary. • Conduct a search of all student lockers. Mark the locker and prevent access after it has been searched. • Have security staff monitor exterior video and conduct a perimeter search around the outside of the building, especially areas directly outside doors or classroom windows. • At appropriate times, a debriefing meeting shall be conducted with staff members, and a critique shall be conducted with administrators. <p><u>2.17.4 PROCEDURES WHEN CONDUCTING A STUDENT SEARCH</u></p> <ol style="list-style-type: none"> 1. Have all persons conducting searches wear disposable gloves. 2. Move one classroom at a time to the hallway. 3. Have the students line-up, and search each one with a metal detector. Keep students that have not been searched apart from those that have. (Refer to Security Department SOP for proper wand use.) 4. While the students are checked by wand, have another team member(s) enter the classroom and conduct a search of students' backpacks, coats, or other belongings. 5. When both students and belongings have been checked, the students may return to the classroom and remain in shelter in place mode until the entire search is completed. | |
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| Section # 2.17 | Section Title: WEAPONS ON DISTRICT PROPERTY |
| <p><u>2.17.4 PROCEDURES WHEN CONDUCTING A STUDENT SEARCH cont.</u></p> <ol style="list-style-type: none"> 6. After being searched, any student that leaves the classroom to use a restroom or nurses office, must be accompanied and constantly supervised by a staff member. Do not allow students out of sight, during which time weapons could be disposed of or passed off. 7. If necessary, assign male and female staff inside the restrooms. 8. No strip searching is permitted. <p><u>2.17.5 WEAPONS NOT PERMITTED ON SCHOOL PROPERTY - EXCEPTIONS</u></p> <p>According to NJ Title 2C:39-5e (1), no weapons are permitted on school district property without written permission of the superintendent.</p> <p>Only on-duty law enforcement officers, in the discharge of their duties, are permitted to be armed.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for handling missing students or staff. | |
| Section # 2.18 | Section Title: MISSING STUDENTS / STAFF |
| <p>Students and staff must be accounted for during the school day. Maintaining building security, ensuring sign in/out of employees, supervising children on playgrounds, keeping updated emergency contact sheets and court orders, and following procedures for release of students as outlined in Board Policy 5230, will minimize the possibility of missing students and staff.</p> <p><u>2.18.0 PROCEDURES FOR A CHILD MISSING AT SCHOOL</u></p> <ul style="list-style-type: none"> • Check with the office to determine if the child was signed out. Notify building administrator. • Obtain as much information as possible; which door was exited, clothing worn etc. • Contact the middle school command center so they can review exterior cameras • Notify security chief or assistant chief. • Remind administrator to make PA announcement calling for child. • Pull child’s photo and guardian information from Genesis. • Print copy of child’s schedule and interview teachers/staff working back from current point in schedule. • Check ALL interior areas such as restrooms, library/media center, nurse’s offices, etc. • Check ALL exterior areas such as playgrounds and ball fields. • Call the Police if a child has not been located at this point. • Contact bus garage (transportation see below). • Contact guardians. <p><u>2.18.1 PROCEDURES FOR A CHILD MISSING FROM A BUS / BUS STOP</u></p> <ul style="list-style-type: none"> • Contact the transportation office • Office will radio every driver to <i>confirm</i> child is not on any bus. Office should utilize check off list to ensure all buses are contacted. • All must take care that radio transmissions are not overheard by parents or other students so as not to create unnecessary alarm. • Ask children on assigned bus for any information regarding the whereabouts of the missing student. Do not <i>offer</i> information, <i>ask</i> for information. • Seating charts are required for all buses, every day, to allow for ease of response whether regular driver or a substitute. Photos of students are included in route sheets. <p>If the situation is a possible abduction, or involves a child with special needs, call the police department FIRST.</p> | |
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| <p><u>2.18.2 PROCEDURES FOR A MISSING STAFF MEMBER</u></p> <p>If a staff member has not arrived at work and has not been heard from complete the following steps:</p> <ul style="list-style-type: none"> • Contact Human Resources to confirm the staff member did not request a day off. • Call the staff member’s home. • Check the parking lot for their vehicle. If vehicle is in the lot, check the interior. • Contact the Security Chief. The Chief will contact the local jurisdiction or go to the staff member’s house to check on their well-being. <p>If a staff member signed in for work and cannot be located during the work day, complete the following steps:</p> <ul style="list-style-type: none"> • Check obvious locations first: office, main office, nurse, bathroom, break room. • Check the parking lot for their vehicle. If vehicle is in the lot, check the interior. Vehicle lists and permits are kept via database at each school and in the Chief’s Office. • Send an e-mail to all Staff asking if they have seen co-worker. • If still not located, call the security chief. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for handling public demonstrations and riots. | |
| Section # 2.19 | Section Title: PUBLIC DEMONSTRATIONS, PROTESTS AND RIOTS |
| <p><u>2.19.0 PROCEDURES FOR HANDLING PUBLIC DEMONSTRATIONS, PROTESTS AND RIOTS</u></p> <ul style="list-style-type: none"> • Call 9-1-1 to alert police if deemed necessary. • Immediately notify the building Principal, who shall then notify the Superintendent. The notification will include the identity of the group (if possible) and the level of violence in the situation. • If the group is disruptive or poses a direct threat to students and staff, the following actions shall be taken: <ul style="list-style-type: none"> a. Confirm that all exterior doors are locked. b. Staff the main entrance. c. Direct staff members to shelter in place and lock interior doors. d. Alert all staff who do not have classes in session to assist with general control. e. Isolate students from the disruption – curtail class changes if necessary. f. Staff shall remain alert for directions pertaining to containment procedures. g. Inform students and staff through the use of the intercom system of schedule changes. h. Contact the Media Services department to allow for media contact and guardian information i. Direct staff member(s) to handle incoming telephone calls. j. Attempt to keep a telephone line free for communication with the District Office and police. Use of a hardline phone is recommended wherever possible. k. Do not authorize the release of staff or students without clearance from the building principal. l. Cooperate and assist police as warranted. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for the handling of a suicide or sudden death. | |
| Section # 2.20 | Section Title: SUICIDE – SUDDEN DEATH |
| <p>Dealing with a suicide or sudden death of a member of the district community is difficult and traumatic. Because of this, it is critical to have a team of people prepared to respond in such situations.</p> <p><u>2.20.0 PREPARATION/PLANNING</u></p> <ul style="list-style-type: none"> • At each facility, the following individuals will comprise the building-level Crisis Response Team: <ol style="list-style-type: none"> 1. Building Principal 2. Building Staff Member(s) as assigned by the Principal 3. Counselor(s) 4. Supervisor of Guidance 5. Psychologist 6. Security • Any information regarding, or rumor of, a suicide or sudden death should be passed on directly and immediately to the building Principal. • If, during the course of a school day, word circulates within a school which is suggestive of a fatal incident, the building Principal will call the Supervisor of Guidance so that confirmation can be obtained while the Principal deals with the staff. • The police and sheriff’s departments have been asked to notify the Superintendent as soon as possible when a suicide or sudden death occurs that is anticipated to have an impact on the schools (e.g., student, staff person, immediate family member of a student etc.). • Upon confirmation, the Superintendent will notify the building Principal impacted and the Supervisor of Guidance. See Mental Health response for more information. • Students may attend the funeral with written parent permission. • Arrangements should also be made for staff to attend the funeral through the Principal. • The American and State Flags should remain at full staff unless directed to half-staff by the governor or President of the U.S.A. | |
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| Section # 2.20 | Section Title: SUICIDE – SUDDEN DEATH |
| <p><u>2.20.1 ACTIONS TO BE TAKEN</u></p> <ul style="list-style-type: none"> • The Building Principal Shall: <ol style="list-style-type: none"> 1. Serve as the spokesperson for the building with the assistance of the PIO. All outside inquiries are to be referred to Principal, and all other staff are requested not to discuss the matter with the media. 2. The Principal, or designee, shall maintain a written record of all related actions as they are taken by the school. 3. Notify the Crisis Response Team Keep in mind the local Team may be too affected to assist. Look for outside assistance. 4. Notify the building’s office staff prior to the start of school (if applicable), and review emergency protocol. 5. Initiate Global Connect to notify all staff of incident and time of staff meeting to be conducted. 6. Secure all students, in classroom (if applicable). 7. Hold an initial meeting as soon as possible with the Crisis Response Team. • The Crisis Response Team Shall meet as soon as possible to address the following: <ol style="list-style-type: none"> 1. What are the facts of death, and what potential impact will it have on the school community? 2. Determine what verbal/written information should be disseminated to the building staff at a staff meeting. 3. Determine which district staff should be assigned to the building for the day. 4. Determine which staff/students may require additional support. 5. Determine which agencies should be notified, and whether outside agency staff should be called in to assist with the building. 6. Determine what information if any, should be disseminated to Community families. 7. Make contact with the family to inform them of the school’s plan, to obtain permission to discuss specific items of information, and to offer assistance. (This may be best done through the school counselor and/or using a member of the clergy as a liaison). 8. Develop a written statement for staff to share with their students. 9. Establish a crisis center for students and staff to go to for information. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| <ul style="list-style-type: none"> • The Crisis Response Team Shall meet as soon as possible to address the following, cont.: <ol style="list-style-type: none"> 10. Determine necessary staffing arrangements. 11. Meet at the end of the day with any interested staff to provide mutual support to the staff, and allow for the expression of feelings 12. Review the events of the day 13. Evaluate the district’s response procedures 14. Determine what follow-up may be necessary tomorrow <p><u>2.20.2 CONDUCTING A STAFF MEETING</u></p> <ul style="list-style-type: none"> • The whole staff should be brought together prior to the start of the school day following a suicide/sudden death. Use Global Connect to contact staff if after hours. The Crisis Response Team will lead this meeting. The purpose of the meeting is to address the following: <ol style="list-style-type: none"> 1. Provide the facts of the situation and handout information, which will be shared with the students. 2. Provide information about depression and grieving, and recognition of students in crisis and how to help them. It may be advisable to have professional crisis intervention worker discuss these items with the staff. 3. Announce provisions for crisis intervention and the location of the designated crisis center. Stress the availability of support to both staff and students. 4. Discuss schoolwork such as tests and assignments, and the immediate effect of the tragedy on co-curricular activities (if any). 5. Review the contents of the official release of information to be read to the students, and inform staff about the methods to be used to inform the students. 6. Encourage the avoidance of glorifying, sensationalizing, or otherwise straying from the facts. 7. Encourage the staff to prevent students from doing this also. 8. Remind the staff that all media interests should be direct to the office of the principal. Staff and students should not be interviewed by the media. 9. If a teacher does not feel comfortable in informing their students, see if there is another staff person who can be in the room with them for moral support. | |
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| <p><u>2.20.3 COUNSELING STAFF</u></p> <ul style="list-style-type: none"> • The counseling staff will be responsible for managing post intervention activities as long as the need exists. These activities could include, but are not limited to: <ol style="list-style-type: none"> 1. Speaking to close friends and classmates of the deceased 2. Offering support to anyone whom has recently experienced a loss 3. Managing a referral system, and 4. Activating the Response Team as needed. <p><u>2.20.4 OFF-SITE ASSISTANCE</u></p> <ul style="list-style-type: none"> • If additional counselors are needed, the Burlington County Crisis Response Team is prepared to assist. • To activate the BCCRT, notify the District Superintendent or the Guidance Supervisor. | |
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The Day of Suicide or Sudden Death

Teachers are to read the prepared statement to their class at the assigned time. Someone will be in each hallway prepared to assist in the classroom or by taking students to the counseling office.

Let the students cry. Encourage talking about the deceased, but do not precipitate or force the discussion. Provide quiet time to allow students to collect themselves.

Expect and be prepared for a whole gamut of emotions, from nervous laughter and dis-respect to anger and guilt (you never know who might have had a recent fight with that person) to disbelief, sadness, and grief. Simply remind students to be considerate of others' feelings.

Try to prevent students from "glorifying" the event. For example, one student says, "I wouldn't have the guts to kill myself", you could respond, "Suicide is not bravery. It takes more courage and strength to go on living and face our problems each day as you and I do."

Be cautious of allowing students to leave the room. If someone is particularly distraught, send him/her directly to the Counselors Office along with a supportive, trustworthy person.

If there is a severe reaction on the part of an individual student whom you do not think can be safely escorted by another student or if there is a severe reaction by a group of students, immediately page the office for assistance. Quickly try to isolate the out-of-control students. Deal with these students as quickly, as firmly, and as sensitively as possible. Their parents will be contacted promptly. If necessary, a class period may need to be held over as opposed to risking the news erupting again in the hallway. Remember, the supervised setting of the classroom is a safer, more secure setting than the hallways.

During periods when you do not have students, please try to be in the halls, visible to students and other staff. Extra supervision is critical, and one of your colleagues may need your assistance with a tough situation.

Realize that your lesson plan for the day may or may not be altered. That will depend on each individual class. Some may know the deceased well, others may not.

If necessary and appropriate, answer their questions about the funeral. Tell them what to expect, how to find the appropriate room, what to do and say. Tell them how to approach the family. Encourage the students to share their feelings with their parents. Moms and dads need to know how their children are feeling.

Watch for students who seem to be having a particularly difficult time (regardless of whether their overt behaviors are suggestive of grief or disrespect). Refer them to the designated crisis center. If they will not go or say that they are fine and you continue to have concerns, mark down their name on a "student follow-up list." At the end of the day, turn this list in to a member of the Building Response Team. It is important that we identify students who may need to be watched over the next few days.

There will be a debriefing session at the end of the day for all staff that would like to attend. Please come to get or give support!

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| Unit Introduction: This Unit will outline the procedures for the handling of a suicide or sudden death. | |
| Section # 2.20 | Section Title: SUICIDE – SUDDEN DEATH |
| <p><u>2.20.5 If News of a Death Is Spontaneous, Be Prepared to Act Quickly</u></p> <p>If a report is unconfirmed by official school staff (principal), an appropriate response might be “This is to be treated as a rumor until it is verified. We will discuss the facts as they emerge.”</p> <p>Inform the school office of the rumor so they are aware of it.</p> <p>Once the information is confirmed, follow the previous guidelines.</p> <p>Contact the security chief for assistance.</p> <p><u>2.20.6 The Day after a Suicide/Sudden Death</u></p> <p>A return to normalcy as soon as possible is the goal. However, the second day may require a “special ongoing support” process. When necessary, a referral to a counselor can be made.</p> <p>Give children time to grieve, being careful not to precipitate grieving as an expected outcome, but rather allowing it to happen if it is going to.</p> <p>Watch for extremes or “opposite” behaviors. For example, if a student is normally quiet and compliant and now is rude and disrespectful, or if a typically acting out student is now quiet and withdrawn, take note and notify counselors. The grieving process will vary from a few minutes to several years, depending on the intensity of the relationship shared.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS | | | | | | |
| Unit Introduction: This Unit will outline the procedures for handling an aircraft disaster. | | | | | | | |
| Section # 2.21 | Section Title: AIRCRAFT DISASTER | | | | | | |
| <p><u>2.21.0 AIRCRAFT CRASH INTO OR NEAR BUILDING</u></p> <ul style="list-style-type: none"> • Notify Emergency Services by calling 9-1-1. • Evacuate the school using the fire alarm if evacuation sites are clear, or P.A. system to give specific direction. • Direct students and staff as far away from the incident site as safely possible. • Have teachers take the red/green alert card, take attendance and report to the Attendance Coordinator. • Account for all non-teaching staff members and visitors. • If safely possible, have custodial staff and available personnel begin searching for injured persons. • Have School Nurse set-up a triage area for treatment of injured persons. • Assign a person to the triage area to account for persons in triage area, and those sent to hospitals. • Notify: <table border="0" data-bbox="386 1247 1235 1352" style="margin-left: 40px;"> <tr> <td>District Superintendent's Office</td> <td>609-893-8141 x 1003</td> </tr> <tr> <td>Director of Facilities</td> <td>609-893-3604</td> </tr> <tr> <td>District Security Chief</td> <td>609-893-8141 x 1009</td> </tr> </table> <p><u>2.21.1 AIRCRAFT ON OR NEAR SCHOOL SITE, BUT NO DAMAGE TO BUILDING</u></p> <ul style="list-style-type: none"> • Notify Emergency Services by calling 9-1-1. • Keep students and staff members inside the building, as far away from the scene as possible. Only if there is a potential of explosions or fire affecting the building, should evacuation be conducted. • Anyone outside should be moved inside. • Notify: Security Chief, Buildings and Grounds and Superintendent's Office. | | District Superintendent's Office | 609-893-8141 x 1003 | Director of Facilities | 609-893-3604 | District Security Chief | 609-893-8141 x 1009 |
| District Superintendent's Office | 609-893-8141 x 1003 | | | | | | |
| Director of Facilities | 609-893-3604 | | | | | | |
| District Security Chief | 609-893-8141 x 1009 | | | | | | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for handling an aircraft disaster. | |
| Section # 2.21 | Section Title: AIRCRAFT DISASTER |
| <p><u>2.21.2 BUILDING EVACUATION</u></p> <ul style="list-style-type: none"> • Staff will first check the evacuation gathering spots to check for suspicious persons or things. <i>Note wind direction.</i> Evacuation of the building will be done in accordance with either the Fire Drill Exit Plan posted in each room or specific directions. • Once outside the building, all occupants shall report to their designated evacuation area for accounting (either fire or bomb assembly point.) • Consideration should be given to the movement of students away from the hazard and emergency operations if deemed necessary. In the case of bomb threats, students shall be moved a minimum of 300 feet from the building. • A determination should be made regarding long-term care or disposition of the building occupants. Considerations should include: <ol style="list-style-type: none"> 1. Potentially being out of the facility for a long period of time 2. Current and predicted weather conditions 3. Toilet facilities 4. Food, drinks and medications required <p><u>2.21.3 TRANSPORTATION / RELOCATION OFF-SITE</u></p> <ul style="list-style-type: none"> • If it is determined that it will be necessary to move students and staff off-site, the following procedures should be implemented: <ol style="list-style-type: none"> 1. Evaluate the relocation options determine the best course of action. 2. Notify the Transportation Office (893-1963) of the number of students that need transport, and their destination. 3. Notify the receiving facility of the need to accept additional population. 4. Organize students at the designated area for pick-up. 5. Have teachers accompany students to the evacuation location. 6. Take attendance upon arrival at the receiving location. 7. Refer to procedures entitled “Evacuation Reception” for further instructions. (Section 2.16.) | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for handling terrorist threats. | |
| Section # 2.22 | Section Title: TERRORIST THREATS |
| <p>The likelihood of an attempted terrorist attack is minimal. However, with our proximity to and contingent of military personnel in our district, awareness is prudent. Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The procedures outlined below will minimize the damage should such attacks occur.</p> | |
| <p><u>2.22.0 NUCLEAR WEAPONS</u></p> | |
| <p>Defense against nuclear weapons depends primarily on distance from the point of detonation.</p> | |
| <p>If time permits:</p> | |
| <ul style="list-style-type: none"> • Move students and staff to interior or lower level rooms away from doors and windows. Interior hallways may be used as an alternate. • Close all doors leading into hallways to minimize flying glass. • All persons shall assume the duck, cover & hold position on the ground. • Shut down all utility systems to the building. (gas and electricity) • Shelter in place to protect from fall-out if attack is far enough away. • Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion, once cleared to do so by public safety, emergency management, or military authorities, following proper reunification procedure. | |
| <p><u>2.22.1 BIOLOGICAL WEAPONS</u></p> | |
| <p>Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. If an attack is discovered while in progress, the school should:</p> | |
| <ul style="list-style-type: none"> • Move all people who are outside, into the school building. • Shelter in place. (Do not use basements or low lying areas) • Close all doors and windows. • Shut down the HVAC system. (Limit airflow from outside) • Seal doors, windows, and vents with plastic and duct tape if possible. • Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities, following the Reunification Procedure 2.16.1. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for handling terrorist threats. | |
| Section # 2.22 | Section Title: TERRORIST THREATS |
| <p><u>2.22.2 CHEMICAL WEAPONS</u></p> <ul style="list-style-type: none"> • Move all people who are outside, into the school building. • Shelter in place. (Do not use basements or low lying areas) • Close all doors and windows. • Shut down the HVAC system if controls are accessible in the classroom. • Seal doors, windows, and vents as best as possible using available resources in the room (tape, plastic, rags, towels, etc.) • Maintain status until instructed otherwise. • The decision to evacuate will be made after consulting with public safety, emergency management, or military authorities. <p><u>2.22.3 CONVENTIONAL WEAPONS</u></p> <p>The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:</p> <ul style="list-style-type: none"> • Move students and staff to lower level rooms. Interior hallways are a good alternative. • All persons shall assume the <i>duck, cover, and hold</i> position on the ground • Shelter in place to protect from fall out if attack is far enough away. • Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities following the Reunification Procedure 2.16.1. <p><u>2.22.4 IF SCHOOL IS SUSPECTED OF BEING TARGETED</u></p> <ul style="list-style-type: none"> • Be prepared to evacuate the building using standard procedures. • Follow instructions as directed by Emergency Management Officials. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will outline the procedures for Active Shooter | |
| Section # 2.23 | Section Title: Active Shooter |
| <p>An active shooter or armed assault in a school building or on school grounds involves one or more individuals' intent on causing physical harm to students and school staff. Intruders may possess weapons or other harmful devices. In an active shooter situation, one or more subjects who are believed to be armed has used or threatened to use a weapon to inflict serious bodily injury to another person and/or continues to do so while having unrestricted access to additional victims, their actions have demonstrated their intent to continuously harm others, and their overriding objective appears to be that of mass injury.</p> <p>Procedures in the Event of an Active Shooter in the School or on School Grounds</p> <ol style="list-style-type: none"> 1. If the Principal or designee determines there is an active shooter in the school or on school grounds he/she will immediately: <ol style="list-style-type: none"> a. Order a lockdown of the school building. The notification may be a public address announcement or may be a discreet notification depending on the circumstance or situation; b. Contact local law enforcement; c. Inform the Superintendent; d. Deactivate fire alarm pull stations without disengaging the fire sensors, if feasible, until law enforcement officials arrive on scene; e. Deactivate school bell systems, if feasible, until law enforcement officials arrive on scene; and f. Direct staff and students outside the building, if the active shooter is believed to be in the building, to move immediately to a predetermined evacuation assembly location and be prepared to evacuate the school site, if necessary. 2. The Principal and/or designee will also: <ol style="list-style-type: none"> a. Communicate to any staff outside the building to stop pedestrians and vehicles, including school buses, from entering the school grounds; b. Assign a staff member in the main office to maintain communication with classrooms and monitor status and, if needed, designate a staff member to meet and brief local law enforcement upon their arrival; c. Determine, in consultation and with the approval of the Superintendent, the most appropriate means to communicate information to be released to parents, community, and media; and | |

- d. Will allow local law enforcement officials to control the scene upon their arrival.
3. School staff members, upon receiving notice there may be an intruder or active shooter in the school building or on school grounds, will:
 - a. If not already confirmed, upon first indication of an intruder or armed intruder will immediately notify the Principal or designee;
 - b. Turn off all lights, close blinds/shades, and turn off electronic equipment;
 - c. Instruct students to be absolutely quiet and not to use any individual electronic communication device;
 - d. Instruct classroom occupants to get on the floor in a sitting or crouching position and direct students away from doors and windows wherever possible;
 - e. Close and lock doors and windows from inside the room, if possible;
 - f. Secure all staff, students, and visitors, including those in the hallways, behind locked doors, restrooms, gymnasiums, and other non-classroom building areas without risking their own safety or the safety of others already secure;
 - g. Not permit anyone to leave a secured room or area until notified by the Principal or designee or law enforcement officials; and
 - h. Ignore bells or alarms unless otherwise notified by the Principal or designee or law enforcement officials.
4. Any school staff member not supervising students at the time of the lockdown notification should go to the nearest classroom or secure area to assist other staff members with students. These staff members should ensure any person in hallways and other unsecured and open areas are taken to the nearest classroom and/or secured area.
5. Teachers shall take student attendance for the students within their secured area and report any additional students in the room and any missing students.
6. Office personnel should remain in the general office areas or any other area that can be secured. All office doors shall be locked and secured to prevent entrance by an outside intruder.
7. The building's occupants should remain in lockdown condition until an announcement indicating the lockdown is over.
8. Physical education classes using outside facilities, under the direction and supervision of the teacher, shall report to the nearest school entrance and upon entering the building locate to a secure classroom or location within the building. If there is reason to believe students outside the school building may be at risk re-entering the building, the students may be directed to another secure location off school grounds and/or away from the building.

9. The school may establish a predetermined code word or procedure for a staff member to communicate with the school office or administrative staff in the event an intruder enters a classroom or other secured area.
10. The Principal or designee may establish with local law enforcement officials a notification procedure in the event an active shooter or intruder is believed to be in the school building. The notification procedure would alert law enforcement officials if a classroom or other secured area is safe and secure or if emergency assistance is needed. The procedure may be a color card system placing colored cards inside or outside doors or windows or any other procedure agreed to by the Principal and local law enforcement.

Procedures After Active Shooter Situation is Brought Under Control

1. After the active shooter situation has been brought under control, the Principal or designee or law enforcement officials will communicate to building occupants the active shooter situation has ended.
2. Evacuation of the building after the active shooter situation has been declared under control shall be under the direction of the Principal or designee and law enforcement officials.
3. The Principal or designee, in consultation and with the approval of the Superintendent, will coordinate family reunification procedures.
4. The school district will provide school district staff and other crisis response team members to provide counseling and support as needed.
5. The Principal or designee will debrief with local law enforcement and all other agencies involved in the active shooter situation.
6. The Superintendent, in consultation with the Principal and law enforcement officials, will determine when school can resume normal activities and will communicate this information to staff, parents, and the community.

These active shooter procedures are recommended for implementation in the event it is determined an active shooter may be in a school building or on school grounds. However, based on the circumstance or situation, the Principal or designee or law enforcement officials may modify these procedures if he/she determines modification is needed to best protect the building's occupants.

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will identify the steps to take during a cardiac event. | |
| Section # 2.24 | Section Title: CARDIAC RESPONSE ACTION PLAN |
| <p>If a person is found to be unresponsive, not breathing or displaying irregular breathing, activate this plan.</p> <p><u>2.24.0 NOTIFICATIONS / ASSEMBLY</u></p> <ol style="list-style-type: none"> 1. The first person on the scene calls 911 if the above criteria is met. 2. Notify the Main Office via phone or radio. Call Security if no answer. 3. State the exact nature of the emergency and specific location. 4. The Principal or designee will call 911 (Second Call.) 5. The Principal or designee will make a P.A. announcement directing the Cardiac Response Team (CRT) to the location and direct the rest of the occupants to shelter in place (ex. "CRT respond to the hallway near room 125. Staff and students shelter in place." (Repeat) 6. Available team members respond unless re-directed. 7. The nurse will advise the Principal when the situation is clear to return to normal activities. <p><u>2.24.1 CRT ACTIONS</u></p> <ol style="list-style-type: none"> 1. All available CRT members respond to the scene. Nurse retrieves AED. (Another team member may take a 2nd AED if available. 2. First responder checks the scene for safety. If safe, evaluate the patient. If CPR is needed, begin CPR. 3. Second responder ensures AED is in route (or has a device), assists with CPR. 4. Third responder records the event. See <u>Cardiac Event Incident Report</u>. 5. Fourth responder goes to meet EMS and escorts them to the location. 6. Fifth responder keeps area free of bystanders. 7. If an AED is to be used, expose chest and follow directions (audible and text) from the device. <p style="text-align: center;">THE SCHOOL NURSE IS THE TEAM LEADER. FOLLOW THEIR DIRECTIONS.</p> <p><u>2.24.2 AFTER-EVENT ACTIONS</u></p> <ol style="list-style-type: none"> 1. If the patient is a student, the nurse will accompany the ambulance to the hospital in the event no parent or guardian has arrived at the event location. 2. The Principal or designee notifies the family of the patient of the event and the location of the hospital. | |
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PEMBERTON TOWNSHIP SCHOOL DISTRICT

CARDIAC EVENT – INCIDENT REPORT

Drill Actual

School: _____

Date: _____ Time: (Start) _____ (End) _____

Location: _____

Victim: _____ Age: _____ Staff: Y / N Student: Y / N Other: _____

| Actions | Time | Name |
|---------------------------|------|------|
| CRT Notified | | |
| 911 Called | | |
| 1 st Responder | | |
| Scene Checked for Safety | | |
| Victim Evaluated | | |
| CPR Initiated | | |
| AED Arrived | | |
| AED Used | | |
| 2 nd Responder | | |
| 3 rd Responder | | |
| 4 th Responder | | |
| 5 th Responder | | |
| EMS Arrived | | |

AED Use (For Drills)

| | | |
|----------------------|--|--|
| Chest Exposed | <input type="checkbox"/> Yes <input type="checkbox"/> No | # of CPR Cycles: _____ |
| Machine Activated | <input type="checkbox"/> Yes <input type="checkbox"/> No | # of AED Shocks: _____ |
| Pads Properly Placed | <input type="checkbox"/> Yes <input type="checkbox"/> No | AED Working Properly? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Shock Administered | <input type="checkbox"/> Yes <input type="checkbox"/> No | Explain: _____ |

Next of Kin Notified? Yes No Name of Notified: _____

Explain: _____ Time Notified: _____ By Whom: _____

Comments: _____

Signature: _____ Date: _____

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will list the duties of teachers during an emergency. | |
| Section # 2.25 | Section Title: TEACHER’S DUTIES DURING EMERGENCIES |
| <p><u>2.25.0 RECOGNIZING EMERGENCY SITUATIONS</u></p> <p>The need to implement emergency actions may be communicated to the staff and students of the building in many ways, including:</p> <ol style="list-style-type: none"> 1. Sounding of the fire alarm 2. An announcement by the Principal (or designee) using the public address (PA) system 3. Via intercom 4. Delivery of a written notice to the classroom 5. By personal discovery or <u>witnessing</u> an emergency condition 6. Via email <p>ALL STAFF ARE AUTHORIZED TO CALL 911 IN AN EMERGENCY.</p> <p><u>2.25.1 TEACHER’S ROLE IN PRE-PLANNING</u></p> <p>All staff members shall become prepared to respond to emergency situations by reviewing the current Emergency Plan and being familiar with its contents. Duties may include:</p> <ol style="list-style-type: none"> 1. Know what to do if you are an eyewitness to an emergency/incident. 2. Identify both the <u>primary and secondary routes</u> of travel from their classroom to the nearest exits of the building. 3. Post evacuation floor plans near the exit of each room which identifies the primary and secondary exit routes. 4. Become familiar with the designated meeting place for their students once outside the building. 5. Establish a method to maintain class attendance at all times. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.25 | Section Title: TEACHER’S DUTIES DURING EMERGENCIES |
| <p><u>2.25.1 TEACHER’S ROLE IN PRE-PLANNING, Cont.</u></p> <ol style="list-style-type: none"> 6. Know how to report missing students/staff to the assigned Attendance Coordinator for the facility. 7. Advise students of the primary and secondary exit routes that will be followed should evacuation be necessary, and practicing the use of each. 8. Identify the location of the nearest fire extinguisher and fire alarm pull station to the classroom. 9. Ensure classroom door locks are operational and report any required maintenance. 10. Ensure classroom telephones are operational. 11. Ensure red/green reference/attendance cards are in the classroom folder. <p><u>2.25.2 GENERAL PROCEDURES DURING EMERGENCY CONDITIONS</u></p> <ol style="list-style-type: none"> 1. Remain calm so as not to alarm students. 2. Be familiar with the emergency actions in this Emergency Plan. 3. Always pay close attention to the Public Address (P.A.) system for instructions indicating the nature of the emergency, potentially hazardous areas to avoid during evacuation, or other important instructions. 4. If you have discovered any type of emergency or suspicious condition, immediately notify the Principal’s Office. <p><u>2.25.3 IF EVACUATION IS REQUIRED:</u></p> <ol style="list-style-type: none"> 1. Retrieve attendance/alert cards for the class, and stage students inside of the classroom door. 2. Check the hallway to make sure the primary exit route is safe to pass. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.25 | Section Title: TEACHER’S DUTIES DURING EMERGENCIES |
| <p><u>2.25.3 IF EVACUATION IS REQUIRED, Cont.:</u></p> <ol style="list-style-type: none"> 3. If the primary exit route is deemed to be unsafe, exit the building using the secondary route of exit unless otherwise directed by the building principal or emergency service personnel. 4. Maintain silence and exit the building in a tight group, listening for additional directions or instructions over the Public Address system. 5. Once outside, immediately proceed to the designated meeting location assigned to the classroom. 6. Take attendance to make sure all staff and students are present. Report discrepancies to the Attendance Coordinator immediately. 7. Keep students in a group, maintaining silence, and wait for further instructions from the building Principal. <p><u>2.25.4 IF CONTAINMENT INSIDE THE BUILDING IS NECESSARY</u></p> <p>You will be notified (via P.A. announcement, electronic/written notice, or intercom call) that an emergency condition exists, and advised what emergency measures or procedures should be followed.</p> <p>Remember to communicate as much information as possible. Teachers are to use all available information and senses to determine which actions are best.</p> <p><u>**Refer to specific direction in this plan for each situation**</u></p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will list the duties of nurses during an emergency. | |
| Section # 2.26 | Section Title: NURSE’S DUTIES DURING EMERGENCIES – “GO BAG CONTENTS” |
| <p><u>2.26.0 NURSE’S DUTIES DURING EMERGENCIES</u></p> <ol style="list-style-type: none"> 1. The primary responsibility of the school nurse is to provide first-aid to injured or ill students, staff and visitors. 2. In major events, it will be the duty of the school nurse to medically screen injured persons, and set-up a triage area to prioritize their treatment until arrival of local EMS units. Once EMS arrives, the nurse will serve as the school district medical representative on the EMS team. 3. During events that may require the evacuation of the school or school site for a long period of time, the nurse should be prepared to administer essential prescription medications to students with known needs. 4. In order to obtain accurate accountability of persons on or off the site, it will be necessary for the nurse to keep accurate records, in concert with EMS, of persons who are currently in triage, and those who have been taken off-site for medical treatment. The record should include the person's name, nature of injuries, and updated information as to the exact location of the person. 5. When injured persons are taken off-site for treatment, the record should indicate the medical facility to which they were transported. (EMS records) 6. The school nurse shall communicate with the Incident Commander on a frequent basis to update the status of injured persons. 7. Nurses are to ensure that minors are accompanied to the hospital. <p><u>2.26.1 PREPARATION FOR EMERGENCIES</u></p> <ol style="list-style-type: none"> 1. Consider designating and training an assistant(s) to help you perform the essential functions. Nurse’s aides are appropriate. Security personnel trained in first aid and who are CPR/AED certified are advisable. 2. Assemble a portable first-aid kit of sufficient size to provide treatment for numerous injuries, which will be taken with you during all building evacuations. 3. Develop a plan to assemble and remove essential medications during building evacuations. The marking of "essential" medications with color-coded dots is one method that could be used to quickly identify which medications needs to be taken. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will list the duties of nurses during an emergency. | |
| Section # 2.26 | Section Title: NURSE’S DUTIES DURING EMERGENCIES – “GO BAG CONTENTS” |
| <p><u>2.26.1 PREPARATION FOR EMERGENCIES, Cont.</u></p> <ol style="list-style-type: none"> 4. Keep medical information current for students and staff. It is understood that staff submissions are voluntary. 5. Identify student and staff members with special needs, to the extent such staff information is provided. 6. Identify possible triage areas that will be away from potential hazards, easy to move injured persons to, and assessable to ambulances. Designate such areas as being located on sides A, B, C or D as per Incident Command guidelines. The incident location will dictate which site(s) are practical. <p><u>2.26.2 GO BAG CONTENTS</u></p> <p>As mentioned in the sections above, at a minimum, a GO BAG for the school nurse should contain:</p> <ol style="list-style-type: none"> 1. A list of students with known medical needs. 2. Essential prescription medications for the students with known medical needs. 3. A portable first aid kit of sufficient size to provide treatment for numerous injuries. 4. Paper, pens and pencils necessary to keep accurate records of injured students, locations and other necessary medical record information. 5. The Emergency Plan Book. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will list the duties of custodians during an emergency. | |
| Section # 2.27 | Section Title: CUSTODIAN'S DUTIES DURING EMERGENCIES |
| <p><u>2.27.0 EMERGENCY REPORTING</u></p> <ul style="list-style-type: none"> • <u>Fires</u>: Notify fire department (Required by law on <u>ALL FIRES</u>, regardless of size) • <u>Bomb Threats or Chemical Leaks</u>: As soon as practical, call the District Security Chief and the Facilities Supervisor respectively. • <u>Injuries</u>: <ol style="list-style-type: none"> 1. Call 9-1-1 if serious injury requiring emergency medical treatment 2. Advise school nurse and principal if present 3. As soon as practical, call the Facilities and the Custodial Supervisors. 4. Notify Security. 5. Call the District Injury Reporting Hotline, First MCO at 800-831-9531 • <u>Burglaries or Disturbances</u> • Call 9-1-1 or the Pemberton Township Police • Call the District Security Chief <ol style="list-style-type: none"> 1. Call the Building Principal if not present • <u>Vandalism</u> <ol style="list-style-type: none"> 1. Call the Building & Grounds Supervisor 2. Notify Security • <u>Electric, Water, or Other Utility Failure</u> <ol style="list-style-type: none"> 1. Call the Facilities Supervisor <p>2.27.1 EMERGENCY DUTIES</p> <p>During the course of custodial work, many types of emergency situations could be encountered that must be responded to by the custodial staff. The following lists are some of the common types of emergencies, and the proper actions that should be taken by the custodial staff (under the direction of the Head Custodian or the Custodian In-Charge).</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit will list the duties of custodians during an emergency. | |
| Section # 2.27 | Section Title: CUSTODIAN'S DUTIES DURING EMERGENCIES |
| <p><u>2.27.2 FIRE:</u></p> <ol style="list-style-type: none"> 1. Determine location of alarm by checking fire alarm panel 2. Call 9-1-1 to report fire (even if alarm is sounding) 3. Check to make sure all persons have evacuated the building 4. Use fire extinguishers to control fire if safely possible 5. Provide security to the building by monitoring entrances 6. Shut-off gas to building if fire involves supplied area of building 7. Prevent disturbance of fire area until investigated by Fire Department. <p><u>2.27.3 BOMB THREAT:</u></p> <ol style="list-style-type: none"> 1. Along with security staff, check to make sure all persons have evacuated the building, paying close attention to bathrooms and stairwells. 2. Be on the lookout for any suspicious device or packages while checking for evacuation of occupants. 3. If any suspicious object is found, do not touch it, report it to the police upon their arrival 4. Exit building and remain a minimum of 300 feet away 5. Do not use radios, cell phones, or any other similar device 6. Prevent all students, staff, and visitors from approaching the building until deemed safe by the police. 7. Provide assistance to the police department as requested. | |
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| <p><u>2.27.4 SEVERE WEATHER</u></p> <ol style="list-style-type: none"> 1. Secure all outdoor equipment or bring it inside building. 2. Close all doors and windows to the building. 3. Tape large windows if time permits. 4. Assist in moving students to hallways or interior rooms, away from window areas. Keep out of areas with large roofs. 5. After the storm, check the status of all utilities, check the fire alarm system, and check the outside of the building for fallen trees, downed wires, etc.. 6. Report damage and unsafe conditions to the Building & Grounds Office for repair or assistance. <p><u>2.27.5 UTILITY EMERGENCIES (gas, electric, water)</u></p> <ol style="list-style-type: none"> 1. Determine the extent of the emergency and the cause. 2. Shut down necessary systems, if safe to do so. 3. Notify the principal to begin evacuation of a building if the condition is threatening. 4. Attempt to control or minimize the problem, if it can be done safely. 5. Notify the Building & Grounds Department as soon as possible. 6. Prepare for follow-up actions such as clean-up, ventilation, etc., once the situation is under control. <p><u>2.27.6 ENVIRONMENTAL EMERGENCIES</u></p> <ol style="list-style-type: none"> 1. Move all students and staff inside the building. 2. Shut all interior and exterior doors and windows. 3. Seal gaps under exterior doors with duct tape. 4. Shut-down ventilation systems to prevent intake of contaminant. 5. Establish contact with 9-1-1 for further information and directions for actions to take. | |
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| <p>2.28.0 Communication</p> <p>Purpose: To assure an open line of communication to all involved personnel in the event of an Emergency.</p> <p>Responsibility: Site manager</p> <ul style="list-style-type: none"> A. Emergency Contact List: Verify and distribute to building principals, custodians and security department via hard copy and/or electronic database. B. Emergency Communications <ul style="list-style-type: none"> 1. Notify Building Principal 2. Food Services Office – (Contacts Board of Health) C. Procedures For Communicating with students, staff, parents <ul style="list-style-type: none"> 1. Refer questions to the main office 2. Do not forward any information unless specifically directed to do so 3. Clear any dissemination of information with Food Service office <p>2.28.1 Crisis Control</p> <p>Purpose: To ensure that Food Services personnel are safe and that food distribution will continue if viable during emergencies.</p> <p>Responsibility: Site Manager</p> <ul style="list-style-type: none"> A. No Water <ul style="list-style-type: none"> a. Follow directions of site maintenance and Facilities Supervisor b. Use of non-potable water only after boiling c. Do not use steamers d. Utilize paper products for food service B. Emergency Menu <ul style="list-style-type: none"> a. Have all items on hand and ready to use b. Prepare to assist service at another site c. Follow “Serve Safe” procedures C. Track all Items into the Site <ul style="list-style-type: none"> a. Foods: fresh, frozen, canned and dry b. Non-foods: paper, plastic, cleaning supplies c. Production records: lunch and breakfast D. No Power <ul style="list-style-type: none"> a. Refer to District Emergency Plan b. Turn off all equipment c. Contact Food Services office d. Follow directions of site maintenance. | |
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| <p>E. Lock Down</p> <ul style="list-style-type: none"> a. Refer to District Emergency Plan b. All doors and windows closed and locked c. No one enters the building, including delivery persons d. Stay out of sight and remain quiet e. Do not end lock down until police/district personnel retrieve you <p>F. Fire Evacuation</p> <ul style="list-style-type: none"> a. Refer to District Emergency Plan b. All power off c. Exit building and report to designated area <p>** Drills will be conducted. All personnel are required to participate in the drills.</p> <p>2.28.2 Receiving</p> <p>Purpose: To assure items taken into the food preparation area are from approved sources.</p> <p>Responsibility: Site team.</p> <p>A. Receiving/Inspection</p> <ul style="list-style-type: none"> a. Verify deliveries against invoice – note any changes b. Accept deliveries only from approved vendors c. Call in any discrepancies upon delivery to Food Service office d. Report any unusual deliveries, persons, or behavior to the building principal and Food Service office immediately <p>B. Refusal of Delivered Items</p> <ul style="list-style-type: none"> a. Do not accept any items that are not on the invoice sheet or were not ordered b. Do not accept any delivery from unapproved sources unless specifically notified by Food Service office c. When in doubt, call Food Service office <p>2.28.3 Storage</p> <p>Purpose: To adequately secure, maintain and control all aspects of storage within our school cafeterias.</p> <p>Responsibility: Site manager</p> <p>A. Security</p> <ul style="list-style-type: none"> a. Lock all areas to all foods and chemicals b. Monitor access to areas when in operation c. Inspect all storage areas at least daily d. Report any unexplained additions or withdrawals | |
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| <p>B. Maintenance</p> <ul style="list-style-type: none"> a. Keep accurate inventories of all supplies b. Assure that food and chemicals are accounted for on District approved logs/forms/books c. Report any evidence of tampering to the food area or food items immediately <p>C. Storing Food</p> <ul style="list-style-type: none"> a. Store all leftover foods in tightly sealed, clearly labeled and dated containers b. Follow “Serve Safe” policies and procedures to discard food or ingredients not properly sealed or labeled <p>2.28.4 Hazardous Chemicals</p> <p>Purpose: Proper and safe control of hazardous chemicals on site</p> <p>Responsibility: Site manager</p> <ul style="list-style-type: none"> A. Check <u>daily</u> the amounts of hazardous chemicals on hand and investigate and report any discrepancies immediately B. Check the Material Safety Data Sheets via the district website to ensure accuracy and completeness C. Report any changes to Food Service office D. Allow only trained employees to use chemicals properly to prevent accidental contamination and/or human exposure. E. All containers must be labeled in accordance with the New Jersey Right to Know Law (posters at all sites; training on-line) <p>2.28.5 Security</p> <p>Purpose: To provide safety and security for food, staff and the building.</p> <p>Responsibility: Food Service office/Site Manager</p> <ul style="list-style-type: none"> A. Clothing – food service worker must wear provided uniform, shoes and hair restraint B. Jewelry- none (wedding band only exception) C. Necessary medications that require refrigeration are to be double bagged and labeled D. Only Food Service employees are permitted into the food preparation and food storage areas. E. Doors are to be kept closed and locked, unless accepting deliveries F. Collected funds/banks must be secured in the building main office safe at the end of the shift. | |
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| <p>2.28.6 Food Safety & Security Purpose: To ensure the purity and safety of foodstuffs.</p> <p>Responsibility: Site manager/Food Service Workers</p> <ul style="list-style-type: none"> A. Inspect all ingredients for evidence of tampering prior to use B. Report any damaged or suspicious packaging C. Do not use items that are not the “usual” items D. Be sure foods are wholesome prior to use E. Report to Food Service office any questionable items F. When in doubt –Throw It Out! G. Do not store personal foods with site products; use faculty room areas for these items H. Chemicals must be stored away from foodstuffs, on separate shelf or cabinet. <p>2.28.7 Suspected Item Isolation Purpose: To delineate the proper procedure for isolating items suspected of tampering.</p> <p>Responsibility: Site Manager/Food Service Workers</p> <ul style="list-style-type: none"> A. Cover (use proper container or wrap) B. Contain (keep away from other foodstuffs/prep areas) C. Restrict (no access to the item and area in question) D. Do not disturb the possible “crime scene” area E. Notify the main office and Food Service office of suspicions F. Ensure evidence integrity since item may be taken for testing <p>2.28.8 Flowchart Purpose: To establish a flow chart to trace origin, use and inventory.</p> <p>Responsibility: Site Manager/Food Service Director</p> <ul style="list-style-type: none"> A. Use H.A.C.C.P/keep up-to-date file B. Track: where it came from and where it is now. C. Production record/log must match D. Record codes and packaging E. Serving counts F. Personnel assignments <p>** All information must be real time; lists must be altered as changes occur**</p> | |
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| <p>2.28.9 Outside Threats</p> <p>Purpose: To protect employees and food service area at all times by prevented use of food service areas by unknown and/or untrained persons.</p> <p>Responsibility: Site Manager/Web-based outside facilities use approval program</p> <ul style="list-style-type: none"> A. Use of food areas must be approved through established district policies B. Only district food service personnel will operate any equipment C. Only authorized persons are permitted in food service area. <p>2.28.10 Exterior Areas</p> <p>Purpose: Ensure safe delivery, storage and use of area outside food service areas.</p> <p>Responsibility: Site Manager/Food Service Employees</p> <ul style="list-style-type: none"> A. The Loading Area will be clearly identified and marked. B. Park in employee designated areas only. C. Report suspicious vehicles to main office. D. Maintain clear area for trash disposal/pick-up areas. E. Maintain diagrams of loading, parking and trash areas near the kitchen phone. F. Outside refrigerators will be locked at the end of the shift. <p>2.28.11 Training/Follow-Up</p> <p>Purpose: To ensure all Food Service employees are familiar with the contents of this management plan.</p> <p>Responsibility: Food Service Director</p> <ul style="list-style-type: none"> A. The director will train or ensure training in bio-security, safety drills, food safety and required reporting. B. The director will inspect all sites for compliance, following an established timeline. C. The Food Services Director will annually review this plan | |
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| Unit Introduction: This Unit provides Emergency Information to Parents/Guardians. | |
| Section # 2.29 | Section Title: EMERGENCY INFORMATION FOR PARENTS /GUARDIANS |
| <p>The worst feeling in any emergency or crisis situation is that of being unprepared. While we can never be fully ready for an unexpected crisis, we can do things in advance that will allow us to better deal with the situation, thereby minimizing unnecessary risks. In that vein, the Pemberton Township School District has developed Crisis Plans, parts of which rely heavily on the cooperation of the parents or guardians of the children attending our schools. Your attention to the following important information is requested.</p> <p>To help us safeguard your child and be better prepared for any crisis, please update your child’s Emergency Card as often as the information changes. These cards are on file at your child’s school, and are an important component to the district’s safety efforts.</p> <p>Parents will be notified via Global Connect (telephone), area radio, television stations (including the High School’s station), or the district website whenever possible, of an emergency situation. Information will be provided to radio and television stations as soon as practical. Parents should not phone the radio / television stations, the school or their children for information.</p> <p>Parents are to avoid calling the school and congesting telephone lines that may be needed for emergency use. Be advised that we will make every effort to keep you advised of the status of the situation as soon as possible. Do NOT go to the school unless directed to do so. You may be entering a dangerous situation or interfere with first responders.</p> <p><u>Emergency Early Dismissals may occur at any time</u> due to severe weather, loss of power, water service, extreme heat or other unforeseen situations. Due to the unpredictability of such an event, it is important that parents have a plan for alternate supervision of their children <u>each and every day</u>. Please make sure your child knows the current plan.</p> <p>Students will be kept at school until the crisis is determined to be over, or until the point at which District or emergency personnel determine it is appropriate for their removal.</p> <p>Students will be released to parents/guardians who come to get them, <u>when it can be done in a safe and secure manner</u>. In the case of emergencies where it is expected that a large number of parents will be removing their children, a parent reunification process will be implemented that insures; 1) all students are accurately accounted for, and 2) all students are released to an authorized parent or guardian. Please arrive at the designation location with photo ID. Your cooperation in this process is necessary and appreciated.</p> <p>If it is necessary to remove students to another school, every effort will be made to notify parent/guardians of the relocation facility.</p> <p>Each school is to maintain an up-to-date list of students who are not to be released to anyone except a particular parent or guardian. Student Emergency Cards and Genesis database of such students should be tagged for this purpose. Parents/guardians are urged to keep this information current by providing official legal documents</p> <p>School counselors and psychologists will be utilized during and after certain crises, to provide support for the students. Depending upon the perceived severity of the event, the district may also contract outside agencies to provide emotional support and assistance to all students.</p> | |
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| Unit Introduction: This Unit outlines the Business Continuity Plan. | |
| Section # 2.30 | Section Title: BUSINESS CONTINUITY PLAN |
| <p><u>2.30.0 Continuity Statement</u></p> <p>In the event of a prolonged power outage, one week or longer, preventing the Pemberton Township School District from processing checks, the following would be the district back-up plan:</p> <ol style="list-style-type: none"> 1. PAYROLL: Would be processed through ADP’s system with a “normal” payroll. Additional pays through the voucher system would be issued in the subsequent month. 2. ACCOUNTS PAYABLE: The district pays vendors once a month after approval by the School Board. A one month grace period would be requested from our vendors. Emergency checks could be processed by Computer Solutions Inc. at their location. <p>Payroll and accounts payable checks would be sent via the U.S. Postal Service.</p> <p><u>2.30.1 Off-Site Continuity</u></p> <p>In the event of a pandemic in which no employee can come into the office, the following would be the district’s plan:</p> <ol style="list-style-type: none"> 1. An offsite location will be identified close to Pemberton Township for use by the Business Office. Computers and a phone system will be set up by our IT department with the same configurations used for all of our systems. We will be able to perform all of our daily functions for payables, receivable and payroll in this remote location. 2. All pertinent data is stored in our network so workflow in this offsite location can be resumed. All archived files are stored offsite either in File Bank or the File Annex. 3. All Business Personnel will be able to perform their normal functions with a telephone and computer in this remote location. | |
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| Unit Introduction: This Unit identifies the District’s response to infectious diseases. | |
| Section # 2.31 | Section Title: INFECTIOUS DISEASE PLAN |
| <p>The Pemberton Schools follow the Burlington County Public Health recommendations detailed in “School Custodians Clean for Health” and “Cleaning Guidelines for Flu” documents dated 8/28/09.</p> <p style="text-align: center;">NEW JERSEY DEPARTMENT OF HEALTH COMMUNICABLE DISEASE SERVICE GENERAL GUIDELINES FOR THE CONTROL OF OUTBREAKS IN SCHOOL AND DAYCARE SETTINGS</p> <p><u>Introduction</u> New Jersey Administrative Code, Title 6A, Chapter 16-2 and N.J.A.C.10:122 (Manual of Requirements for Child Care Centers) mandate that each school district/child care center shall immediately report any communicable diseases that are identified as reportable pursuant to N.J.A.C. 8:57-1, whether confirmed or presumed, by telephone to the health officer of the jurisdiction in which the school is located. These regulations pertain to youth camps, child care centers, preschools, schools and institutions of higher education. Throughout the rest of this document, we will refer to these generally as “schools.” This document has been prepared to guide in both identification and response to outbreaks occurring in the school setting.</p> <p>An outbreak is defined as an occurrence of disease greater than would otherwise be expected at a particular time and place and further defined below.</p> <p><u>Reporting</u> Reporting communicable disease outbreaks in schools serves many purposes. The immediate goal is to control further spread of the disease. Beyond that, information gained from outbreak investigations can help schools and public health agencies identify and eliminate sources of infection such as contaminated products, learn about emerging problems, identify carriers to mitigate their role in disease transmission, and implement new strategies for prevention within schools.</p> <p>Often in the school setting it is difficult to determine whether or not an outbreak exists. Following are some examples of confirmed or suspected outbreaks which should be reported by the school to their local health department (LHD). This is not a comprehensive list. If the situation does not fit any of these criteria but you think an outbreak might be occurring, it is always a good idea to contact your LHD for guidance.</p> | |
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| <p>An outbreak may be occurring if:</p> <ol style="list-style-type: none"> 1. Several children who exhibit similar symptoms are in the same classroom, the same wing of a facility or they attended a common event. 2. There is an increase in school absences with many parents reporting similar symptoms as the reason why their child is not attending school. 3. Two or more students are diagnosed with the same reportable disease (e.g. salmonellosis). 4. A single case of a highly infectious disease (e.g., measles or pertussis) exists, or is suspected to exist. Do not wait for confirmation in these instances as the potential for an outbreak exists. <p>Reporting refers not only to the initial outbreak notification, but also to the provision of routine updates on the status of the outbreak. The school and the LHD shall be in daily contact regarding case numbers, control measures taken, and other pertinent information. Upon receiving the initial report, the LHD shall immediately inform the New Jersey Department of Health (NJDOH) of the situation.</p> <ul style="list-style-type: none"> • The school shall: Notify the LHD of the jurisdiction in which the school is located. A directory of local health departments can be found at http://localhealth.nj.gov. Notification MUST be made by phone. It is important to note that reports shall NOT be made via voice mail, fax, email, text message, etc. For immediately reportable diseases, LHDs have someone available 24/7 who can take the report. <p>If the LHD staff cannot be immediately reached and it is an emergency, make the report directly to the Communicable Disease Service at NJDOH. The Communicable Disease Service is reachable at 609-826-5964 (business hours) and 609-392-2020 (after hours and holidays).</p> <ul style="list-style-type: none"> • The LHD shall: Notify the NJDOH (609-826-5964 -business hours, 609-392-2020 after hours and holidays). <p><u>Case Investigation</u></p> <p>Upon notification, NJDOH will assess the report and, if appropriate, assign an “E” number. Clearly mark all correspondence, documentation and lab samples with this number.</p> <p>The LHD, in consultation with the NJDOH epidemiologist, shall lead the investigation by providing the school with guidance, support and assistance. The LHD should consider making an on-site visit for initial evaluation and ongoing assessment.</p> | |
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| <p>The LHD, with cooperation of the school nurse/director or designee, will follow the basic steps listed below. These steps may occur sequentially and/or simultaneously during the course of the investigation.</p> <p>1. Gather information to confirm an outbreak – provide as much of the following as possible:</p> <ul style="list-style-type: none"> • Provide total number of students and staff in school. • Start a line list (also known as an illness log) that includes all ill children and staff. For an example of information that should be included in the line list see http://www.state.nj.us/health/forms/cds-33.dot (Form CDS-33). • For any gastrointestinal illnesses compile a list of food handlers that have been ill, along with their specific duties. A food handler is any person directly preparing or handling food. Food handlers may range from staff providing a snack in a daycare setting to a cafeteria worker. • Compile a list of extracurricular activities and special events held during the 2 weeks prior to the first illness onset. Examples of extracurricular activities or events might include sports, social events, clubs, etc. <p>2. Verify the diagnosis:</p> <ul style="list-style-type: none"> • There are a variety of ways to determine what is causing an outbreak. Occasionally, when an outbreak is reported, laboratory testing has already been conducted and a diagnosis has been made. For most outbreaks, however, this is not the case. Also, some diseases must be diagnosed clinically – there is no specific test that can be done. • The LHD can assist with ensuring that the disease under investigation has either already been properly diagnosed or that appropriate testing is carried out to reach a diagnosis. This • is done by review of clinical findings and/or laboratory results for the case. It may also be necessary to interview the patient, parent or doctor. • Based on the assessment of the LHD, confirmation of the diagnosis with a laboratory test may be necessary. Lab testing may be done through a private physician and laboratory, or at the state Public Health and Environmental Laboratory (PHEL). The LHD or NJDOH epidemiologist shall facilitate lab testing and/or specimen transport. • At least two laboratory-confirmed cases (e.g., Norovirus) or 2 physician-confirmed cases in which laboratory confirmation is not available (e.g., Coxsackie virus) are needed to confirm an outbreak’s etiology (i.e., the germ that is responsible for the disease). | |
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| <p>3. Develop an outbreak case definition:</p> <ul style="list-style-type: none"> • An outbreak case definition describes the criteria that an individual must meet to be counted as an outbreak case. This includes <u>clinical signs & symptoms</u>, <u>physical location</u> and <u>specific time period</u>. Every outbreak will have a unique outbreak case definition. This differs from a clinical case definition, which is a criteria of symptoms used to make a diagnosis (e.g., diagnosis of a case of scarlet fever may include symptoms of a rash, reddened sore throat, fever, swollen glands). • Examples of outbreak case definitions associated with a school or daycare setting are shown below: Fever, nausea, and abdominal discomfort on or after mm/dd/yy plus two or more episodes of vomiting and/or loose or watery stools in classroom XYZ. Student or staff of classroom XYZ experiencing an illness characterized by fever and at least two of the following on or after mm/dd/yy: Rhinorrhea, nasal congestion, sore throat, cough (productive or non-productive), change in appetite, change in mental status, headache, lethargy, myalgia, respiratory distress, pleuritic chest pain, radiographic evidence of a pulmonary infiltrate. <ul style="list-style-type: none"> • The outbreak case definition will be developed by the LHD or NJDOH epidemiologist with cooperation from the school based on the current situation. The NJDOH epidemiologist is available for consultation as needed. <p>4. Perform active surveillance:</p> <ul style="list-style-type: none"> • Seek out additional cases among students and staff. Be alert for new-onset illness among exposed persons, and review student and staff histories to identify previous onsets of illness that may not have been correctly recognized as being part of the outbreak. • When a student is absent, ask parents to provide the reason for the student’s absence in order to determine if the student is part of the outbreak and in need of further follow up by public health. • It may be necessary to collect additional specimens from newly ill cases if a diagnosis has not yet been established. <p>5. Document and count cases:</p> <ul style="list-style-type: none"> • The school shall maintain a daily log (line list) of the number of students and teachers absent due to illness. See (Form CDS-33) for a sample line list. • The LHD investigator shall review the line list with the school and the NJDOH epidemiologist to assess the status of the outbreak, and make recommendations regarding control measures. | |
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| <p>6. Identify and eliminate possible transmission sources:</p> <ul style="list-style-type: none"> • The school, LHD and NJDOH epidemiologist should collaborate to determine the outbreak source. The source of an outbreak is the person or item responsible for transmission of illness to others (where it originated). It can be a: <ol style="list-style-type: none"> 1. single sick child 2. contaminated surface or product in the school 3. contaminated water supply 4. classroom pet • Occasionally, even with thorough investigation, the source might not be identified. <p>7. Institute control measures:</p> <ul style="list-style-type: none"> • Control measures are the tools that can end the outbreak by halting transmission. • The LHD, in consultation with the NJDOH epidemiologist, shall provide recommendations and guidance to the school regarding control measures. • The school should make every effort to institute and maintain adequate control measures until the outbreak is declared over. • See School Outbreak Control Measures for a list of common control measures that a school may be asked to initiate. <p>8. Evaluate the effectiveness of control measures and modify as needed:</p> <ul style="list-style-type: none"> • Generally, the outbreak is considered to be over when two incubation periods have passed without a new case being identified. An incubation period is defined as the time between exposure to an organism and when symptoms and signs are first apparent. Waiting two incubation periods allows for recognition of potential secondary case- patients that are still asymptomatic but in whom the disease may be incubating. Evaluate and enforce adherence to infection control precautions by all staff, students and visitors. Continue control measures until no new cases are identified for two incubation periods. • When no new cases are identified after two incubation periods, control measures may be ceased unless otherwise indicated by local health or the NJDOH epidemiologist. <p>9. School Closure:</p> <ul style="list-style-type: none"> • NJDOH does not recommend school closure for outbreaks of infectious disease. The decision to close a school is an administrative decision and one that should be made only after consultation with public health officials and the district medical personnel. | |
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| <ul style="list-style-type: none"> • Schools should work with local health departments to ensure that recommended control measures (e.g., exclusions, increased cleaning) are being followed. In addition, the local health department in conjunction with NJDOH may recommend enhanced surveillance be conducted in a school in order to monitor the progression and ultimate decline of an outbreak. • If absolutely necessary, school closure should be utilized on a limited basis to prevent spread of infection when: <ol style="list-style-type: none"> 1. Infections are expected to affect large number of susceptible individuals 2. Recommended control measures are inadequate 3. The facility is unable to function due to increased illness affecting students and staff 4. The health department declares an epidemic or cause of ill health to be injurious or hazardous <ul style="list-style-type: none"> • In the case of public schools, the local health department may serve notice of closure recommendation to district board of education. The local health department has the authority to close child care centers. <p>10. Summarize the investigation in a written report:</p> <ul style="list-style-type: none"> • Unless otherwise instructed by the NJDOH, the LHD shall collaborate with the director/school nurse and other public health partners involved in the investigation on a final report and submit it to NJDOH within 30 days of completion of the investigation. See the NJDOH website for the report format, available at http://www.state.nj.us/health/forms/cds-30.dot (form CDS-30) and http://www.state.nj.us/health/forms/cds-30_instr.doc (instructions for completion). | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |



GENERAL GUIDELINES FOR THE CONTROL OF OUTBREAKS IN SCHOOL AND DAYCARE SETTINGS CONTROL MEASURES

The following is a list of some common control measures that may be requested of the school. This list is to serve as a guide, not all control measures are charted below and not all are appropriate in every situation. The LHD can help the school determine which control measures are appropriate.

| Description of Control Measure to be Implemented | Recommended | Date Instituted | Date Reinforced | Date Suspended |
|---|-------------|-----------------|-----------------|----------------|
| Exclude sick staff and students. Specific exclusion guidelines can be found in the School Exclusion List . | | | | |
| Ill students/staff should be immediately isolated from well students/staff and sent home; <ul style="list-style-type: none"> ▪ Have a designated area for ill students to stay until they can be picked up | | | | |
| Review policies; <ul style="list-style-type: none"> ▪ Illness ▪ Cleaning and disinfecting ▪ Sanitizing utensils, cups ▪ Handwashing ▪ Diaper changing ▪ If pool on site – cleaning schedule, products used | | | | |
| Educate parents, staff and students; <ul style="list-style-type: none"> ▪ Provide in-service to educate students and staff regarding prevention, transmission and proper hand hygiene ▪ Contact LHD for fact sheets or other pertinent educational materials | | | | |
| Have a policy in place regarding notification to parents/guardians. This may be accomplished by posting signage and/or sending notification home. See sample notification letter . Consult the local health department for recommendations regarding notification when a communicable disease of public health importance or | | | | |

| Description of Control Measure to be Implemented | Recommended | Date Instituted | Date Reinforced | Date Suspended |
|---|-------------|-----------------|-----------------|----------------|
| an outbreak of illness is reported in a school. | | | | |
| <p>Frequent hand washing with soap and water especially;</p> <ul style="list-style-type: none"> ▪ Before and after handling food or eating ▪ Before giving medication ▪ After using the bathroom or assisting with toileting or diaper changes <ul style="list-style-type: none"> ○ Wash children’s hands after diaper changes ○ Adults should supervise children during hand washing ▪ After playing outside ▪ After contact with animals ▪ After cleaning spills or objects contaminated with body fluids ▪ Before and after giving first aid ▪ Before donning and after removing gloves <p>Note: Hand sanitizers should not be substituted for soap and water hand washing during a GI outbreak. Alcohol based sanitizers have been shown to be ineffective against spore forming bacteria such as C. difficile, or viruses such as Norovirus.</p> | | | | |
| <p>Gloves should be worn;</p> <ul style="list-style-type: none"> ▪ During contact with blood, feces or body fluids <p>Note: Remove and dispose of gloves after completing tasks, before touching anything else.</p> | | | | |
| <p>Reinforce respiratory etiquette to students and staff;</p> <ul style="list-style-type: none"> ▪ Coughing and sneezing into a tissue or elbow ▪ Properly disposing of tissues ▪ http://www.cdc.gov/flu/protect/covercough.htm | | | | |
| <p>Use appropriate barriers including materials such as disposable diaper table paper, disposable towels and surfaces that can be sanitized in group care settings.</p> | | | | |

| Description of Control Measure to be Implemented | Recommended | Date Instituted | Date Reinforced | Date Suspended |
|---|-------------|-----------------|-----------------|----------------|
| If applicable, suspend community dining or recreational activities where ill and well students would otherwise mingle. | | | | |
| Restrict use of equipment and toys to use within a specific area and do not allow children to share without cleaning and disinfecting. | | | | |
| Staff assigned to affected classrooms should not rotate to unaffected classrooms. | | | | |
| <p>Cleaning and disinfecting;</p> <p>Increase frequency during an outbreak</p> <ul style="list-style-type: none"> ▪ Immediately after spills of body fluids <ul style="list-style-type: none"> ○ Discard fluid contaminated material in a plastic bag that has been securely sealed ○ Mops should be cleaned, rinsed with a disinfecting solution, wrung as dry as possible and hung to dry completely ○ Change mop heads when a new bucket of cleaning solution is prepared, or after cleaning large spills of emesis or fecal material. ▪ Frequently touched surfaces including toys, cribs, tables, lavatory surfaces, changing stations, cubbies, mats, blankets/sheets, keyboards, kitchen prep areas, desks, phones, handrails, doorknobs and equipment in the immediate vicinity of children. ▪ Common areas such as gym, cafeteria, restrooms <p>Proper technique</p> <ul style="list-style-type: none"> ▪ Use a broad spectrum product registered with the EPA as being tuberculocidal or effective against Norovirus http://www.epa.gov/oppad001/chemregindex.htm according to manufacturer’s instructions or a self-made bleach solution prepared daily; labeled and sealed <ul style="list-style-type: none"> ○ ¼ cup bleach per gallon of cool water or 1 | | | | |

| Description of Control Measure to be Implemented | Recommended | Date Instituted | Date Reinforced | Date Suspended |
|--|-------------|-----------------|-----------------|----------------|
| <p>Tbsp. bleach per quart of cool water</p> <ul style="list-style-type: none"> • Use of a bleach wipe with a 6% concentration of sodium hypochlorite for a 2½ minute contact time followed by air drying may be substituted. • Do not use a common cloth for cleaning/disinfecting; use paper towels and dispose of them immediately after use. | | | | |
| <p>Facilities serving or sharing food should;</p> <ul style="list-style-type: none"> ▪ Restrict students' sharing of any communal food items in classrooms ▪ Restrict sharing of foods brought from private homes ▪ Hand out items to be shared ▪ Stop using self-service bars ▪ Do not let children serve themselves in any manner which might promote direct hand contact with shared foods | | | | |
| <p>Suspend admission of new students</p> | | | | |

This chart provides information about some communicable disease that may occur in schools, day care centers, summer camps and other group settings for children. It is meant as a guide to answer questions frequently asked of persons responsible for groups of children. This is not an all-inclusive list of significant diseases or a comprehensive guide to all information about each disease or condition. More specific information about these and other diseases may be obtained by contacting your local health department or the New Jersey Department of Health, Communicable Disease Service.

| Infection or Condition | Common Symptoms | Exclusion for School/Daycare Children | Exclusion for Child Care Provider and/or Food Handler | Note | Reportable to Health Department |
|---|--|---|--|--|--|
| Acute Respiratory Illness (ARI) | Fever (oral temperature 100°F or equivalent) and rhinorrhea, nasal congestion, sore throat, cough in absence of a known cause (e.g., seasonal allergies) | Until fever free for 24 hours without fever reducing medication | | | Outbreaks Only ¹ |
| Conjunctivitis, purulent | Pink or red conjunctivae with white or yellow discharge, often with matted eyelids after sleep and eye pain or redness of the eyelids or skin surrounding the eye. | Until examined by a medical provider and approved for return | | | Outbreaks Only ¹ |
| Conjunctivitis, Nonpurulent | Pink conjunctivae with a clear, watery eye discharge without fever, eye pain, or eyelid redness. | No exclusion | | | Outbreaks Only ¹ |
| Gastrointestinal Illness (organism/cause not identified or not yet determined) | Frequent loose or watery stools, (2 above normal for that child), abdominal cramps/tenderness, and fever. Vomiting more than 2 times in 24 hours. | Until stools are contained in the diaper or toilet-trained children no longer have accidents using the toilet and when stool frequency becomes less than 2 stools above normal frequency for that child. Vomiting: until symptoms have resolved. | Excluded from food handling or feeding until 24 hrs. after symptoms resolve. | Medical evaluation for stools with blood or mucus. Exclude unless vomiting is determined to be caused by a non-communicable condition and child is able to remain hydrated and participate in activities. | Outbreaks ¹ and individual cases of diarrheal disease (child in daycare center and foodhandler) |
| E.coli 0:157 | Nausea, vomiting, bloody diarrhea, abdominal cramps. | Daycare: Symptom free and 2 negative stools ² School: Symptom free | Excluded from cooking, preparing and touching food until symptom free and have two negative stool tests. | Stools of all child care staff, attendees and household contacts with diarrhea, should be tested in outbreak situations. | Yes, individual cases and outbreaks ³ |

| Infection or Condition | Common Symptoms | Exclusion for School/Daycare Children | Exclusion for Child Care Provider and/or Food Handler | Note | Reportable to Health Department |
|--|---|---|---|---|---------------------------------|
| Fever (only) | Oral temperature $\geq 101^{\circ}\text{F}$ (38°C), rectal temperatures $>102^{\circ}\text{F}$ (38.9°C), or axillary temperatures $> 100^{\circ}\text{F}$ (37.8°C) usually are considered to be above normal. | Fever free for 24 hours without fever reducing medication. When fever above normal is associated with behavior change or other signs of illness. The child is unable to participate and staff cannot care for child without compromising ability to care for the other children in the group. | | Signs of illness are anything (other than fever) that indicates that the child's condition is different from what is usual when the child is healthy. | |
| Fifth Disease (Erythema infectiosum) | Mild cold symptoms followed by rash, characterized by "slapped face" appearance. | No exclusion | | Pregnant women and immuno-compromised persons should seek medical advice. | Outbreaks Only ¹ |
| Hand Foot and Mouth (coxsackievirus) | Fever, sore throat, malaise, ulcers in the mouth and blisters on hands and feet. | Daycare: Fever free and no longer drooling steadily due to mouth sores. School: Fever free | | Most often seen in summer and early fall. Pregnant women should seek medical advice. | Outbreaks Only ¹ |
| Head Lice | Head scratching | While NJDOH does not recommend exclusion after treatment, individual schools may have different policies. Refer to school policy | | Recommendation: Refer for treatment at the end of program day. Readmission on completion of treatment. | Outbreaks Only ¹ |
| Hepatitis A | Jaundice | 1 week after onset of jaundice or illness and fever free (if symptoms are mild) | Food handlers - 1 week after onset of jaundice or illness and fever free (if symptoms are mild) | | Yes, Immediately ³ |
| Herpes Gladiatorum ("Wrestlers Herpes") | Cluster of blisters typically head, neck and shoulders. Fever, sore throat, swollen lymph nodes, burning or tingling skin. | Wrestlers: All lesions healed with well adhered scabs ⁵ | | | Outbreaks Only ¹ |
| Influenza-like Illness (ILI) | Fever (oral temperature $\geq 100^{\circ}\text{F}$ or equivalent) and cough and/or sore throat in absence of a known cause (e.g., strep throat) | Fever free for 24 hours without fever reducing medication | | | Outbreaks Only ¹ |
| Measles | Initially characterized by fever, reddened eyes, runny nose, cough. Dusky red blotchy rash on day 3 or 4. | 4 days after onset of rash and child is able to participate in activities | | Rash onset = day 0 | Yes, Immediately ³ |

| Infection or Condition | Common Symptoms | Exclusion for School/Daycare Children | Exclusion for Child Care Provider and/or Food Handler | Note | Reportable to Health Department |
|--|--|--|---|---|--|
| Meningitis, Bacterial (including Haemophilus influenza) | High fever, headache and stiff neck. | Until adequately treated, 24 hours after initiation of effective antimicrobial therapy | | | Yes, Immediately ³ |
| Meningitis, Viral | High fever, headache and stiff neck. | Fever free for 24 hrs. | | | Outbreaks Only ¹ |
| Mononucleosis | Fever, sore throat, swollen lymph nodes. | Fever free for 24 hrs. | | Medical note to resume physical activities. | Outbreaks Only ¹ |
| Mumps | Fever with swelling and tenderness of one or both parotid glands located below and in front of ears. | 5 days after onset of parotid swelling | | Parotiditis = day 0 | Yes, individual cases and outbreaks ³ |
| Norovirus | Nausea, vomiting, diarrhea, abdominal cramps. May also have low grade fever, chills, body aches, headache. | 24-48 hrs. after symptoms resolve | 48-72 hrs. after symptoms resolve. Staff may perform duties not associated with food preparation 24 hrs. after symptoms resolve | Exclusion time on a case by case basis after consultation with the local health department. | Outbreaks Only ¹ |
| Pertussis | Initial stage begins with URI symptoms and increasingly irritating cough. Paroxysmal stage is characterized by repeated episodes of violent cough broken by high pitched inspiratory whoop. Older children may not have whoop. | After 5 days of appropriate antibiotic therapy completed. If untreated, through 21 days from cough onset | | | Yes, Immediately ³ |
| Rubella (German measles) | Slight fever, rash of variable character lasting about 3 days; enlarged head and neck lymph nodes. Joint pain may occur. | 6 days after onset of rash | | | Yes, Immediately ³ |
| Salmonella Typhi (typhoid fever) | Fever, anorexia, lethargy, malaise, headache. | Daycare: Symptom free and three negative stool tests ² School: Symptom free | Excluded from cooking, preparing and touching food until symptom free and three negative stool tests. | Stools of all child care staff, attendees and household contacts, should be tested. | Yes, individual cases and outbreaks ³ |
| Salmonella non-typhoid | Fever, nausea, vomiting, non-bloody diarrhea, abdominal cramps. | Symptom free ⁴ | Excluded from cooking, preparing and touching food until symptom free and have two negative stool tests. | | Yes, individual cases and outbreaks ³ |

| Infection or Condition | Common Symptoms | Exclusion for School/Daycare Children | Exclusion for Child Care Provider and/or Food Handler | Note | Reportable to Health Department |
|---|--|--|--|---|---|
| Scabies | Itchy raised areas around finger webs, wrists, elbows, armpits, beltline, and/or genitalia. Extensive scratching. | Until after treatment has been given Wrestlers ⁵ | | Refer for treatment at the end of school day and exclude until treatment has been started. | Outbreaks Only ¹ |
| Shigella | Nausea, vomiting, diarrhea (may be bloody, and abdominal cramps. | Daycare: Symptom free and 2 negative stools ² School: Symptom free | Excluded from cooking, preparing and touching food until symptom free and have two negative stool tests. | Stools of all child care staff, attendees and household contacts with diarrhea, should be tested. | Yes, individual cases and outbreaks ³ |
| Staphylococcal or streptococcal skin infections (includes MRSA & Impetigo) | Honey crusted draining lesions, skin lesions with a reddened base. | Lesions that <u>cannot be covered</u> , until the student has received 48 hours of effective anti microbial treatment, lesions are showing signs of healing (decreasing in size), and drainage has stopped. Lesions that <u>can be covered</u> exclude from contact sports only ⁵ | | | Two or more non-household, culture-confirmed cases of MRSA that occur within a 14 day period and may be linked. |
| Streptococcal pharyngitis (strep throat) | Fever, sore throat, exudative tonsillitis or pharyngitis, enlarged lymph nodes. May also have a sandpaper-like rash. | 24 hrs. after treatment has been initiated and child able to participate in activities | | | Outbreaks Only ¹ |
| Tinea capitis (Ringworm of the scalp) | Hair loss in area of lesions | Until after treatment has been started. Wrestlers ⁵ | | Refer for treatment at the end of school day and exclude until treatment has been started. | Outbreaks Only ¹ |
| Tinea corporis (Ringworm of the body) | Circular well demarcated lesion that can involve the face, trunk, or limbs. Itching is common | Until after treatment has been started. Wrestlers ⁵ | | Refer for treatment at the end of school day and exclude until treatment has been started. | Outbreaks Only ¹ |
| Tuberculosis | Cough, chest pain, fever, night sweats, fatigue, and weight loss | Until LHD and physician state the student is non infectious | | | Yes, individual cases and outbreaks ³ |
| Varicella (Chickenpox) | Slight fever with eruptions which become vesicular. Lesions occur in successive crops with several stages of maturity at the same time | Until all lesions have dried and crusted usually 6 days after onset of rash | | | Yes, individual cases and outbreaks ³ |
| Varicella-Herpes Zoster (Shingles) | Localized vesicular lesions | Until all lesions have dried and crusted unless lesions can be covered Wrestlers ⁵ | | | Outbreaks Only ¹ |

Conditions Requiring Temporary Exclusion

Temporary exclusion is recommended when the illness prevents the child from participating comfortably in activities as determined by the staff of the school or program; the illness results in a greater need for care than the staff of the program determine they can provide without compromising their ability to care for other children; the child has any of the following conditions, unless a health professional determines the child's condition does not require exclusion: appears to be severely ill (this could include lethargy/lack of responsiveness, irritability, persistent crying, difficult breathing, or having a quickly spreading rash, fever (as defined above) and behavior change or other signs and symptoms (e.g. sore throat, rash, vomiting, and diarrhea).

¹An outbreak may be occurring if: several children who exhibit similar symptoms are in the same classroom, same wing or attended a common event. There is an increase in school absences with report of similar symptoms. Two or more students diagnosed with the same reportable disease. A single case of a highly infectious disease exists or is suspected to exist.

²Two negative stool specimens taken at least 24 apart and at least 48 hours after cessation of antibiotic treatment

³For specific reporting requirements refer to NJDOH Reporting Requirements <http://nj.gov/health/cd/reporting.shtml>

⁴During an outbreak negative stool specimens may be required before return to school and/or food handling

⁵Wrestling and other contact sports refer to <http://www.ncaapublications.com> (search "sports medicine handbook") for exclusion guidance

Sources:

A. American Academy of Pediatrics. Red Book 29th Edition

B. NJDOH <http://nj.gov/health/cd/find.shtml> Communicable Disease Chapters

C. Centers for Disease Control and Prevention <http://www.cdc.gov>

D. National Collegiate Athletic Association. NCAA 2012-13 Sports Medicine Handbook <http://www.ncaapublications.com>

E. USA Wrestling. MRSA and Other Infectious Facts at <http://www.themat.com/SkinGuide.pdf>

F. American Academy of Pediatrics. Managing Infectious Diseases in Child Care and Schools a Quick Reference Guide, 2nd Edition

Sample Letter to Families about Exposure to Communicable Disease

Telephone # _____

Name of Program _____ Date _____

Dear Parent or Legal Guardian:

A child in our program has or is suspected of having: _____

Information about this disease:

The disease is spread by:

The symptoms are:

It can be prevented by:

What the program is doing:

What you can do at home:

Where you can get additional information: _____

If your child has any symptoms of this disease, call your doctor or other healthcare provider to find out what to do. Be sure to tell him or her about this notice. If you do not have a regular provider to care for your child, contact your local health department for instructions on how to find a doctor, or ask other parents for names of their children's providers. If you have any questions, please contact:

_____ at () _____
School Nurse/Caregiver's name Phone number

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|----------|--------------------------------------|
| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit identifies the District’s response to infectious diseases.

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| Section # 2.31 | Section Title: INFECTIOUS DISEASE PLAN |
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School Custodians Clean for Health

Methicillin-resistant *Staphylococcus aureus* (MRSA) is a type of bacteria that is not easily treated with common antibiotics. MRSA can cause skin infections that may look like spider bites, infected turf burns, impetigo, boils or abscesses. It is spread by touching the infection/drainage or by touching surfaces that have come in contact with the infection/drainage. MRSA can stay alive on surfaces for weeks, even months.

Frequent hand washing is the best way to prevent MRSA. **Cleaning and disinfecting surfaces** that may have come in contact with the MRSA bacteria is necessary **to keep the environment healthy.**

Cleaning not only makes our schools look nice, it is also helps make schools healthy and safe places. Removing “dirt” we can see by cleaning is the first step. Once the dirt we can see is removed, we disinfect, or remove germs, by wiping down surfaces with a school-recommended cleaning product. Germs (bacteria and viruses) are killed during routine cleaning and disinfecting activities. Allergens (mold, pollen, dust mites and other irritants) are removed during cleaning activities like vacuuming, sweeping and mopping.


Our recommendations, listed below, may refer to policies that are already in place, as well as policies that should be developed or adopted.

General Guidance

1. Hard surfaces and equipment such as floors, light switches, door handles, hand-rails, tables, and desks should be cleaned routinely.
2. Athletic equipment and areas such as wrestling mats, wall padding, locker rooms, and shower facilities should also be cleaned routinely.
3. If during a sporting event there is a release of bodily fluids (blood, pus or drainage) cleaning and disinfecting should be completed before the activity is allowed to continue.

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit identifies the District’s response to infectious diseases. | |
| Section # 2.31 | Section Title: INFECTIOUS DISEASE PLAN |
| <p><u>General Guidance - Athletic Areas</u></p> <ol style="list-style-type: none"> 1. All hard surfaces that <i>may</i> come in contact with body fluids should be cleaned¹ and disinfected² daily with an EPA-approved disinfectant, including benches, weights, workout machines, etc. 2. All floors/wall padding in athletic settings should be washed daily (if room is used). 3. Locker rooms, including any shower areas should be cleaned daily, if used. 4. If soap is furnished, it should be accessible from a wall dispenser. 5. Ensure that athletic areas, locker rooms and restrooms all have <i>separate</i> cleaning mops and buckets, and that all mops (washable micro-fiber heads or disposable mop cloths preferred) and buckets are cleaned and sanitized after each use. 6. Clean all visibly soiled areas, using friction. 7. Disinfect or sanitize “clean” areas to remove bacteria. Always wear gloves when using disinfectants. <p>Wrestling Room and Mats</p> <ol style="list-style-type: none"> 1. Wipe down padding along walls, benches and door pulls/knobs with a quaternary ammonium (quat) or bleach solution (3/4 cup of household bleach diluted with one gallon of water) after practices/matches. Please refer to the manufacturer’s directions for recommended contact time for the various disinfectants. 2. Clean floors when mats are stored and before mats are used again. 3. Use “dedicated” mops to clean athletic areas, and wash mop heads on a regular basis. May use Swiffer style mop with disposable mop cloths that are discarded after each use. 4. Clean and sanitize mats before and after practice and matches. When mats are rolled up, all sides of mats should be cleaned and dry before they are rolled up. 5. Use “dedicated” mop heads to clean mat surfaces. Wash these mop heads on a regular basis; athletic department may be responsible for this. <p><u>Weight Room</u></p> <ol style="list-style-type: none"> 1. Wipe down grips on weights and lifting belts at least daily. 2. Clean floors, benches, supports, pads, light switches and door pulls/knobs daily. | |
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| Section # 2.31 | Section Title: INFECTIOUS DISEASE PLAN |
| <p><u>Locker Rooms/Shower Rooms</u></p> <p>1. Soap dispensers should have disposable soap “unit” refills.</p> <p><u>Sports Equipment</u> (May be responsibility of Athletic Department)</p> <p>1. Schedule regular cleanings for sports equipment: balls (football, basketballs, baseballs, softballs, and volleyballs), racket grips, bats, gloves, pads, etc.</p> <p>2. Clean and sanitize sports equipment that comes in direct contact with the skin of players, such as wrestling headgear, football helmets and fencing equipment (including wires) after each use.</p> <p>Source: Tacoma/Pierce County Health Department, April 2007</p> <div data-bbox="594 1100 971 1356" style="text-align: center;">  <p>Public Health Prevent. Promote. Protect.</p> <hr/> <p>Burlington County Health Department Health Education Office</p> </div> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit describes the master key / access code distribution. | |
| Section # 2.32 | Section Title: MASTER KEY/ACCESS CODE DISTRIBUTION |
| <p><u>2.32.0 Master Keys</u></p> <p>Keys are created in-house and a ledger kept by the Supervisor of Custodians.</p> <p>Schools keep an individualized account (see school section).</p> <p><u>2.32.1 Proximity Cards</u></p> <p>The Pemberton Schools are equipped with proximity card access at selected points of entry. Each full time staff member in good standing is issued a card annually.</p> <p>The card is programmed by location and time and it may be altered only by the Security Chief or the Security Systems Operator.</p> <p>Fire and Police for Pemberton and the Joint Base have been issued proximity cards for emergency entrance.</p> <p>The access system allows for the reporting of the use of proximity cards to monitor activity.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit lists the District Staff Roster and contact phone numbers, in succession.

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| Section # 2.33 | Section Title: DISTRICT STAFF ROSTERS/EMERGENCY NUMBERS |
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2.33.0 Roster of District Contact Emergency Numbers, in succession

In the event of an emergency, the below table indicates the notification succession of the key district personnel and their respective contact phone numbers.

| | Name / Title | Cell | Other |
|----|--|--------------|--------------|
| 1 | Tony Trongone, Superintendent | 856-207-8917 | 609-668-2086 |
| 2 | Lina Giannetti, Asst. Superintendent 6-12 | 215-681-9099 | 484-415-0149 |
| 3 | Jeff Havers, Asst. Superintendent Pre K-5 | 856-625-5618 | 856-216-9404 |
| 4 | Pat Austin, Business Administrator | 609-678-5705 | 856-596-1624 |
| 5 | Ida Smith , Chief Academic Officer | 267-307-2282 | |
| 6 | Hector Torres, Director of Operations | 609-217-8723 | 302-354-8273 |
| 7 | Christine Hale, Asst. Dir. of Special Ser. | 856-912-8790 | |
| 8 | John Swanson, Safety Specialist | 609-284-5447 | 609-668-9615 |
| 9 | Jim Jefferson, Custodial Supervisor | 609-217-8737 | 609-386-3837 |
| 10 | Joseph Bowen, Security Chief | 609-217-8745 | 609-941-5940 |
| 11 | Mike Pinto, Communications | 609-668-2745 | 609-217-9984 |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the list of District Employees special training and talents . | |
| Section # 2.34 | Section Title: DISTRICT SPECIAL TRAINING/TALENTS LIST |
| <p><u>2.34.0 List of district personnel with other language and certified skills.</u></p> <p>Following is a list of Staff with various Skills and Talent. This list was last updated on 04/01/16.</p> | |
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EMERGENCY SKILLS LIST 2016

| NAME | PHONE NUMBER | SCHOOL | LANGUAGE | OTHER SKILL | CPR/A ED |
|-------------------|---------------------|----------------------|-----------------------|--|-----------------|
| Anna Visco | 609-367-6740 | Fort Dix | | | Yes |
| Blake Pecelli | 973-303-9062 | Fort Dix/ Newcomb | Spanish | | |
| Charles Giambrone | 609- 709-7802 | Brotherhood | | Fire Fighter, Incident Command, Epi-Pen Training, First Aid Cert, Incident Command Training, Military Certifications | Yes |
| Cordalia Sullivan | 609 234-2510 | PECEC | Portuguese | | |
| Eileen Bowker ATC | 609-217-8232 | PTHS | | Epi-Pen Training, First Aid Cert., Food Management Cert | Yes |
| Deb Atmore | | Newcomb | | Epi-Pen Training, First Aid Cert., Cert Athletic Trainer | Yes |
| Denise Taylor | 609-234-5868 | PECEC | | EMT NJ certification | |
| Eileen Bowker ATC | 609-217-8232 | PTHS | | Epi-Pen Training, First Aid Cert. Food Management Cert. | Yes |
| Faigy Lerner | 732-237-6685 | Newcomb | Yiddish and Hebrew | Epi- Pen Training | |
| Jennifer Soto | 609-893-8141 | Denbo | | Epi- Pen Training | Yes |
| John Hillard | 856-220-8457 | PTHS | | Food Management Cert. | |
| John Irwin | 609-893-8141 | Newcomb | Sign Language | | |
| Kim Glassman | 609-605-4230 | PTHS | | Epi-Pen Training, First Aid Training | Yes |
| Madeline Swanson | 609-789-2203 | Harker Wylie | Spanish | | |
| Tammy Shorter | | | | Fire Fighter, Epi- Pen Training, Incident Command training | Yes |
| Pat Fry | 609-220-6020 | PTHS | | First Aid Cert. | Yes |

| | | | | | |
|-----------------------------------|--------------------|------------------|--|--|-----|
| William Smith | 609-502-7179 | PTHS | | Incident Command, Epi-Pen Training, First Aid Cert. | Yes |
| EMERGENCY SKILLS LIST 2016 | | | | | |
| Margaret Johnson | 609-744-9554 | PTHS | | Fire Officer, Incident Safety Officer, SCBA Repair, NIMS -700, Animal in Disasters Preparedness and Awareness, NIMS - 800, FEMA I-11, 200, 241, 300, 700, 701, 242, 244, 393, 546, 547,362, – All FEMA based disaster response modules. Principals of construction, Special events planning, Haz-Mat, Fire Police, First Responder Level 2, Fire Inspector, Basic Vehicle Extrication, Qualified Training Officer. | Yes |
| Nicholas A. Petrillo | (609) 346- 3886 | Middle School | | Fire Fighter, Incident Command, Epi-Pen Training, First Aid Cert, Incident Command Training, Military Certifications Haz- Mat awareness and Operation, NJ EMT # 621685 NIMS 700 & 800 | Yes |
| Nancy Reuter | 609-261-0861 | Busansky | | CDL License, Epi-Pen Training, Trained with CPI | |
| Roxane Huda | 856-905-1723 | Fort Dix | | First Aid Cert. Epi-Pen Training | Yes |
| Rudolph Zotter | 856 313 7839 | PTHS | | Epi-Pen Training, Food Management Cert. ServSafe Certified Proctor / Licensed Instructor | |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit lists emergency responders contact phone numbers.

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| Section # 2.35 | Section Title: EMERGENCY RESPONDERS CONTACT INFORMATION |
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| POLICE – NON EMERGENCY | Phone Number |
|--|---------------------|
| Pemberton Township | 609-723-8300 |
| Pemberton Borough | 609-894-2632 |
| Pemberton Borough Fire | 609-894-2168 |
| Joint Base Security Forces | 609-562-6001 |
| | |
| MEDICAL | |
| District Injury Reporting – Jim Flanagan | x 1014 |
| Virtua Hospital – Mt. Holly | 609-267-0700 |
| Virtua at Work, 101 Burrs Rd. Bldg. 2/A Westampton, NJ | 609-914-8610 |
| Poison Control Center | 1-800-222-1222 |
| Burlington County Health Department | 609-265-5548 |
| Lourdes Emergency @ Deborah | 609-893-6611 |
| | |
| ALARMS | |
| Rapid Response Co. | 1-888-774-6462 |
| Fire Security Technologies | 732-938-2111 |
| ADT (HS) | 1-800-498-8399 |
| | |
| ELECTRIC/GAS UTILITY | |
| JCP&L | 1-800-714-7297 |
| Pemberton Borough Electric (Brotherhood) | 609-894-8222 |
| PSE&G | 1-800-880-7734 |
| | |
| WATER | |
| MS/HS District Wells | 609-893-0002 |
| Joint Base Water Dept. | 609-562-2352 |
| Pemberton Borough | 609-894-8222 |
| Pemberton Twp | 609-894-3373 |
| | |
| PEMB. TWP. OFFICE EMERGENCY | MANAGEMENT |
| 500 Pemberton-Browns Mills Rd | 609-894-3382 |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit identifies the plan for a continuity of education.

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| Section # 2.36 | Section Title: EDUCATION CONTINUITY PLAN |
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2.36.0 Continuity Statement

In the event of a prolonged power outage, pandemic, or other catastrophic event, that is one week or longer, that would prevent the operations of any school in the Pemberton Township School District the following will be the district back-up plan. The Superintendent or designee will consult with the affected building(s) Principal, utility authorities, Police and Fire Authorities and any other relevant information sources, to make a determination whether to close an affected school. Once the Superintendent has determined that the school(s) is to be closed, the Superintendent or designee will notify the school board.

The superintendent will also prepare a public announcement to convey the information of the closing and relocation of students. The District Public Information Officer will use telecommunications (eg. local television or radio stations, text messages, Global Connect, emails, etc.) to inform the district, staff, students, and members of the general public of relevant information concerning the continuity of education.

2.36.1 Off-Site Continuity

In the event of a school closing as the result of an emergent event, the following is the district’s plan:

1. An offsite location will be identified based on the below table of Evacuation Alternate Sites:

| School | Evacuation-Alternative Site #1 | Evacuation-Alternative Site #2 |
|--------------|--------------------------------|--------------------------------|
| PECEC | PTHS | Helen Fort |
| Fort Dix | Child Development Center | Helen Fort |
| Harker-Wylie | Haines School | PTHS |
| Stackhouse | Haines School | PTHS |
| Haines | Harker-Wylie | PTHS |
| Emmons | Busansky | PTHS |
| Busansky | Emmons | PTHS |
| Denbo | Crichton | Haines |
| Helen Fort | Newcomb | PTHS |
| Newcomb | Helen Fort | PTHS |
| PTHS | PECEC | Helen Fort |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit identifies the plan for a continuity of education.

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| Section # 2.36 | Section Title: EDUCATION CONTINUITY PLAN |
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2.36.1 Off-Site Continuity (cont.)

2. The Superintendent will notify the building principals of the closed school and the receiving school. The principal at the receiving school will convene a meeting of the Crisis Response Team of both schools. The Crisis Response Teams will develop a plan to submit to the Superintendent to address the below listed considerations:

- A. Identify temporary sites for classroom and administrative operations.
- B. Identify strategies to continue teaching.
- C. Consider alternate teaching methods; teacher lead online courses, mailing, o re-mailing course work to students.
- D. Consider alternate or overlapping building schedules.
- E. Staffing requirements
- F. Equipment and supply requirements.
- G. Re-evaluate the curriculum to determine what topics can be delayed or discarded. This May require contacting the State Department of Education to see what flexibility may be available.
- H. Communication with the parents/guardians regarding changes to schedules, classroom locations, and information on the status of the schools.
- I. Bus route/schedule changes.

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit identifies individual school emergency contacts for all district schools.

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| Section # 2.37 | Section Title: INDIVIDUAL SCHOOLS EMERGENCY INFORMATION |
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| Building | Title | Name | Main Contact Number |
|-----------------|------------------------|------------------|----------------------------|
| Brotherhood | Superintendent | Tony Trongone | 609-668-2086 |
| Brotherhood | Asst. Super K-5 | Jeff Havers | 856-625-5618 |
| Brotherhood | Asst. Super 6-12 | Lina Giannetti | 215-681-9099 |
| Busansky | Principal | Maureen DiBella | 609-870-6044 |
| Busansky | Custodial | Angel Aguilar | 609-346-2876 |
| Busansky | Maintenance | Les Nirdlinger | 609-217-8752 |
| Denbo | Principal | Brett Thorp | 856-220-8634 |
| Denbo | Custodial | Chris Dunston | 609-458-9603 |
| Denbo | Maintenance | Kyle Brousseau | 848-525-1786 |
| Emmons | Principal | John Schmidt | 908-752-0413 |
| Emmons | Custodial | Kevin Cousins | 609-707-6235 |
| Emmons | Maintenance | Les Nirdlinger | 609-217-8752 |
| Fort Dix | Principal | Tamra Garbutt | 609-217-8719 |
| Fort Dix | Custodial | Robert Hopkins | 609-724-8587 |
| Fort Dix | Maintenance | George Moskal | 609-284-0650 |
| Haines | Principal | Norm Adams | 484-682-4593 |
| Haines | Custodial | Brian Kilgore | 609-949-3662 |
| Haines | Maintenance | Kyle Brousseau | 848-525-1786 |
| Harker-Wylie | Principal | Robin Blue | 609-610-8211 |
| Harker-Wylie | Custodial | Marie Dimatteo | 609-556-3961 |
| Harker-Wylie | Maintenance | Dan Rivera | 609-284-0273 |
| HFMS | Principal | Tami Strege | 602-618-4559 |
| HFMS | Custodial | Patricia Raines | 609-864-2868 |
| HFMS | Maintenance | Rob Wisnewski | 609-346-7849 |
| Little Red | Director of Operations | Hector Torres | 609-217-8723 |
| Little Red | Build & Grds Suprvsr | Jim Jefferson | 609-217-8738 |
| Newcomb | Principal | Ashley Walulak | 609-532-6071 |
| Newcomb | Custodial | John Hunter | 609-694-6198 |
| Newcomb | Maintenance | George Moskal | 609-284-0650 |
| PECEC | Principal | Deb Ceplo | 609-234-2510 |
| PECEC | Custodial | Brian Matthews | 609-923-5101 |
| PECEC | Maintenance | Les Nirdlinger | 609-217-8752 |
| PTHS | Principal | Eder Joseph | 908-397-9655 |
| PTHS | Custodial | Don Hopkins | 609-217-8742 |
| PTHS | Maintenance | Maurice Williams | 609-724-8998 |
| Stackhouse | Principal | Keith Swaney | 609-832-2205 |
| Stackhouse | Custodial | Betty Kennedy | 609-220-3877 |
| Stackhouse | Maintenance | Dan Rivera | 609-284-0273 |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit details the district’s crisis response to mental health issues.

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| Section # 2.38 | Section Title: CRISIS RESPONSE TO MENTAL HEALTH ISSUES |
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2.38.0 CRISIS TEAM(S) MOBILIZATION

Local Crisis Teams

Local Crisis Teams shall be established at all schools. The role of the local team is to provide guidance and counseling to the staff, students and/or parents during “in-house” emergencies, or, other situations that would require their services. The local crisis team will use the “Crisis Checklist” as a guidance document for their response. The team shall typically consist of the principal, counselor(s), school nurse, and other staff representatives as selected by the principal. Aside from responding to the needs of their own school, the team shall be prepared to respond to neighboring schools, whose members may not be available to respond due to the nature of an emergency situation in their building.

District Crisis Team

When the services of the local crisis team are not available, or, when the nature of the incident requires additional response, the district crisis team shall be activated. The Director of School Counseling Services will be the initial contact person, and will be responsible for assessing the staffing and facility needs of the response, making the necessary arrangements to provide needed services to the incident, and establishing a supervisory chain-of-command for a coordinated response. The potential staff and resources shall include all district counseling personnel, the Burlington County School Crisis Response Team, local community groups, and other outside agencies that specialize in responding to such needs.

CONTACT NUMBERS

| | |
|--|---|
| Superintendent of Schools | 609- 893-8141 – Ext. 1002 |
| Assistant Director of School Counseling /Health Services | 609- 893-8141 – Ext. 2074 |
| District Media Liaison | 609-894-4181 - Ext. 2013 (fax) 726-9087 |
| Burlington County School Crisis Response Team | 609-234-4879 (Marie Phillips) |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit details the district’s crisis response to mental health issues. | |
| Section # 2.38 | Section Title: CRISIS RESPONSE TO MENTAL HEALTH ISSUES |
| <p><u>2.38.1 OUTSIDE CRISIS SUPPOR CONTACTS</u></p> <p><u>Burlington County Board of Social Services</u> – 609-261-1000 or 609-518-4839</p> <p><u>Burlington County Division of Behavioral Health</u> – Shirla Simpson - 609-265-5536</p> <p><u>Burlington County Community Action Program</u> – 609-386-5800</p> <p><u>Burlington County Food Stamp Program</u> – 609-261-1000</p> <p><u>Burlington County Outreach</u> – 609-265-5069</p> <p><u>Catholic Charities Main Number</u> – 609-394-5181, Community Services Number- 609-386-7331</p> <p><u>Christian Caring Center</u> – 609-893-0700</p> <p><u>CONTACT of Burlington County</u> – Business Office 856-234- 5484, <u>24/7 Line</u>- 856-234-8888</p> <p><u>Fort Dix Mental Health Services</u> – Denise Horton – 609-562-4011 FAX- - 609-562-5358</p> <p><u>Jewish Family and Children’s Services</u> – 856-424-1333</p> <p><u>Legacy Treatment Services</u> – 609-267-1377 Lourdes Medical Center of Burlington County SCIP – 609-835-6180</p> <p><u>New Jersey Division of Child Protection and Permanency</u> – 609-265-6900 or 866-663-1331 Hotline – 877-652-2873</p> <p><u>New Jersey Self-Help Clearinghouse</u> – 800-367-6274</p> <p><u>SCIP Access Center</u> – 800-963-3377</p> <p><u>Twin Oakes Community Services</u> – 609-267-5928, 800- 963-3377</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit details the district’s crisis response to mental health issues. | |
| Section # 2.38 | Section Title: CRISIS RESPONSE TO MENTAL HEALTH ISSUES |
| <p><u>2.38.2 SOCIAL SERVICES</u></p> <p><u>Burlington County Mental Health Administrators - 609-265-5545</u></p> <p><u>Burlington –Lester A. Drenk Behavioral Health Services (SCIP) – 609-835-6180</u></p> <p><u>NJ – WIC (Women, Infants, Children) – 609-267-4303</u></p> <p><u>Family Support Center of NJ -800-FSC-NJ10</u></p> <p><u>SPAN (Statewide Parent Advocacy Network) – 800-654-SPAN (7726)</u></p> <p><u>NICHCY (National Information Center for Children and Youth with Disabilities) 800-695-0285</u></p> <p><u>NJ Division of Vocational Rehabilitation - 609-292-5987</u></p> <p><u>NJ Office of Special Education Programs – 609-292-0147</u></p> <p><u>NJ Family (Non-Medicade eligible low cost medical insurance for low income) 800-701-0710</u></p> <p><u>NJ Library for Blind & Handicapped – 800-792-8322</u></p> <p><u>NJ Division of Addiction and Mental Health Services – 609-777-0702</u></p> <p><u>Special Child Health Services – 609-267-1950</u></p> <p><u>Traumatic Loss Coalitions for Youth Coordinators Central Office - 732-235-2810</u> <u>Burlington County (Elfredia Francis, MSW – 609-265-5538)</u></p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit lists the duties of the district’s school bus drivers. | |
| Section # 2.39 | Section Title: STUDENT TRANSPORTATION SECURITY |
| <p><u>2.39.0 Transportation Security</u></p> <p>Safe and effective transportation of students is expected and often sets the tone for the academic environment. The following will detail the district’s requirements for a school bus driver to accomplish safe and effective transportation of students to school, activities and home.</p> <ul style="list-style-type: none"> • Drivers will complete an operational and safety checklist before each run. • Drivers must physically check the bus after discharging students to ensure no child is left on the bus. • Bus run sheets will have pick-up/drop-off locations, times and student information. The driver must be aware of which students are on the bus. • Have a seating chart on the bus in case of an emergency. • Do not deviate from the assigned route unless directed by detour or the transportation office. • In the event of an incident on the bus that prevents safe operation, safely pull over and contact the bus garage via radio. If the incident requires ambulance, fire or police, call 9-1-1. • During an incident, if equipped with a camera, keep the engine or auxiliary power on for recording purposes. The transportation supervisor will periodically check for proper camera function. • Children age 8 and under or students with a directive in their IEP must have an adult meet them upon discharge. If none is present, have the dispatcher call the emergency contacts for the student. If no one can be reached, take the child to the nearest district after school care location, and alert the dispatcher. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures for the Security Department. This Unit is confidential. | |
| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>May 2016 Revision –Chief Joseph Bowen</p> <p style="text-align: center;">TABLE OF CONTENTS</p> <ul style="list-style-type: none"> 1.00 Authority of School Security Guard (SSG) <ul style="list-style-type: none"> 1.01 Performance Standards 1.02 Personal Code of Ethics 1.03 General Duty Conduct 1.04 Uniforms and Equipment 1.05 Training 1.08 Duty Time Records 1.09 Radio Communications 1.10 Electronic Communication 2.00 Detention of Persons <ul style="list-style-type: none"> 2.01 Recovered Evidence/Contraband/Property 2.02 Report Preparation 2.03 Camera Systems 2.04 Visitor Procedures 2.05 Camera Room & Alarm Procedures 2.06 Building Access/Security 2.07 Missing Student/Staff 2.08 Use of Metal Detectors 2.09 Threat Assessment Procedure 2.10 Field Trips 2.11 Crossing Guards 3.00 Post Orders | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.0 Authority of School Security Guard (SSG)</p> <p>Purpose: This order serves to delineate the role of the school security guard.</p> <p>“School Security Guard” means an individual employed by the local school board for the purpose of access control to buildings, preventing crime, assist with maintaining order and discipline whether in school or at school sponsored events, and is responsible for the safety, security and welfare of students, staff and visitors.</p> <p>School Security Guards operate within the policies and procedures of the Pemberton School District, New Jersey Statute, Attorney General Guidelines for Schools, New Jersey Department of Education regulations and the annual Memorandum of Understanding between the police department and the district. Current job descriptions are maintained by Human Resources and can be found on-line. Job titles as of this issuance are: Security Chief, Assistant Chief, School Security Guard, Attendance Officer, and Security Systems Operator. A designation of Lead Security has been established at the high and middle schools as a stipend position.</p> <p><u>Security personnel are not sworn law enforcement officers and do not have the commensurate authority.</u></p> <p>Any employee aware of an SSG grossly or improperly using authority or failing to accept authority shall report such actions through the chain of command immediately.</p> <p>1.01 Performance Standards</p> <p>Purpose: This order establishes acceptable standards of performance for SSGs.</p> <p>School Security Guards are expected to perform their duties utilizing methods established during the training process, acceptable business and professional practices, and in accordance with PTBOE policy and regulation and state law.</p> <p>Any instances of malfeasance, misfeasance or nonfeasance, as defined below, may result in disciplinary action, up to and including termination:</p> <ul style="list-style-type: none"> • Malfeasance is an act of misconduct, such as theft by the security officer or falsifying records. • Misfeasance includes improper and/or unlawful performance of an act that in itself is proper and/or lawful, such as the use of excessive force or restraining persons without specific need. • Nonfeasance is the willful non-performance of expected duties, such as the failure to conduct patrols of the facility as assigned, failure to abide by post orders, or failure to complete required reports. <p>Pemberton Schools expects its security staff to perform their duties professionally and with consideration and respect to all students, staff, parents and other visitors.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.02 Personal Code of Ethics</p> <p>Purpose: This order presents a standard of ethics for security staff which will enhance and promote professionalism and credibility of the department and individual security personnel.</p> <p><u>As a Pemberton School Security Guard I agree to:</u></p> <ul style="list-style-type: none"> • Maintain the highest level of professional standards as a Pemberton School District Security Guard and conduct myself with honesty and integrity at all times toward all people. • Show respect for my work and contribution to my school and offer my best efforts every day by presenting pertinent, accurate and objective information. • Keep confidences about school and student business. I will avoid gossip and harsh criticism of others and consistently offer an attitude of understanding and respect. • Follow the chain of command for offering suggestions or making complaints about working conditions. (i.e. security chief > building administrator > appropriate Central Office Administration) • Listen carefully and allow people to give me information without interrupting them or arguing with them. • Honor my school and its resources and not squander, steal or damage its assets. • Be punctual and honor the value of time. • Accept responsibility for the duties assigned and collaborate in a spirit of teamwork to accomplish goals. • Continually improve as a person and a security professional through educational programs. • Exhibit high moral character and not engage in behavior that might reduce value to the district in the eyes of the public or school community. | |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.03 General Duty Conduct</p> <p>Purpose: This order establishes the department’s expectations for behavior by security staff.</p> <ul style="list-style-type: none"> • Shall not shirk their duties in any situation where the public or a co-worker might be subjected to physical danger, unless incapacitated themselves, or doing so would cause serious injury to themselves. • Security staffers shall not at any time use their position for personal or financial gain or advantage. • Security staffers shall remain alert and awake, unencumbered by alcoholic beverages, prescription drugs, illegal narcotics or conflicts arising from off-duty employment. • Staffers, while on duty, shall not engage in any activity or personal business that could cause them to neglect their duty. This includes, but is not limited to: use of cell phones for personal affairs, reading, watching TV or surfing the internet. • SSGs serve in order to protect lives and property, preserve the peace, enforce the rules established by a school and/or board, and assist the public in any reasonable request. • SSGs shall identify themselves to any person requesting that information. • SSGs will maintain a valid mailing address and must notify Human Resources of their telephone number, address and any changes as soon as possible. • SSGs will complete thoroughly and submit in a timely manner, all forms and reports required by the department or district. • While on duty, SSGs will be at their assignment and shall notify other SSGs and administrators of any changes or arising issues. Portable radios will be in possession during duty time, properly charged and on the correct channel. • SSGs will use proper radio protocol set forth by the department and in compliance with FCC regulations. • SSGs will maintain any issued/used equipment in clean and operable condition. • Tobacco use is prohibited in or on all PTBOE property, including district vehicles. • SSGs who encounter lost property shall secure the property with the school’s lost and found. Reasonable effort will be made to identify the owner. Property of significant value will be turned over to the building principal. | |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.03 General Duty Conduct (Continued)</p> <ul style="list-style-type: none"> • SSGs may use force to protect self or others, and/or district property. The minimum force reasonably necessary to accomplish those purposes is to be employed. • Physical restraint will be used following current training guidelines. • SSGs are to keep all complaints, student, parent and staff information or other official business confidential. • SSGs will be proficient in the use of email and electronic reporting. Email accounts are to be checked daily. | |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.04 Uniforms and Equipment</p> <p>Purpose: To ensure that all SSGs wear authorized uniforms and adhere to appearance standards.</p> <p>No SSG, unless on duty or traveling to or from duty, will wear or possess any part of the district's uniform or equipment without authorization by the Security Chief.</p> <p>No SSG will wear or display, while on duty, any article not approved by the Chief. Guards are to wear the issued security shirts and outerwear, along with denim, black, tan, gray or navy blue slacks and safety shoes as detailed in the current work contract.</p> <p>Appearance is crucial in presenting a professional demeanor. Clothes will be cleaned, wrinkle-free, well-fitting and in good repair. Shoes should be clean or polished. Personal hygiene and grooming will be maintained.</p> <p>SSG(s) issued a cellular phone are to have it on and in possession when on duty, and when directed, off duty. Any loss of uniforms or equipment, including keys and ID cards, is to be immediately reported to the Security Chief.</p> <p>SSGs may be financially responsible for loss or destruction of items.</p> <p>All issued clothing and equipment are to be returned to the Security Chief upon termination of employment.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>1.05 Training Purpose: To ensure that all SSGs are trained according to regulation and policy.</p> <p>The Pemberton Schools Security Department provides mandatory training that supports the job descriptions of staff. SSGs must complete new hire orientation training under the direction of Human Resources. Additionally, SSGs and security substitutes must be trained on security procedures, verbal de-escalation, physical restraint techniques, and emergency response. All SSGs will be certified in CPR/AED and any other training as directed. Successful completion of all training is required to maintain employment in the security department. Additionally, state mandated training is delivered via GCN on-line training. SSGs should be involved in identifying needed or desired training and present those suggestions to the Security Chief for consideration.</p> <p>1.06 Duty Time Records Purpose: To ensure SSGs properly document work and leave time in order to guarantee appropriate coverage and compensation.</p> <p>SSGs are required to report or request any absence through the district’s “AESOP” system. Those without computer access or those that may fall ill shortly before reporting time shall leave a voice message for the Security Chief on both office and cell phones. It is the responsibility of each SSG to obtain those numbers on the first day of employment.</p> <p>SSGs must sign in at their respective assignments daily. Any duties outside regularly scheduled duty will be paid via voucher. Vouchers must be filled out and submitted to the Security Chief as soon as possible.</p> <p>Leave time is granted in accordance with current contractual obligations. Proof of reason for leave may be required.</p> | |
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| <p>1.07 Radio Communications</p> <p>Purpose: To ensure that SSGs utilize two-way radios in a method that provides for clear, concise information exchange. To maintain district wide communication via base radios.</p> <p>“The use of plain language in emergency response is a matter of public safety, especially the safety of first responders and those affected by the incident. The ability of responders from different jurisdictions or disciplines to work together depends greatly on their ability to communicate with each other.” (NIMS Alert 002-06)</p> <p>All radio (and public address) communications are to use plain English. Personnel should be identified by name, title, current assignment or physical location.</p> <p>Example: “Parking lot to camera room. Could you check the monitors for a red vehicle behind the wood shop?” If communicating sensitive or confidential information, it is preferable to do so in person or via telephone, whenever feasible. Remember that people with scanners may hear your radio transmissions.</p> <p>Rules to remember:</p> <ul style="list-style-type: none"> • Make sure the channel is clear of other transmissions and organize your thoughts before transmitting. • Keep all transmissions brief and to the point. • Depress the microphone switch fully and wait a second before starting to speak. • Speak distinctly and pronounce words carefully. • Talk at a conversational level; do not shout (unless there is loud background noise). • Avoid uncivil, angry, abusive, derogatory, sarcastic or profane remarks. • Use official titles, units or locations to identify transmitter and receiver. <p>Base radios are maintained and monitored at the main office of each school, the Central Administration building, Browns Mills #1 building, the transportation office, and the Pemberton Police Department. Each radio shall always remain on the emergency channel (#1) and the volume kept at a level to ensure it can be heard by office personnel.</p> <p>Each month, a radio test is performed. Same will be conducted by the Systems Operator or designee, and responses or issues recorded. Any problems are to be relayed to the Security Chief.</p> | |
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| <p>1.08 Electronic Communication</p> <p>Purpose: To ensure that SSGs use email and computers in a method that provides effective communication and thorough reporting.</p> <p>SSGs are required to have an assigned email account.</p> <p>SSGs are expected to use their assigned email accounts daily to receive and deliver important work-related information consistent with the district’s Acceptable Use Policy. The district and the security department often send information or request information via email.</p> <p>SSGs are to reply immediately when such information is received.</p> <p>SSGs are encouraged to use email to communicate non-emergency information to the Chief, building administrators, and fellow SSGs.</p> <p>SSGs hired before the new requirements that are not computer literate are expected to seek instruction and training, formal or informal, to gain the ability to use email, create reports, and send both electronically.</p> <p>All reports are to be on the templates provided and sent electronically.</p> | |
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| <p>2.00 Detention of Persons</p> <p>Purpose: To ensure an understanding of the responsibilities and limitations of school security guards while detaining students in violation of the law or board policies.</p> <p>SSGs are not sworn law enforcement and have no more authority to arrest for violations of the law than an ordinary citizen. As a Pemberton District SSG, you are not authorized to detain anyone for violations of the law.</p> <p>Should you witness a crime, immediately notify the building administrator and ask for back-up by another SSG, if available. The principal, assistant principal, or Security Chief will determine if the police are to be notified in accordance with the Attorney General’s Directive and the current Memorandum of Understanding. Victims of a crime are permitted to file charges with the appropriate law enforcement authority.</p> <p>SSGs witnessing violations of school or board policies will inform the student or visitor and attempt to have them comply with policy. If that is unsuccessful, ask the violator to come to the administrator’s office. If the violator does not comply, continue to monitor their activities and keep others informed of the situation. In both situations a disciplinary referral and a Security Information Report (SIR) should be completed and submitted.</p> <p>If a student’s actions are such that they pose a danger to themselves, staff, or others, physical restraint may be used. Authorized restraint techniques are to be utilized when possible. When not possible due to violent circumstance, location or other factors, only the minimal amount of force to contain the situation is to be used. Prolonged restraint requires the submission of a Restraint Report to the building administrator. The administrator will review and forward the reports to the Director of Special Education and the Security Chief.</p> <p>SSGs are not permitted to use any device to aide in the detention or restraint of a student unless approved by the Director of Special Education and the Security Chief. (Refer to board policy.) The department trains SSGs in verbal de-escalation techniques and whenever possible those techniques are to be used to bring a situation under control. Hands-on control is used as a <u>last resort</u> in the above noted situations. A calm professional demeanor, fair and consistent treatment of students, and an established rapport are necessary to obtain compliance and should be a daily part of the SSGs comporment.</p> | |
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| <p>2.01 Recovered Evidence/Contraband/Property</p> <p>Purpose: To bring a basic understanding of due process and to ensure proper chain of custody.</p> <p>Any SSG who finds or recovers suspected controlled dangerous substances (CDS)₁ shall maintain custody by securing substance(s) in a lockable, inaccessible location, preferably a safe or specified file drawer until possession is turned over to the responding police officer. As per the Attorney General guidelines, all CDS possession requires a police response. (The only exception is a voluntary relinquishment in furtherance of substance abuse treatment. That action must be before any suspicion or action by staff.)</p> <p>1. "Controlled dangerous substance" means a drug, substance, or immediate precursor in Schedules I through V, any substance the distribution of which is specifically prohibited in N.J.S.2C:35-3, in section 3 of P.L.1997, c.194 (C.2C:35-5.2) or in section 5 of P.L.1997, c.194 (C.2C:35-5.3) and any drug or substance which, when ingested, is metabolized or otherwise becomes a controlled dangerous substance in the human body. When any statute refers to controlled dangerous substances, or to a specific controlled dangerous substance, it shall also be deemed to refer to any drug or substance which, when ingested, is metabolized or otherwise becomes a controlled dangerous substance or the specific controlled dangerous substance, and to any substance that is an immediate precursor of a controlled dangerous substance or the specific controlled dangerous substance. The term shall not include distilled spirits, wine, malt beverages, as those terms are defined or used in R.S.33:1-1 et seq., or tobacco and tobacco products. The term, wherever it appears in any law or administrative regulation of this State, shall include controlled substance analogs."</p> <p>The building administrator must be contacted first, then the police department or assigned SRO will be called. The item will be photographed and the photo included with the submitted report. Any subsequent disciplinary investigation must not interfere with any on-going police investigation.</p> <p>Any item taken from a student for a violation of policy will be documented, securely retained and disposed of consistent with policy and common sense.</p> <p>Any items used for a police investigation will be handled as noted above. Items such as hats, cell phones, etc. will be turned over to the building administrator for either return to the parent/guardian or destruction and disposal, as dictated by policy. Include in the Security Information Report the disposition of each item. If contraband is recovered/found but not associated with student discipline or police action, it will be thrown away. (Again, except for illicit substances.)</p> <p>Any item recovered that is not contraband (lost and found) will be retained for an established reasonable amount of time to give the rightful owner the opportunity to claim it. If of value, it must be secured. If unclaimed, it will be disposed of in a suitable manner which may include donation or destruction. (Care should be taken to ensure the donated items are not distributed in the district area. It may cause undue embarrassment for the recipient, or a confrontation by the rightful owner.)</p> <p>No SSG may achieve personal gain from the recovery or confiscation of any contraband or found item.</p> | |
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| <p>2.02 Report Preparation</p> <p>Purpose: To ensure that SSGs complete thorough, concise, accurate documentation of actions and situations.</p> <p>Any report or statement about a school-related incident will be written in a manner so that an uninvolved reader will readily understand details about who was involved, what happened, when and where it happened and why it happened. Reports are to be an objective collection of facts. SSGs should not include opinions, and statements are to reflect only what the writer knows first-hand. All SSG reports will be typed on the Security Information Report Form (SIR) and are submitted both electronically and via interoffice mail.</p> <p>If instructed to collect statements, ensure that they are legible and include all necessary information. Do not “coach” or tell witnesses what to write; merely ask open ended questions to get as much information as possible. For example: “What was the person wearing? What did they say exactly?” The writer will sign and date the end of the statement, leaving no space between the last punctuation and the beginning of the name. The SSG will draw a diagonal line from the end of the signature/date to the end of the paper and initial the end of that line. This is to prevent any additions to the statement. A supplemental statement can always be created, following the same procedure.</p> <p>Disciplinary write-ups may be hand- written or computer generated and will be legible on all copies. Copies are dispersed according to the notations on the form.</p> | |
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| <p>2.03 Surveillance Systems</p> <p>Purpose: To ensure that security staff understands the proper use and operation of surveillance systems used in the Pemberton School District.</p> <p>Camera systems are generally designed to serve as an investigative tool and as a limited deterrent. Cameras shall not be placed where people have an expectation of privacy. In limited situations, cameras may be used in such locations for investigative purposes, after proper authority for its use has been obtained. Only the Security Chief, or person designated by the chief, will conduct such investigations. The high school and middle school have a system of cameras designed to monitor student and visitor behavior in common areas. SSGs will monitor those cameras in accordance with the current schedule. No security staff should monitor a surveillance room for more than an hour at a time, as attention and observation skills will wane.</p> <p>In each camera room, a hard bound ledger will be maintained. In it, each SSG or visitor to the room will sign in/out. Additionally, all requests for security assistance, review of footage, camera inoperability or any information of importance will be documented.</p> <p>No unauthorized persons shall be permitted in the camera rooms, or to view captured footage. In general, security staff, police and administrators may view clips and cameras. All others require the permission of the Security Chief or Superintendent.</p> <p>The Pemberton Township Police Department shall have access to the camera system via a supervisor's patrol car to aid in emergency response.</p> <p>Please refer to operations manuals and hands on training provided by the Security Systems Operator for specific use of each system (ONSI at the HS, and Panasonic at the others.)</p> <p>Any video footage that is to be retained for disciplinary procedures will be copied to a suitable medium. One copy will be given to the administrator handling the discipline and one copy to the Security Chief. Copies are to be retained until the conclusion of any and all due process. If no procedures are on-going, same will be destroyed after 90 days, as per the district's solicitor.</p> <p>Any video retained for law enforcement purposes will copied to suitable medium. Two copies will be given to the Security Chief; one to be properly transferred to law enforcement and one retained in department files until the adjudication of the case.</p> <p>Cameras will be monitored from 7am to 4pm school days. Cameras record during the 24 hour period. Cameras and SMS programs will be checked the first work day of the week at each site. Check for camera operation, focused lenses, network connections and intercom operation. Notify the Systems Operator or Security Chief of any issues immediately.</p> | |
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| <p>2.04 Visitor Procedures</p> <p>Purpose: To ensure proper access control to district buildings, to document visitors and establish a district-wide procedure.</p> <p>The Pemberton School District recognizes the importance of guardian and community involvement, but must balance that with a safe and secure school environment. Visitors are encouraged to call the building administrator for an appointment. This will speed the entry process and ensure that the subject of the visit is available to meet.</p> <p>A bell and intercom system exists at each school, the Central Administration Building, and the Transportation Office. Most have a camera encompassed in the intercom system. When a visitor arrives, the bell and intercom should be easily visible with signs directing the visitor to ring the bell and await a response. Staff monitoring the door will:</p> <ul style="list-style-type: none"> • Check the camera monitor (either CCTV or desktop) to visually see who is at the door. • Depress the lighted button and ask the visitor for their name and the purpose of their visit. <i>“Hello. May I help you?”</i> • If satisfied with that exchange, the SSG will press the door release and direct the visitor to report to the main office. The SSG must watch the camera to ensure visitors come directly to office. • If the visitor is known, staff will sign the visitor in using the log book and provide a visitor badge. • If the visitor is unknown, the person must produce a photo ID. Only driver’s licenses, military ID, or other government issued ID cards are acceptable. The SSG will notate in the log that the ID was checked. Staff will sign the visitor in and provide the visitor with a badge. • If the person monitoring the door is not satisfied with the answers provided by the visitor, his or her demeanor, or notes suspicious activity, the monitor must contact the building administrator to handle the situation. Do not admit such persons into the building. • Once a visitor is in the office, have staff escort the visitor to the meeting place. At no time should any employee hand out floor plans to buildings. • Call the visitor’s desired destination to ascertain if they are welcome at this time. • Persons encountered in the school without a visible district ID card or visitor badge should be “greeted” and asked to produce the badge and/or the purpose of the visit. Offer to escort or give clear direction to the desired location. In HS and MS, inform the camera room. • Persons picking up students will be verified as authorized via the Genesis system and/or emergency cards. Persons not authorized will be referred to the building administrator. <p>**Report non-compliant or suspicious persons to the main office/administrator or security command immediately. **</p> | |
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| <p>2.04 Visitor Procedures (Continued)</p> <p>**Schools with the Visitor Pass System (T-Pass) shall follow the below directions for entry.</p> <ul style="list-style-type: none"> • Once at the system, visitors will have picture taken via web-cam for inclusion in the database. Picture need only be taken once. • The ID card (driver’s license or military identification) will be scanned into the system. • This system automatically flags registered sex offenders. A “VOID” message will appear on screen. Contact a building administrator (or Security Chief if no administrator is present) and ask the visitor to wait. Merely tell the visitor there is a problem with the system. Do not alert them to the “hit” on their information. Administrators should glean information from the visitor to confirm that the “hit” is in fact the person present. If the person is a registered sex offender, that person should be told of the restrictions that will be imposed, i.e. a meeting will have an observer, they will be escorted for the duration of their visit or they will be denied entry and other arrangements will be made. • Visitors who are not flagged will have a pass label printed-out which will include their picture, name, date and destination. • Instruct the visitor to wear the pass in a visible place at all times in the building and to sign out when the visit is complete. • In the event of an emergency evacuation, a report indicating visitors to the building will be printed and taken to the building administrator at the outside assembly point. | |
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| <p>2.05 Camera Room & Camera Alarm Procedures</p> <p>Purpose: To detail the proper response to camera alerts in each building and to ensure operability of equipment.</p> <p>If a door is opened without proper authorization, an audible alarm will sound and a camera facing that door will appear on the monitor. Immediately check the monitor to ascertain if it is a student, staff, or unauthorized visitor. If unknown, alert the proper personnel – main office, security, and/or police.</p> <p>Every 20 -30 minutes, clear the alarms list on the activities log of the program. Enter status and your initials in the field provided.</p> <p>School offices are outfitted with “panic buttons” to alert security staff to an immediate threat to safety. Security monitoring cameras will check the camera and call 9-1-1 if students or staff is in jeopardy. If the situation cannot be determined visually, call that office. If no answer, call 9-1-1. Advise the dispatch of the name of the building, its street address and specific location in the building of the trouble and that a panic alarm was activated. Give as much information as possible, utilizing the cameras and any reports from others in the area. Ask for another SSG to come to the camera room to assist. If the problem requires police contact, notify the “sister” school in the campus area of the event and have that school take necessary precautions. If an armed intruder is known to be the reason for the panic alert, a lockdown will be called and any district buildings in the area will lockdown.</p> <p>For specific emergency actions refer to the District Emergency Plan available on-line or in hard copy in the main office.</p> <p>The Systems Operator will check the Access Control System daily for unauthorized activity and investigate any incidents that warrant attention.</p> <p>At the beginning of each day, the Systems Operator or High School/Middle School camera room SSGs will review a random camera/time video clip to check for unusual activity and to confirm that the surveillance system operated properly during the night.</p> | |
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| <p>2.06 Building Access/ Security</p> <p>Purpose: To maintain the access control system and ensure properly secured buildings in the district.</p> <p>At no time shall doors be propped open. It not only allows for unauthorized entry, it also disrupts the security system.</p> <p>Do Not open doors for unknown person(s).</p> <p>Hall gates should be engaged after the late buses depart for the day.</p> <p>Night custodians, second shift SSGs and SSGs working special events should be alert for unlocked interior doors and suspicious packages. <i>*Suspicious packages should not be disturbed. Notify a supervisor immediately and secure the area.*</i></p> <p>Upon initially arriving for duty, SSGs will check the building and grounds for any damage or suspicious packages.</p> <p>Staff in the HS & MS will notify the camera room for all security related matters. Incidents and requests will be noted in the log.</p> <p>Outside groups utilizing school buildings after normal hours may be required to have school security on site, as determined by the Facilities Use Committee.</p> <p>All deliveries must first report to the main office to sign in. Drivers may then move to a location better suited to off-load any delivery.</p> | |
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| <p>2.07 Missing Student/Staff Purpose: To delineate a coordinated and effective response to missing persons on district property. If a child is reported missing from school:</p> <p>If the situation is a possible abduction, or involves a child with special needs, call the police department FIRST.</p> <ul style="list-style-type: none"> • Check with the office to determine if the child was signed out. • Obtain as much information as possible; which door was used to exit, clothing worn etc. • Contact the middle school command center so they can review exterior cameras. • Notify the building administrator and the Security Chief. • Remind the administrator to make a PA announcement calling for the child. • Pull the child’s photo and guardian information from Genesis. • Print a copy of the child’s schedule, and interview teachers/staff working back from the current point in the schedule. • Check exterior areas such as playgrounds and ball fields. • Contact the bus garage (transportation see below). • Contact guardians. <p>If a child is reported missing from bus/bus stop:</p> <ul style="list-style-type: none"> • Contact the transportation office. • The Office will radio every driver to confirm the child is not on any district bus. The Office should utilize a check off list to ensure all buses are contacted. • All must take care that radio transmissions are not overheard by parents or other students so as not to create unnecessary alarm. • Ask children on the assigned bus for any information regarding the whereabouts of the missing student. Do not <i>offer</i> information, <i>ask</i> for information. • Seating charts are required for each bus, every day, to allow for ease of response whether regular driver or a substitute. Photos of students are included in route sheets. <p>Missing Staff:</p> <p>If a staff member has not arrived at work and has not been heard from to request a day off (confirm with HR), call the staff member’s home. If there is no answer, contact the Security Chief. The Chief will contact the local jurisdiction or go to the staff member’s house to check on their well-being. If a staff member signed in for work and cannot be located during the work day, check obvious locations first: office, main office, nurse, bathroom, break room. Check the parking lot for their vehicle. Vehicle lists and permits are kept via database at each school and in the Security Chief’s office. If the vehicle is in the lot, check the interior. If the staff member is still not located, call the Security Chief.</p> | |
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| <p>2.08 Use of Metal Detectors</p> <p>Purpose: To guarantee that metal detection is used appropriately and effectively by staff.</p> <p>The Pemberton School District has at its disposal both hand held and portable walk-through metal detectors. The detectors may be used to investigate a specific incident, or for random checks. These tools are used at the direction of building administrators and the Security Chief.</p> <p>To properly use the walk-through metal detector:</p> <ul style="list-style-type: none"> • Set up in area that allows ample room to form a queue and observe the people in that queue. • Have table and bins for people to put exterior clothes and other belongings on/in before moving through the machine. • If alarm activates, have person turn pockets inside out, remove hat or any obvious metal (belts; large jewelry) and shoes and return through the machine. Check the items removed for contraband. • If alarm still sounds, use the hand-held to pinpoint the source of the alarm. • If the alarm still activates, obtain their name and have an administrator take over. • If a visitor, do not allow entry if source of alarm cannot be determined. <p>Under no circumstances will clothing be removed to determine source of alarm (except outer wear and shoes). If a weapon is suspected, the principal/administrator may conduct a pat down for weapons or ask the SRO or local police to conduct the pat down for articulable safety reasons.</p> <p>To properly use a hand-held detector:</p> <ul style="list-style-type: none"> • Hold the device 2 to 3 inches from the subject. • Start at the top of the head and work down. (Weapons can be concealed in mouths.) Outline the body, including under arms, on one side. Repeat on the other side. Pass the wand over the front and back of the person. <p>Be systematic and take your time. SSGs are responsible for the portable walk-throughs being properly charged and ready for deployment, and for batteries in the hand-held wands.</p> <p>If searching a backpack, pocketbook or other tote, first ask the owner if the property belongs to them. Ask if there are any objects that are sharp or pointy that may hurt you. Check the outside pockets and work in.</p> <p>In any search, do not allow people to distract you. Wear gloves, have a staff witness, and give clear direction.</p> <p>If a school is conducting a random check, have passes for students who may be late as a result of the process.</p> | |
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| <p>2.09 Threat Assessment Procedure</p> <p>Purpose: To provide a comprehensive, multidimensional system approach to assist schools in addressing students who may pose a threat for committing acts of violence and to provide these students with options for intervention.</p> <p>Potential Team Members</p> <table border="0"> <tr> <td>Administrator</td> <td>Teacher</td> </tr> <tr> <td>Guidance Counselor (not the student's assigned counselor)</td> <td></td> </tr> <tr> <td>Security</td> <td>Child Study</td> </tr> <tr> <td>Police Department</td> <td>Outside agency (DCF, Drenk, etc)</td> </tr> </table> <p>Intake/Screening</p> <p>Principal conducts screening using Initial Intake and Screening report. Incident may end at this level or continue to Level I.</p> <p>Level I</p> <p>A Level I Threat Assessment is initiated at the school level by at least <i>two</i> team members. This screening is recommended for investigation and documentation of concerns about dangerous student activities, behaviors, ideation, and/or statements. A direct threat does not have to be clearly indicated. Use this screening to address concerns and document their review of potential danger or safety issues, even if dismissed as minor or unlikely. The annex contains documents to be utilized in the Level I Threat Assessment.</p> <p style="text-align: center;">When to Conduct a Level I Threat Assessment</p> <p>The following is a non-exhaustive list of situations in which a school administrator should consider convening a school team to conduct a Level I Threat Assessment:</p> <ul style="list-style-type: none"> • When a student is arrested for weapons possession, assault, menacing or harassment, at school or in the community. • When a student brings or has a weapon at school. • When information is received that a student may be planning to attack one or more students or staff members at school. • When a student has directly threatened another student or staff member or has a targeted list. • When a physical attack by a student did or could have resulted in serious injury to another student or staff member. • When a student displays an escalating pattern of aggressive/violent behavior. • When students or staff members report being fearful of a particular student. • When a student displays a high level of anger clearly inappropriate to a given provocation or event. • When a student expresses violent ideation in speech, writing, music, or artwork. <p>When a student justifies the use of his own aggression or violence to solve a problem.</p> | | Administrator | Teacher | Guidance Counselor (not the student's assigned counselor) | | Security | Child Study | Police Department | Outside agency (DCF, Drenk, etc) |
| Administrator | Teacher | | | | | | | | |
| Guidance Counselor (not the student's assigned counselor) | | | | | | | | | |
| Security | Child Study | | | | | | | | |
| Police Department | Outside agency (DCF, Drenk, etc) | | | | | | | | |
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| <p>2.09 Threat Assessment Procedure (Continued)</p> <p>Level I Procedure</p> <ul style="list-style-type: none"> • Parent/Guardian (if circumstances dictate) and Teacher/Staff questionnaires will be completed before the screening meeting is held. Guardians will be notified that a screening is being conducted. It will be the determination of the site team participants to determine if participation by the guardian would compromise the process. Please notify the Security Chief or Superintendent if the parent is <u>not</u> being notified. • Document risk factors and student management needs and create a Student Supervision Plan. The case is tracked by the School Administrator. A copy of the completed Level 1 Threat Assessment is to be forwarded to the Security Chief. Law enforcement will pursue any criminal investigation, if appropriate. • If a particular target has been identified, notify them or their guardian and document steps taken to protect the target. • If the school site team determines that further assessment is necessary, the building administrator will contact the Security Chief to begin a Level II Assessment. <p>Level II Screening</p> <ul style="list-style-type: none"> • The Security Chief shall assemble a team consisting of a guidance counselor or school psychologist, Central Office Administrator, teacher and any appropriate outside agency representative. • The team will review the case to date and make any additional inquiries. • A draft conclusion will be sent to the building administrator for comment. • One copy of the final assessment documents will be placed in a sealed envelope marked “confidential” and placed in the student’s file; one working copy will remain with the building administrator to ensure interventions are successfully completed; one copy will be kept at the district level with the Security Chief. <p>Any dating violence should be handled in accordance with policy 5131.2 which includes directions and report templates.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures for the Security Department. This Unit is confidential. | |
| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>2.10 Field Trips</p> <p>Purpose: To ensure that students and staff are safe and have a procedure in case of an emergency while on a field trip.</p> <ul style="list-style-type: none"> • Board approval is needed for all field trips. • Obtain a sufficient number of chaperones: approximately 1 chaperone for every 7- 8 children is a manageable span of control. • Take frequent head-counts of student and adults. • The building administrator shall have a list of all attending the trip. • Make sure any medical necessities are provided for to include ensuring an EPI- pen and AED are available if needed. • At least one certified staff member shall have a cell phone and charger and provide that number to the building administrator. • Chaperones shall wear the provided chaperone ID cards during the trip and return same to the school at the end of the trip. • As with any emergency, call 9-1-1. If able, call the building administrator to inform of the emergency. • For any other situation that requires advice or assistance, call the transportation office, the school or if after 5 pm the night security staff at 609-284-7339 or x 2221. If no response, call the building principal at home, or the Security Chief at 609-217-8745. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures for the Security Department. This Unit is confidential. | |
| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>2.11 Crossing Guards</p> <p>Purpose: Outline the duties and procedures for crossing guard assignments.</p> <ul style="list-style-type: none"> • To assist children with safe crossing of the street at assigned times and locations. • To instruct children in safe walking, bike riding, and street crossing. • SSGs, when assigned to crossing guard duty, must wear provided traffic vest or raincoat and use the provided “STOP” paddle. • SSGs must demonstrate clear communication skills, and have no abnormalities in vision or hearing. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| Section # 2.40 | Section Title: (CONFIDENTIAL) SECURITY STANDARD OPERATING PROCEDURES |
| <p>2.12 POST ORDERS</p> <p>Purpose: The following are lists and general descriptions of duties that are expected to be performed daily by SSGs during normal situations:</p> <p>Camera Room/Main Office: SSGs will be diligent in watching the surveillance cameras. Any large gathering of people, suspicious people, packages or activities will be immediately reported to other SSGs via radio and/or the building administrator. The camera room/main office is the “dispatch” location for security issues. Calls for assistance will be handled by the camera room and noted in the log*. In the high school and middle school, the camera room may not be left unattended during school hours. At the elementary schools, SSGs may leave the camera monitor area to investigate any noted activity. The log will include date, time, description of incident or call, caller’s name and number and who is handling the issue. The person making the entry will initial immediately after the entry. Subsequent entries related to an incident will be referred to by date and time.</p> <p>Front Entry SSGs at the high school and middle school are responsible for the proper administration of the T-Pass System. (See 2.06) SSGs at the elementary schools will staff the front door and sign in/out visitors at specific times of day determined by the building administrator and Security Chief.</p> <p>Perimeter SSGs will periodically check, either on foot or in provided golf cart, the exterior of the building, and all school grounds paying particular attention to the parking lot and the cars therein and any occupants.</p> <p>Interior SSGs will, when not assigned to above duties, patrol the halls and other common areas enforcing school and board policy. They will check interior and exterior doors (including lockers) to make sure they are closed and locked. Emphasis will be on keeping students on schedule and in their assigned location, interrupting disputes before they become physical, and intervening in physical altercations as trained. Additionally, SSGs will respond to requests for assistance either directly from staff or via the camera “dispatch” room.</p> <p>Crossing Guard Duty SSGs must hold a certificate indicating completion of a N.J. Crossing Guard course in accordance with NJSA 40A:9-154.1, or if retired military or law enforcement, obtained Manual Direction of Traffic instruction, (http://www.njcrossingguards.org/wp-content/uploads/2014/08/NJ-Crossing-Guard-Training-Manual_Web-Destinations1.pdf) SSGs may be assigned to crossing guard posts in front of “walking” schools. See policy 2.11 for specifics.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures concerning Harassment, Intimidation and Bullying. | |
| Section # 2.41 | Section Title: Harassment, Intimidation and Bullying. |
| <p>A. Policy Statement (Pemberton Township Board of Education, District Policy 5512)</p> <p>The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.</p> <p>For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.</p> <p>B. Harassment, Intimidation, and Bullying Definitions</p> <p>“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:</p> <ol style="list-style-type: none"> 1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; 2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3; 3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that <ol style="list-style-type: none"> a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures concerning Harassment, Intimidation and Bullying. | |
| Section # 2.41 | Section Title: Harassment, Intimidation and Bullying. |
| <p style="padding-left: 40px;">b. Has the effect of insulting or demeaning any student or group of students; or</p> <p style="padding-left: 40px;">c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.</p> <p>C. Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).</p> <p>D. “Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.</p> <p>E. Investigation</p> <p>The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal’s designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.</p> <p>F. Target/Victim Support</p> <p>Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student’s perception of safety.</p> <p>Sufficient safety measures should be undertaken to ensure the victims’ physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.</p> <p>Examples of support for student victims of harassment, intimidation, and bullying include:</p> <ol style="list-style-type: none"> 1. Teacher aides; 2. Hallway and playground monitors; | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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| <p>3. Partnering with a school leader;</p> <p>4. Provision of an adult mentor;</p> <p>5. Assignment of an adult “shadow” to help protect the student;</p> <p>6. Seating changes;</p> <p>7. Schedule changes;</p> <p>8. School transfers;</p> <p>9. Before- and after-school supervision;</p> <p>10. School transportation supervision;</p> <p>11. Counseling; and</p> <p>12. Treatment or therapy.</p> <p>G. In accordance with the provisions of N.J.S.A. 18A:37 the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.</p> <p>H. Reports to Law Enforcement</p> <p>Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Standard Operating Procedures concerning Gangs. | |
| Section # 2.42 | Section Title: Gang Policy |
| <p>A. Policy Statement (Pemberton Township Board of Education, District Policy 5615)</p> <p>Persons who initiate, advocate, or promote activities, openly or otherwise, that threaten the safety or well-being of persons or property, that disrupts the school environment and/or are harmful to the education program will be dealt with as if they committed an offense of the most serious category.</p> <p>The use of hand signals, written or oral comments, stances, stares, graffiti or the presence or use of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with a gang or group, real or implied, present a clear and present danger to the school environment, its staff and students, and the educational objectives of the community and State and is strictly prohibited. Any incident involving initiations, intimidation and/or related activity of such gang's affiliates will hereby be considered actions which present the danger or likelihood of bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students or staff is strictly prohibited.</p> <p>B. The Board of Education prohibits the following on school property, including buildings, grounds and/or vehicles, whether owned or leased by the district, or at school related functions, and off school property if it involves intimidation or an attack on another student in the district:</p> <ol style="list-style-type: none"> 1. Initiating, advocating, or promoting a gang or any gang-related activities; 2. Wearing, carrying, distributing, displaying gang/group paraphernalia; 3. Exhibiting behavior or gestures which symbolize gang/group membership; 4. Tagging or defacing school property with gang names, slogans and/or insignias; 5. Conducting gang initiations; 6. Threatening another person with bodily injury and/or inflicting bodily injury on another person in connection with a gang or gang-related activity; 7. Inciting, soliciting, or recruiting others for gang membership or gang-related activities; 8. Aiding or abetting any of the above activities by one's presence or support; and/or 9. Causing and/or participating in activities which intimidate or affect the attendance or sense of personal safety or well-being of another student or staff member. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains the Standard Operating Procedures concerning Gangs.

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| Section # 2.42 | Section Title: Gang Policy |
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D. Any student who is determined 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 policy outlined 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.

E. School Security Guards have received training in Gang Awareness tactics and are specifically trained to look for specific indicators which assist in the identifying of potential gang activities. The activities include, but are not limited to the following:

1. Specific Colors / clothing
2. Personally associating with other known gang members
3. Specific handshakes and hand signals
4. The posting of tags /graffiti of gang related symbols
5. Gang related tattoos
6. Statements made by other gang members or associates
7. Information received from Law Enforcement
8. Social media postings

F. While any of these indicators by themselves do not specifically indicate gang-related activities, each case is judged on the totality of the factors before making a determination that a student is involved in a gang.

G. Any student who is determined to have engaged in any of the above is subject to having a notification letter sent to his/her parent or guardian. This letter will advise the parent or guardian that the student has been observed exhibiting behaviors that the school district deems associated with gang activity. This letter will be issued by the Chief of Security, based on the observations and notification from the School Security Guards at the schools.

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Disaster Recovery Plan for the District’s Information Technology. | |
| Section # 2.43 | Section Title: Information Technology Security – Disaster Recovery Plan |
| <p>Objectives Our objective is to construct and document a logical disaster recovery plan (DRP) that is understood by key computer service personnel in Pemberton Township Schools if an unforeseen technology catastrophe occurs. This includes but not limited to flood, fire, tornado, electrical storms, terrorism, electrical, and equipment failure. Recovering effectively and quickly is essential to the effectiveness of this plan. Further objectives are as follows:</p> <ul style="list-style-type: none"> • Ensure full understanding of key personnel duties when DRP is implemented • Ensure operational policies of this plan is followed • Ensure contact information is current for effective implementation. <p>Backup Solution Pemberton Township Schools utilizes CommVault Simpana 9 for a complete backup solution. CommVault Simpana 9 protects data and information assets wherever they reside; physical, virtual, and in the cloud. We start with deploying backup agents remotely as new servers come into inventory. Agents are then assigned storage policies and backups start with our backup strategy schedule.</p> <p>Furthermore, we run scripts from VMware that creates a backup to our additional hot site located at Denbo Elementary School. All backups are then sent to drives and tape for redundancy. Our backup drives are located and Pemberton Township High School and tapes are located at our Brotherhood Administration Building.</p> <p>Backup Strategy BACKUP STRATEGY for Brotherhood-Personnel Server <i>Daily</i> Daily backups transpire Monday through Thursday with full backups on Friday at our hot site located at Pemberton Township High School and the Brotherhood Administration Building. Our backups start at 6:00 pm after normal operation hours. In an event that backups do not start at 6:00 pm, jobs will be restarted automatically at a later time. <i>Weekly</i> Weekly backups transpire running scripts with VMware to back-up at our hot site located at Pemberton Township High School and Denbo Elementary School.</p> | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains the Disaster Recovery Plan for the District's Information Technology.

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| Section # 2.43 | Section Title: Information Technology Security – Disaster Recovery Plan |
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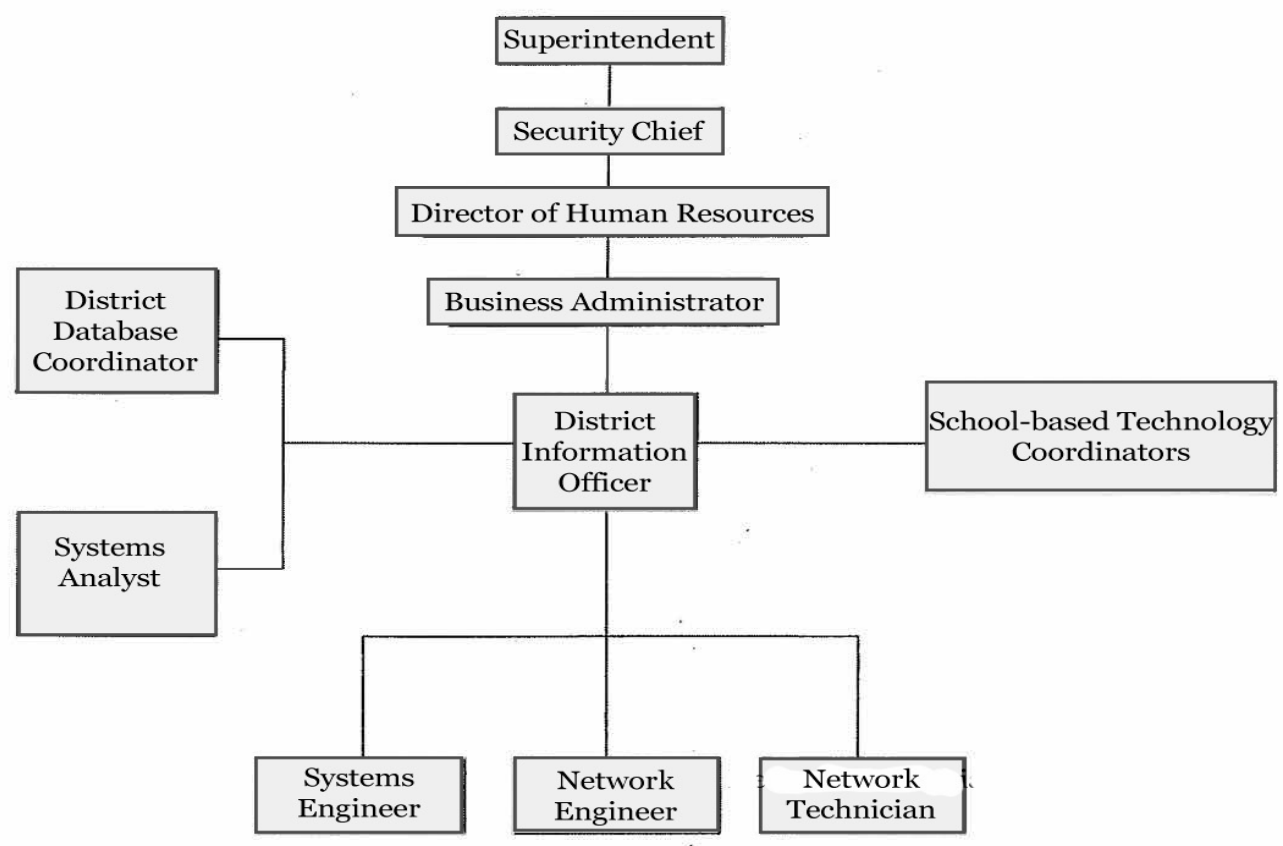
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| Brotherhood-Personnel {Fortis} Server Information | |
| SERVER | Location: Brotherhood Administration Building Server Model: Dell Power Edge R61D Operating System: Windows Server 2008 R2 CPUs: 2 Intel Xeon 2.66 Ghz Memory: 4Gb Total Disk: 408 Gb Service Tag#: 7TSGXQ1 DNS Entry: Brotherhood-Personnel.pemberton.k12.nj.us IP Address: 172.16.12.13 |
| HOT SITE | Pemberton Township High School 148 Arney's Mount Road Pemberton, NJ 08068 Brotherhood Administration Building One Egbert St. Pemberton, NJ 08068_ Denbo Elementary School 1 Learning Way Browns Mills, NJ 08015 |
| APPLICATIONS | Fortis Scan Station |
| KEY CONTACTS | Jay Shore Fortis (MTS Software Solutions) 225 Executive Drive, Suite 4 Moorestown, NJ 08057 |
| Hardware Vendor | Dell |
| Software Vendors | MTS Software Solutions |

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| Unit Introduction: This Unit contains the Disaster Recovery Plan for the District's Information Technology. | |

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| Section # 2.43 | Section Title: Information Technology Security – Disaster Recovery Plan |
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Notification Calling Tree



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Unit Introduction: This Unit contains the Disaster Recovery Plan for the District’s Information Technology.

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| Section # 2.43 | Section Title: Information Technology Security – Disaster Recovery Plan |
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Key Personnel Contact Information

| Name, Title | Contact Option | Contact Number |
|---|----------------|------------------------|
| Director of Technology Scott Scott | Work | 609-893-8141 ext. 2030 |
| | Cell | 609-517-1959 |
| | E-mail | sscott@pemb.org |
| District Information and Technology Coordinator Michael Procopio | Work | 609-893-8141 ext.1337 |
| | Cell | 856-520-5172 |
| | E-mail | mprocopio@pemb.org |
| Systems Engineer- Harold Jones | Work | 609-893-8141 ext. 2034 |
| | Cell | 609-294-7498 |
| | E-mail | hjones@pemb.org |
| District Database Coordinator Kat Horton | Work | 609-893-8141 ext. 2029 |
| | Alternate | 609-893-8141 ext. 2017 |
| | E-mail | khorton@pemb.org |
| Systems Analyst - Fonnie Reagan | Work | 609-893-8141 ext. 2006 |
| | Alternate | 609-893-8141 ext. 2017 |
| | E-mail | freagan@pemb.org |
| Computer Services Secretary – Natalie Garwood | Work | 609-893-8141 ext. 2017 |
| | Cell | 609-780-0717 |
| | E-mail | ngarwood@pemb.org |
| Network Specialist- | Work | |
| | Cell | |
| | E-Mail | |

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Unit Introduction: This Unit contains the Disaster Recovery Plan for the District's Information Technology.

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| Section # 2.43 | Section Title: Information Technology Security – Disaster Recovery Plan |
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Damage Assessment Form

| Server Affected | Description of Problem | Extent of Damage |
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Disaster Recovery Event Recording Form

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| Description of Disaster: |
| Commencement Date: |
| Date/Time DR Team Mobilized: |

| Activities Undertaken by DR Team | Date and Time | Outcome | Follow-on Action Required |
|----------------------------------|---------------|---------|---------------------------|
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| Disaster Team’s Work Completed (Date): |
| Event Log Passed to Business Recovery Team (Date): |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>OVERVIEW</p> <ul style="list-style-type: none"> • The Incident Command System (ICS) is a method of managing both emergency and non-emergency situations. ICS can be used to for both small and large scale situations. • The system sets up a structure of management in which the incident will be handled. The person in-charge of the entire operation is called the "Incident Commander." • The Incident Commander can designate additional supervisory personnel to oversee specific job functions as he deems necessary. • The ideal number of persons that any one person should supervise is three to seven. This is called the Span of Control. • When the number of functions exceeds the span of control, the Incident Commander should consider expanding the management team. • The Incident Command System is based on five major activities or actions that must be performed during a situation. Persons designated to supervise the functions are called "Officers." The five areas are: <ol style="list-style-type: none"> 1. Command 2. Operations 3. Planning 4. Logistics 5. Finance / Administration • As the needs of the situation warrant, the Incident Commander will assign additional personnel to fill these positions. • It's important to recognize that many smaller scale situations can be effectively managed by the Incident Commander alone, or with the help of one or two additional Officers. It is not necessary to fill all positions on every incident. • The Incident Commander may also assign persons to perform as the Safety Officer, Information Officer, and Liaison Officer, all of whom will report directly to him. | |
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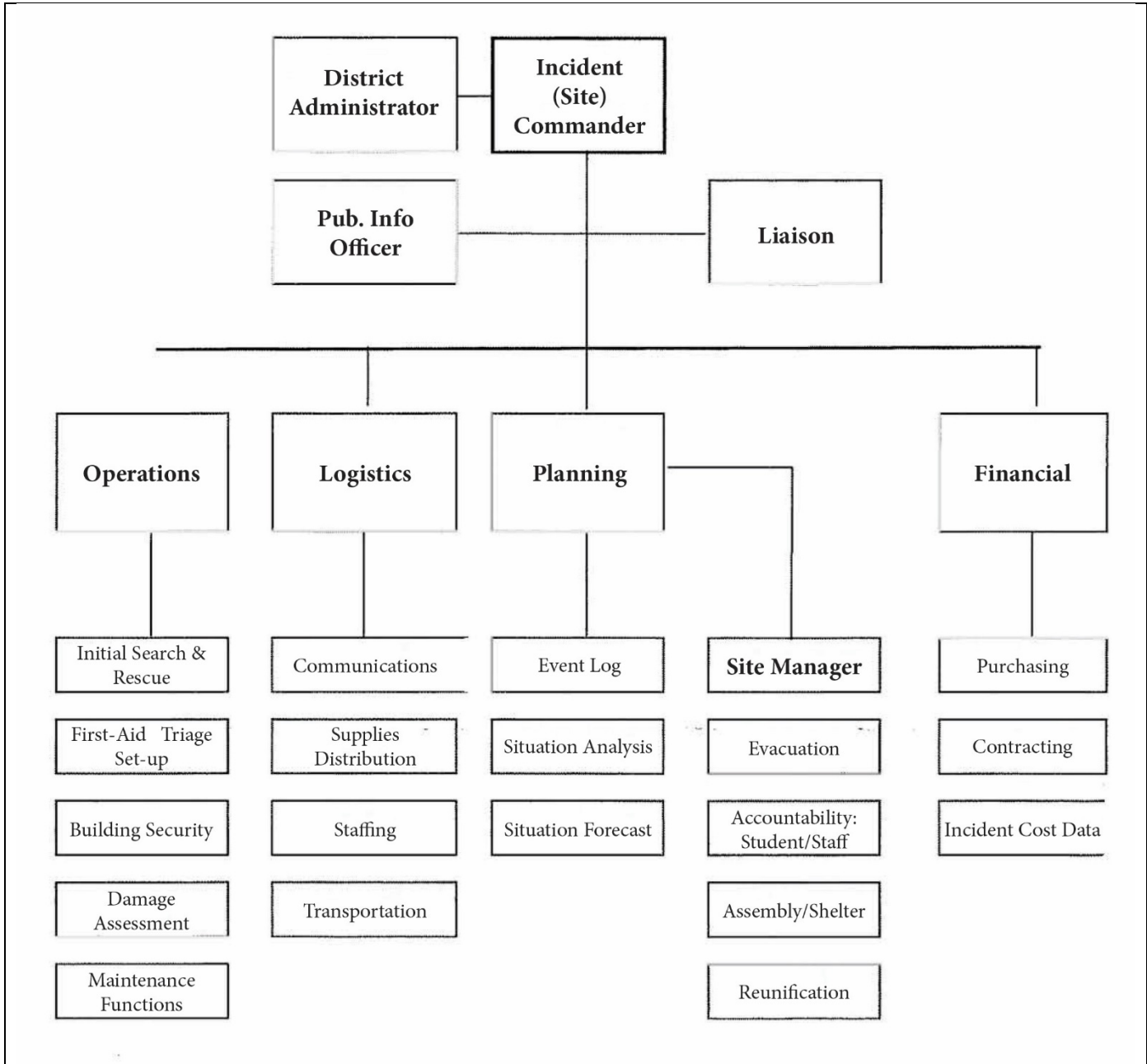
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>INCIDENT COMMAND WHEN OUTSIDE AGENCIES ARE INVOLVED</p> <ul style="list-style-type: none"> • When more than one agency is involved, the agency having jurisdiction of the event will be responsible for running the Incident Command System. • During such events, a representative from each agency involved will coordinate with the Incident Commander. When this occurs, it is called a "Unified Command." • During events when the district is not the authority having jurisdiction, we can still use our own ICS internally to deal with our responsibilities. In this case, all actions by the district would be relayed to the District. • Representative at the Incident Command Post, who will coordinate with the Incident Commander. <p>IMPLEMENTATION OF ICS FOR DISTRICT EMERGENCIES</p> <ul style="list-style-type: none"> • The Superintendent will be the point of contact for all emergencies or requests which impact the district. If unavailable, the next highest ranking administrator will be notified. This includes all requests for use of district facilities or equipment by local emergency services. • The District Administrative Chain-of-Command for the purpose of emergency notification and response shall be as follows: <ul style="list-style-type: none"> 1) Superintendent 2) Business Administrator 3) Director of Human Resources • An Administrator must be designated for all emergencies with impact on the district buildings, or any district operation, regardless of size. • District employees shall not respond to requests by outside agencies without being instructed to do so by the highest ranking administrator available. | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>STANDARD RESPONSE MEASURES FOR A DISTRICT EMERGENCY</p> <ul style="list-style-type: none"> • If a district building or property is the source of the incident: Incident (Site) Command will initially be by the Building Principal or designated alternate. In the case of a potentially serious or long-term emergency, a District Administrator or Supervisor may assume Command of the site, which will allow the Principal to handle emergency measures impacting his/her students and staff. • Responsibilities of the Site Commander: The Site Commander will be responsible for steps or actions that need to be taken at the site to control the situation. On-Site operations such as evacuation, relocation, first-aid, security, building or incident stabilization, and planning of site recovery actions, are typical measures that he/she may oversee. Additionally, this person will be responsible for coordinating with emergency services using the Incident Command System. • District Command Post will be established at the Brotherhood District Office. The post will be manned by the highest ranking administrator available. The purpose of the District Command Post will be to communicate with Administration, BOE, students, staff, parents, and the general public as necessary. The District Command Post will also oversee long-range planning and decision making for non-site related issues. • If a district building, or activity is affected by an outside source of an emergency: (Severe Storm, Public Evacuation, Chemical Leak or Fire: <ol style="list-style-type: none"> 1. A District Command Post will be established at Brotherhood or the Middle school or high school security command centers if needed. 2. A District Liaison will be assigned to the Emergency Services Command Post if requested by the Emergency Management Coordinator. The Liaison will be appointed by the highest ranking Administrator. Actions will be coordinated between the Liaison and the Administrator as the situation warrants. 3. In accordance with the ICS, and as requested by local emergency services, only one district employee will be assigned to the Incident Command Post. | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

Unit # 2 **Unit Title: PROCEDURES AND PROTOCOLS**

Unit Introduction: This Unit contains an overview of the Incident Command System.

Section # 2.44 **Section Title: Incident Command System**



In the above example of a district ICS structure, an officer has been added that is entitled "Site Manager." Should the situation be of a larger nature, district administrators will be available to take command of the incident, and allow the Principal to oversee those activities that directly involve his/her students and staff. This will be the role of the Site Manager.

Revision Date: 04/01/18

Pemberton Township School District Emergency Plan

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>DUTIES OF THE "CAMPUS COMMANDER" Radio Identifier: "Command"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Evaluates situation and takes immediate action to protect students and staff, and when safely possible, mitigate hazard. • Insures the procedures outlined in the District Emergency Plan are implemented as deemed necessary. • Insures that initial notifications to emergency services and the district administration are completed. • Develops a strategy for implementing the plan to handle the incident. • Manages the overall response and handling of the incident with the assistance of the District Supervisor when deemed necessary. • Works closely with emergency service organizations to coordinate the response. • Documents the details of the incident. • Delegates authority-in accordance with the Incident Command System. • Makes sure incident is being handled in a safe manner. <p>DUTIES OF THE DISTRICT SUPERVISOR Reports to the Campus Commander Radio Identifier: "District Supervisor"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Assists Campus Command with high level decision-making. • Works with the Public Information Officer to disseminate information to students, staff, and the public. • Keeps Board of Education representative(s) informed. | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>DUTIES OF THE PUBLIC INFORMATION OFFICER Reports to the Campus Commander Radio Identifier: "PIO"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Meets with Command and/or Superintendent to learn the facts and status of the incident. • Prepares statements to be disseminated to the general public and the media. • Designates a press release area away from the scene where media will be updated on the status of the incident. • When possible, uses High School Television Network to disseminate information to the public. • Responsible for insuring that all information that is released to the public is by those persons who have been authorized. <p>DUTIES OF THE LIAISON OFFICER Reports to the Campus Commander Radio Identifier: "Liaison"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Acts as the district intermediate contact for representatives from other agencies and organizations. • Insures that actions performed by the district do not interfere with those of other agencies • Insures that actions performed by outside agencies do not have a negative impact on district actions or property. <p>DUTIES OF THE LOGISTICS OFFICER Reports to the Campus Commander Radio Identifier: "Logistics"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Provision of Communication Equipment for Incident • Coordinate Food Provisions for Evacuated Students and Staff • Provision of Supplies for Maintenance or Clean-up Purposes • Assemble Available Personnel for Assignments as Requested | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>DUTIES OF THE OPERATIONS OFFICER Reports to the Campus Commander Radio Identifier: "Operations"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Coordinate Initial Search & Rescue <ul style="list-style-type: none"> - Performed by custodial personnel - Head Custodian should supervise • Coordinate Initial Medical Treatment <ul style="list-style-type: none"> - Performed by School Nurse - Can be assisted by neighboring School Nurse(s) • Set-up a designated Triage Area <ul style="list-style-type: none"> - Considerations for Triage Area: <ul style="list-style-type: none"> - Close to location of victims, but a safe distance away from hazard - Away from incoming emergency vehicles • Maintain Security to District Property and Personal Belongings <ul style="list-style-type: none"> - Custodians, Maintenance, Security Monitors, or other staff - Contact Campus Command for manpower needs - Need to protect against theft when occupants re-enter building - Fire Police may be able to assist with this function if available • Assess damage to building or property • Coordinate maintenance & repair to district facilities • Coordinate with incoming outside resources • Coordinate other duties as deemed necessary at the site of the Emergency <p>DUTIES OF THE PLANNING OFFICER Reports to the Campus Commander Radio Identifier: "Planning"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Develops the action plan to complete the task • Collects Information on the current status • Forecasts future developments and needs • Documents the Incident | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>DUTIES OF THE FINANCE OFFICER Reports to the Campus Commander Radio Identifier (if assigned): "Finance"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Locates and Purchases Materials Required by the Incident • Locates and Contracts Outside Contractors as Needed • Maintains a Log of Costs Associated with the Incident Materials, Outside Contractors and District Staffing <p>DUTIES OF THE SITE MANAGER Reports to the Planning Officer Radio Identifier: "Site Manager"</p> <p>Possible Duties:</p> <ul style="list-style-type: none"> • Make Sure Staff has Been Evacuated • Maintains a Count of Students and Staff at all Times • Determines Need for Short or Long Term Evacuation • Coordinates Transportation Needs "Through "Command" or "Planning Officer" When Activated • Designates Pick-up Point for Students Away From Other Activities • Insures Evacuation Shelter is Notified • Coordinates Parent/Student Reunification | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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|---|---|
| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains an overview of the Incident Command System. | |
| Section # 2.44 | Section Title: Incident Command System |
| <p>GUIDELINES FOR IDENTIFICATION OF SCHOOL PERSONNEL</p> <p>In order to rapidly identify key emergency personnel upon evacuation of a building, and standardize the identification systems throughout the district, the following colored based caps/vests will be worn by designated school emergency personnel.</p> <p>Color - Assignment / Duties</p> <p>Yellow: Campus Command Center Responsible for implementing all emergency actions Coordination with Emergency Services</p> <p>Blue: Accountability - Communications Student-Staff-Visitor Attendance Notification to 9-1-1 and District Personnel</p> <p>Red: Medical Center First-aid supplies Medications Triage of Injured Persons</p> <p>Green: Parent - Student Reunification Center Student pick-up & sign out post Runners for retrieval of students</p> <p>Orange: Resource Center Food, water, restroom control</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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|---|---|
| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Press Release Worksheet | |
| Section # 2.45 | Section Title: Press Release Worksheet |
| <p>Date: _____ Time: _____</p> <p>The _____ has just experienced a (n) _____.</p> <p>(Check off, fill-in, and or cross off as required.)</p> <p>_____ The (Police) (Fire) (Emergency Squad) (Bomb Squad) are here.</p> <p>_____ The students/staff (are being) or (have been) accounted for.</p> <p>_____ There have been _____ confirmed injuries to students, and _____ confirmed injuries to staff members.</p> <p>_____ There have been _____ confirmed deaths at this time. Names cannot be released until the families have been notified.</p> <p>_____ Injured persons are being taken to: _____ for medical treatment.</p> <p>_____ Students and staff members (Have been) or (will be) taken to : _____ for temporary shelter.</p> <p>_____ A Communication Center for parents is being set up at _____ to answer questions regarding their children.</p> <p>_____ A Communications Center for families of district staff is being set up at _____ to answer questions about family members.</p> <p>_____ Damage has been reported at the _____, in the form of _____.</p> <p>_____ The school (has been) or (has not been) declared safe at this time.</p> <p>_____ Schools (will) or (will not be) be open tomorrow.</p> <p>_____ A Press Site has been set up at _____. The next press release will occur at _____.</p> <p>_____ No further information is available at this time.</p> <p>ALL PRESS RELEASES SHALL BE COORDINATED THROUGH THE DISTRICT INFORMATION OFFICER AND THE INCIDENT COMMAND POST.</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains a blank copy of the current Security Incident Report Form | |
| Section # 2.46 | Section Title: Security Incident Report Form |
| <p style="text-align: center;">A blank copy of the current year’s Security Incident Report is on the following page.</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

2017-2018 Blank Security Information Report

| | | |
|---------------------------|-------------------|------------------------|
| Case Number: SIR2017-2018 | Date of Incident: | School Security Guard: |
| | Time of Incident: | Email Address: |
| | | |

| | |
|------------------------|---|
| Police Report? | District Building: Brotherhood Location of Incident: |
| Student: | Non-Student / Staff: |
| ID #: | |
| Student: | Non-Student / Staff: |
| ID #: | |
| Additional Student(s): | Additional Non-Student(s) / Staff: |

Brief Synopsis of Incident:

| | |
|---------------------------------------|---------------------------|
| Does Video Show Encounter / Incident? | Video Evidence Preserved? |
| | Video Number: |

Video Evidence Saved By:

| | |
|---------------------------|----------------|
| Was Video Copied to Disk? | Copy Given To: |
|---------------------------|----------------|

| | |
|--|----------------|
| School Security Guard Signature: Sample 2018 | Date: 1/1/2018 |
|--|----------------|

| | |
|--------------------------------|----------------|
| Security Chief Initials / Date | EVVR Required? |
|--------------------------------|----------------|

Security Chief Comments:

Copied to:

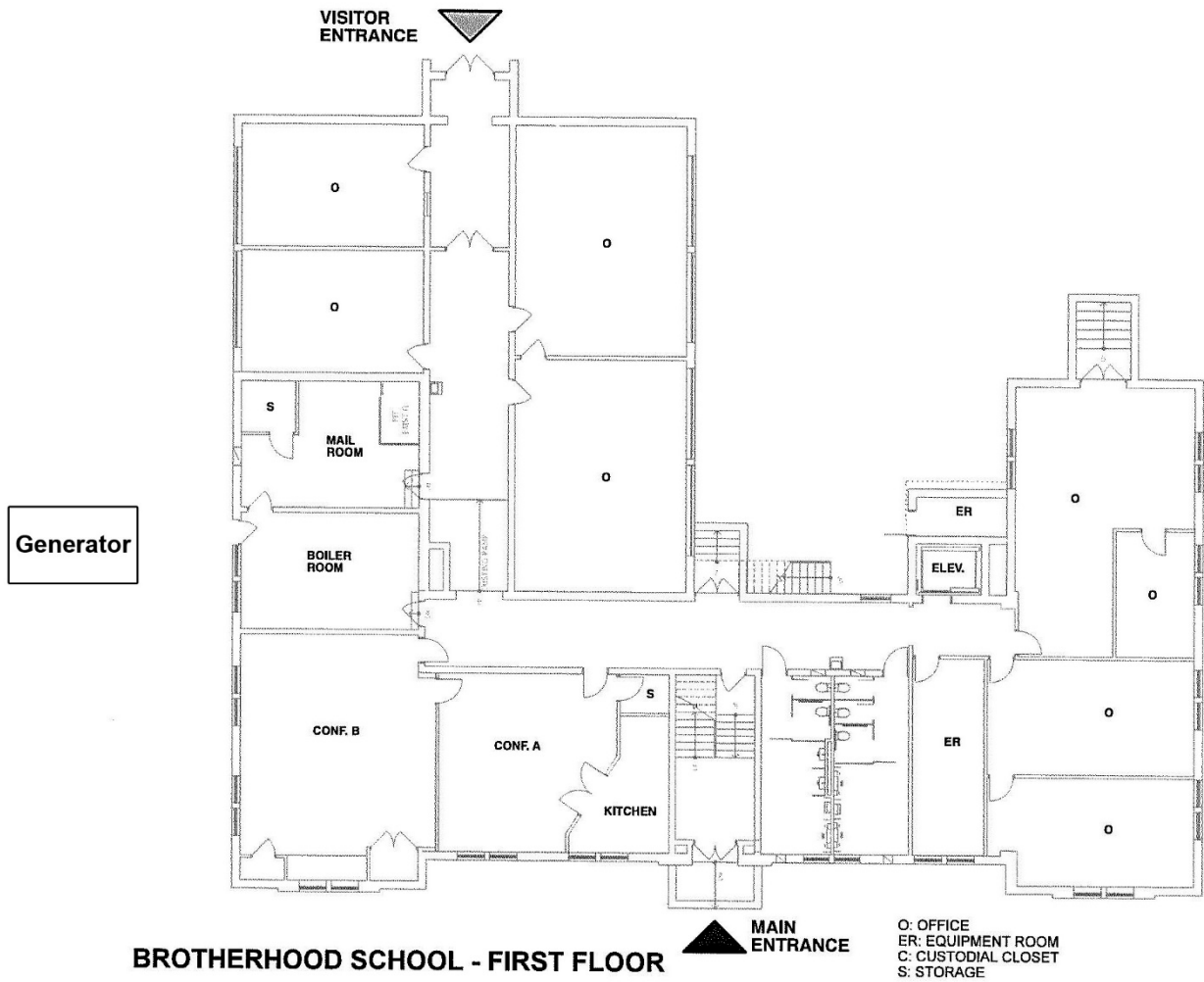
Superintendent
 Principal
 Safety
 Other

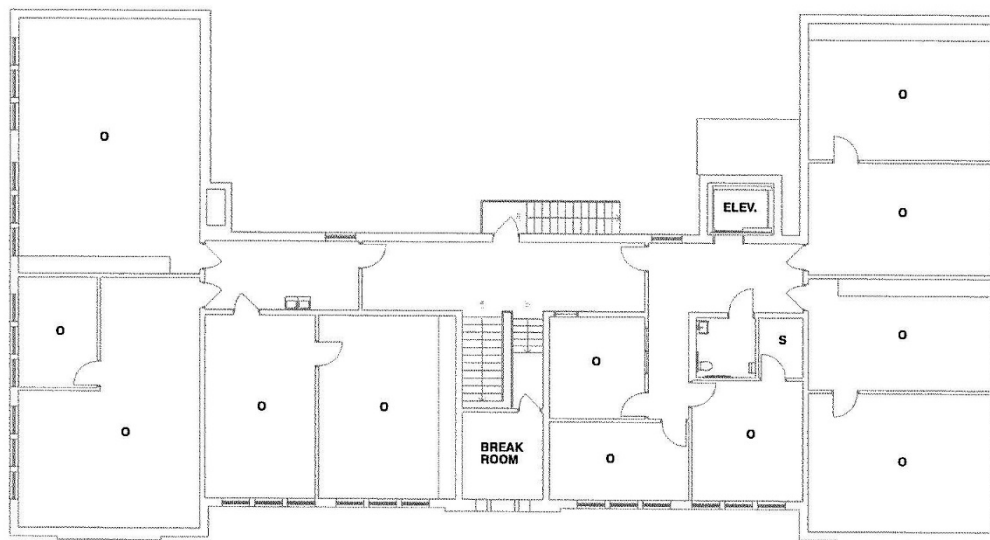
| | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the Emergency Drill procedures for all buildings and school for the Pemberton Township School District. | |
| Section # 2.47 | Section Title: Emergency Drill Procedures |
| <p><u>EMERGENCY DRILL GUIDE</u> <u>ANNOUNCEMENT INSTRUCTIONS</u></p> <p><u>SHELTER IN PLACE</u></p> <ul style="list-style-type: none"> • ANYONE CAN MAKE THE ANNOUNCEMENT. • THE ANNOUNCEMENT TO GO INTO A SHELTER IN PLACE IS MADE AT THE TIME OF THE EVENT. • ANNOUNCEMENT TO END THE SHELTER IN PLACE IS MADE WHEN HALLWAYS/BUILDING ARE CLEAR OF DANGER/CONCERNS. • ALL ANNOUNCEMENTS ARE BROADCAST OVER THE PA SYSTEM AND WALKIE-TALKIE RADIO. <p><u>LOCKDOWN</u></p> <ul style="list-style-type: none"> • ANYONE CAN MAKE THE ANNOUNCEMENT. • THE ANNOUNCEMENT TO GO INTO A LOCKDOWN SITUATION IS “LOCKDOWN, LOCKDOWN, LOCKDOWN”. • WE WILL NO LONGER ANNOUNCE A LOCKDOWN AS A “DRILL” • ALL ANNOUNCEMENTS ARE BROADCAST OVER THE PA SYSTEM AND WALKIE-TALKIE RADIO. • ONCE THE LOCKDOWN IS CONCLUDED, THE PERSON MAKING THE ANNOUNCEMENT MUST INCLUDE A STANDARD DURESS SIGNAL TO SIGNIFY THE EVENT IS TRULY CONCLUDED. THE DURESS SIGNAL IS “THE LOCKDOWN IS NOW CONCLUDED, THE TIME IS (XXXX). IF THE TIME IS NOT GIVEN IN THE ANNOUNCEMENT, THEN THE LOCKDOWN CONTINUES UNABATED. <p><u>FIRE DRILL</u></p> <ul style="list-style-type: none"> • ANYONE CAN MAKE THE ANNOUNCEMENT. • ADVANCE NOTICE MUST BE GIVEN TO STAFF BY WAY OF EMAIL AND THE PA SYSTEM SHORTLY BEFORE THE FIRE DRILL BEGINS. • ALL ANNOUNCEMENTS ARE BROADCAST OVER THE PA SYSTEM AND WALKIE-TALKIE RADIO. | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS | |
| Unit Introduction: This Unit contains | | |
| Section # 2.49 | Section Title: | |
| <p style="text-align: center;">SHELTER IN PLACE</p> <ul style="list-style-type: none"> • USED WHEN THERE IS A NEED TO KEEP HALLWAYS CLEAR • BUSINESS AS USUAL IN THE CLASSROOM • NO MOVEMENT BETWEEN CLASSES WHEN BELL RINGS • BATHROOM REQUESTS ARE DENIED UNLESS AN EMERGENCY EXISTS. SECURITY MUST ACCOMPANY STUDENT • SECURITY WILL ACCOMPANY STUDENTS NEEDING TO SEE THE NURSE • WINDOWS DO NOT NEED COVERING, MAGNETS REMAIN IN PLACE | <p style="text-align: center;">LOCKDOWN</p> <ul style="list-style-type: none"> • USED WHEN THERE IS AN IMMINENT THREAT INSIDE OF THE BUILDING, OR DIRECTLY OUTSIDE • TEACHERS VISUALLY SWEEP HALLWAYS, ENCOURAGE PEOPLE IN THE HALLWAYS TO ENTER THEIR ROOM BEFORE CLOSING DOOR • MAGNETS UP/DOORS SHUT AND LOCKED, ALL DOOR WINDOWS COVERED, LIGHTS OUT, ALL OCCUPANTS MOVE INTO A “BLIND” CORNER (A CORNER THAT IS NOT VISIBLE FROM THE DOORWAY), EVERYONE IS QUIET • ONCE YOUR DOOR IS SHUT DO NOT OPEN IT FOR ANYONE OTHER THAN AN ADMINISTRATOR ACCOMPANIED BY LAW ENFORCEMENT • LISTEN FOR DURESS SIGNAL! | |
| <p style="text-align: center;">EMERGENCY EVACUATION</p> <ul style="list-style-type: none"> • USED FOR FIRE EVACUATION AND FOR BOMB THREATS • EVACUATE USING THE MAPS ON THE INSIDE CLASSROOM WALL (NEAR DOOR) • FOLLOW PRIMARY ROUTE UNLESS DIRECTED OTHERWISE OR IF THERE IS AN IMMEDIATE DANGER ON YOUR PRIMARY ROUTE • FIRE EVACUATION IS 300 FEET FROM THE BUILDING • BOMB THREAT IS 500 FEET AWAY FROM THE BUILDING • RETURN TO THE BUILDING BY WAY OF YOUR INITIAL EXIT ROUTE | <p style="text-align: center;">REVERSE EVACUATION</p> <ul style="list-style-type: none"> • USED WHEN CONDITIONS INSIDE OF THE BUILDING ARE SAFER THAN OUTSIDE • USUALLY USED IN CONJUNCTION WITH SHELTER IN PLACE OR LOCKDOWN • REQUIRES ANYONE OUTSIDE TO RETURN TO THE BUILDING • MAY ALSO BE USED TO MOVE STAFF AND STUDENTS AWAY FROM CLASSROOMS FACING AN EXTERIOR WALL, AND MOVING THEM TO AN INTERIOR ROOM | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan | |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains a list of the materials required to be contained in the School Administrator’s “go-Bag.” | |
| Section # 2.48 | Section Title: Administrator’s and Nurse’s “Go-Bag” |
| <p>“Go-Bags” should contain materials for the identification of students, their guardians and the staff contact information, communication devices, medical supplies, etc., in the event students and staff must evacuate and assemble or relocate due to some emergency.</p> <p>The following is a list of the suggested items for the Administrator’s “Go-Bag.”</p> <ul style="list-style-type: none"> • Laptop with Genesis access • Emergency Plan Book for school • Daily Attendance for students and staff • Colored Vest for identification of personnel by district or first responders • Batteries and flashlight • Radio/Cell phone/bullhorn • Whistle • Parent Reunification Forms • Red/Green Cards • Clipboards, legal pads and pencils/pens • And any other pertinent, portable supplies <p>The following is a list of the suggested items for the School Nurse’s “Go-Bag.”</p> <ul style="list-style-type: none"> • First Aid Kit • Triage supplies • Medications • Wheelchair • CPR/AED Device • Oxygen bottle and related supplies • And any other pertinent, portable supplies | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains floor plans for the District’s school facilities and support buildings, utilities and generators of the District. | |
| Section # 2.49 | Section Title: Floor Plans / Utility Maps / Generators |
| <p>The following pages include the floor plans of the district’s schools and support buildings, utility maps and generator locations.</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

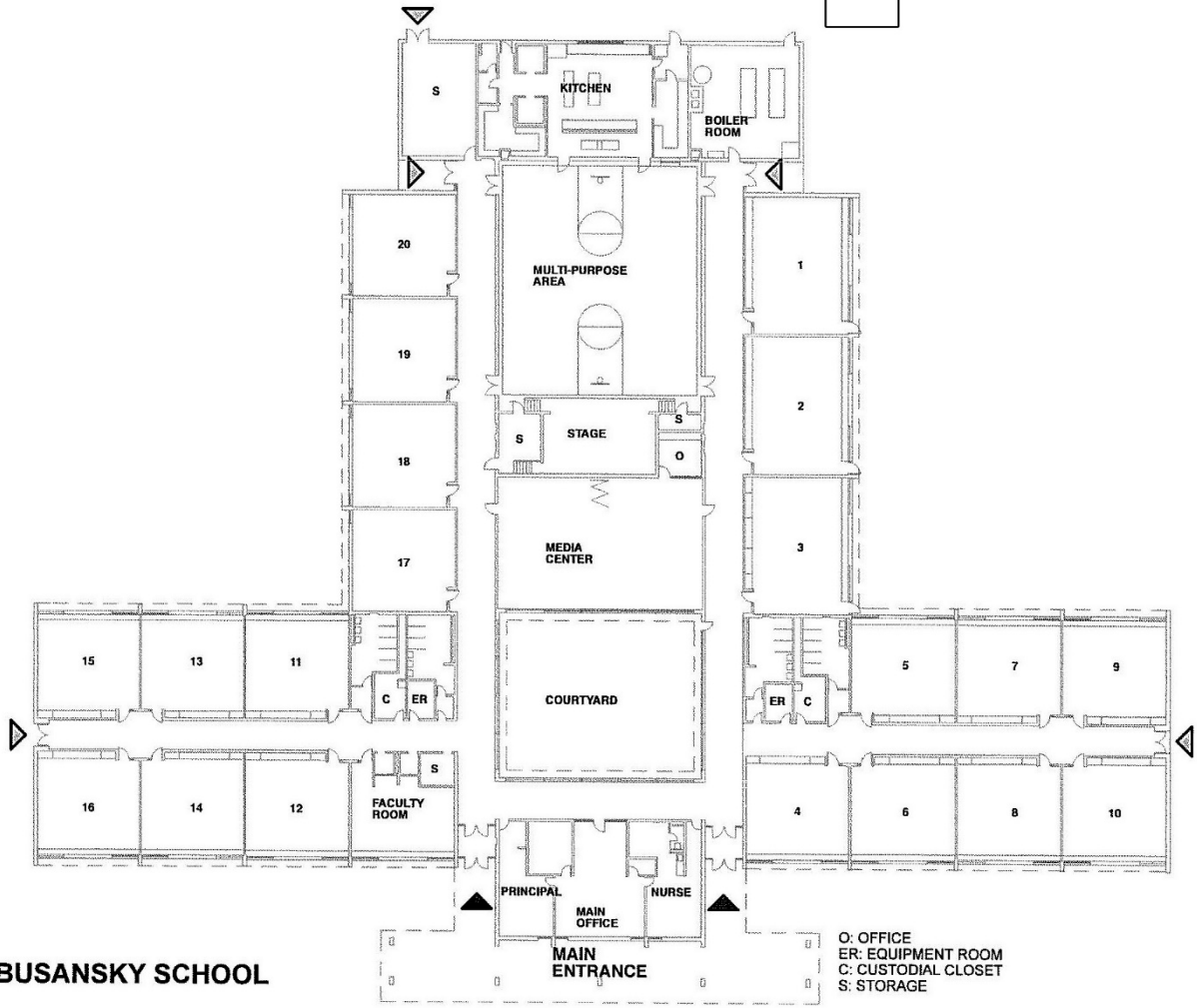
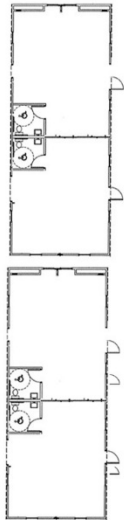




BROTHERHOOD SCHOOL - SECOND FLOOR

O: OFFICE
ER: EQUIPMENT ROOM
C: CUSTODIAL CLOSET
S: STORAGE

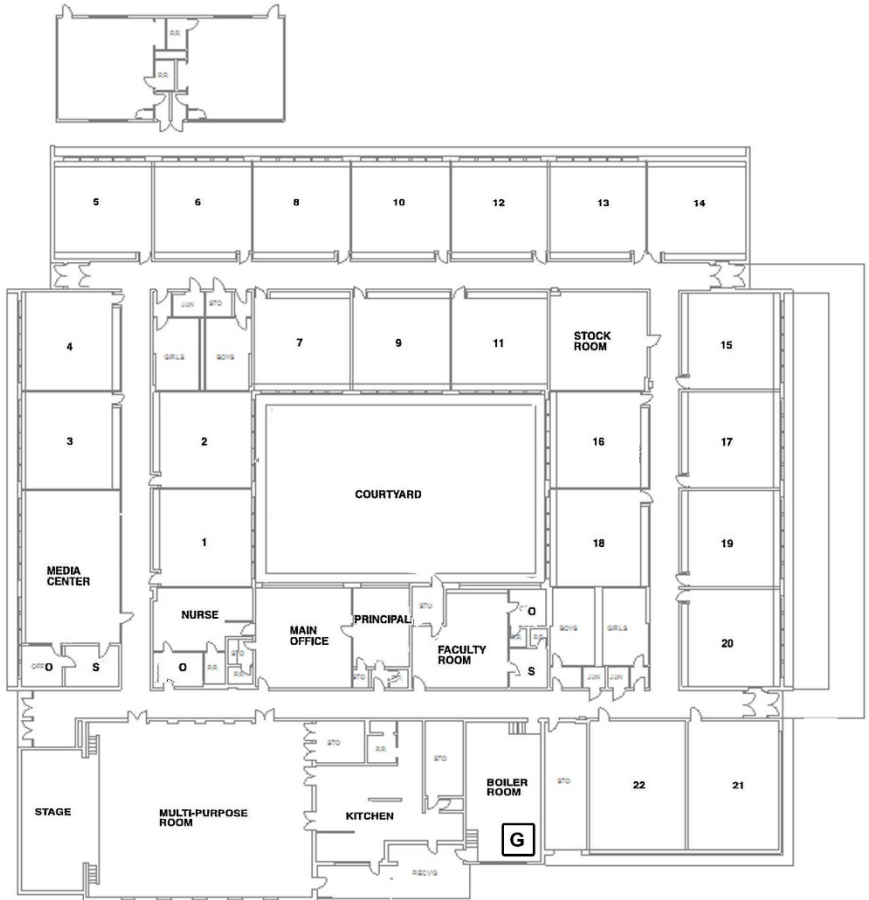
Gen



BUSANSKY SCHOOL



DENBO SCHOOL



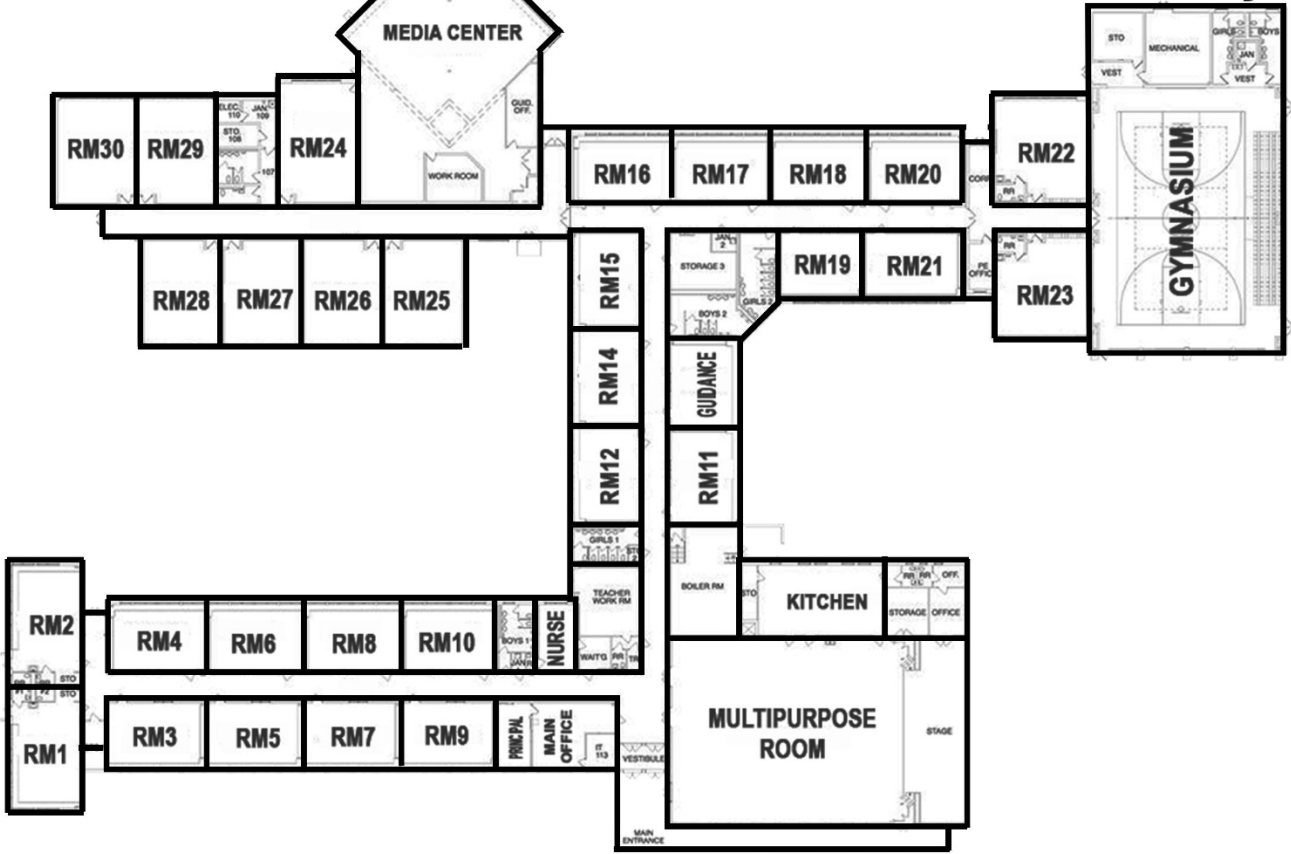
MAIN ENTRANCE →



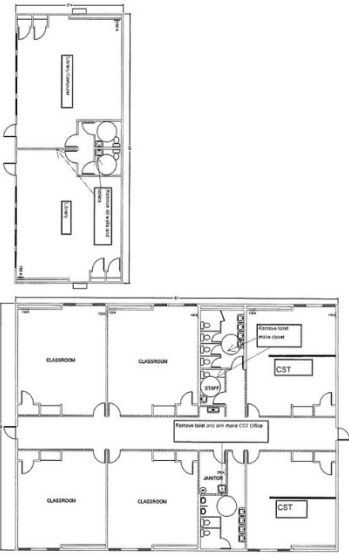
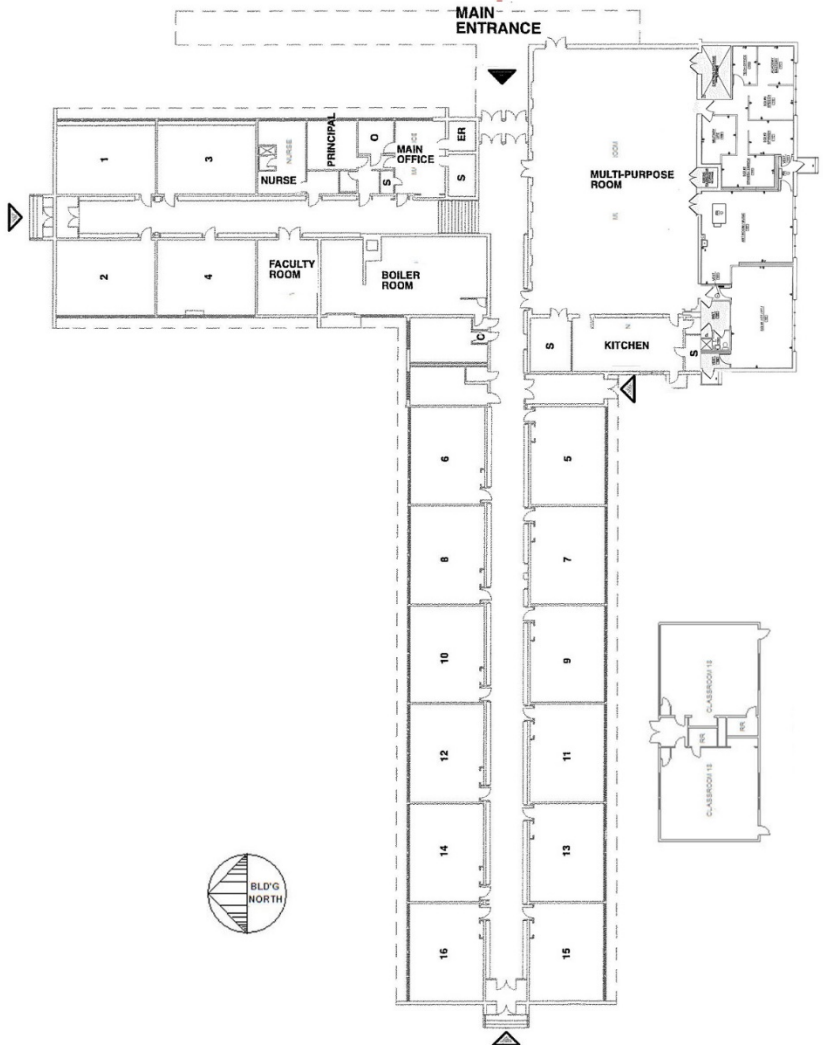
EMMONS SCHOOL

Gen

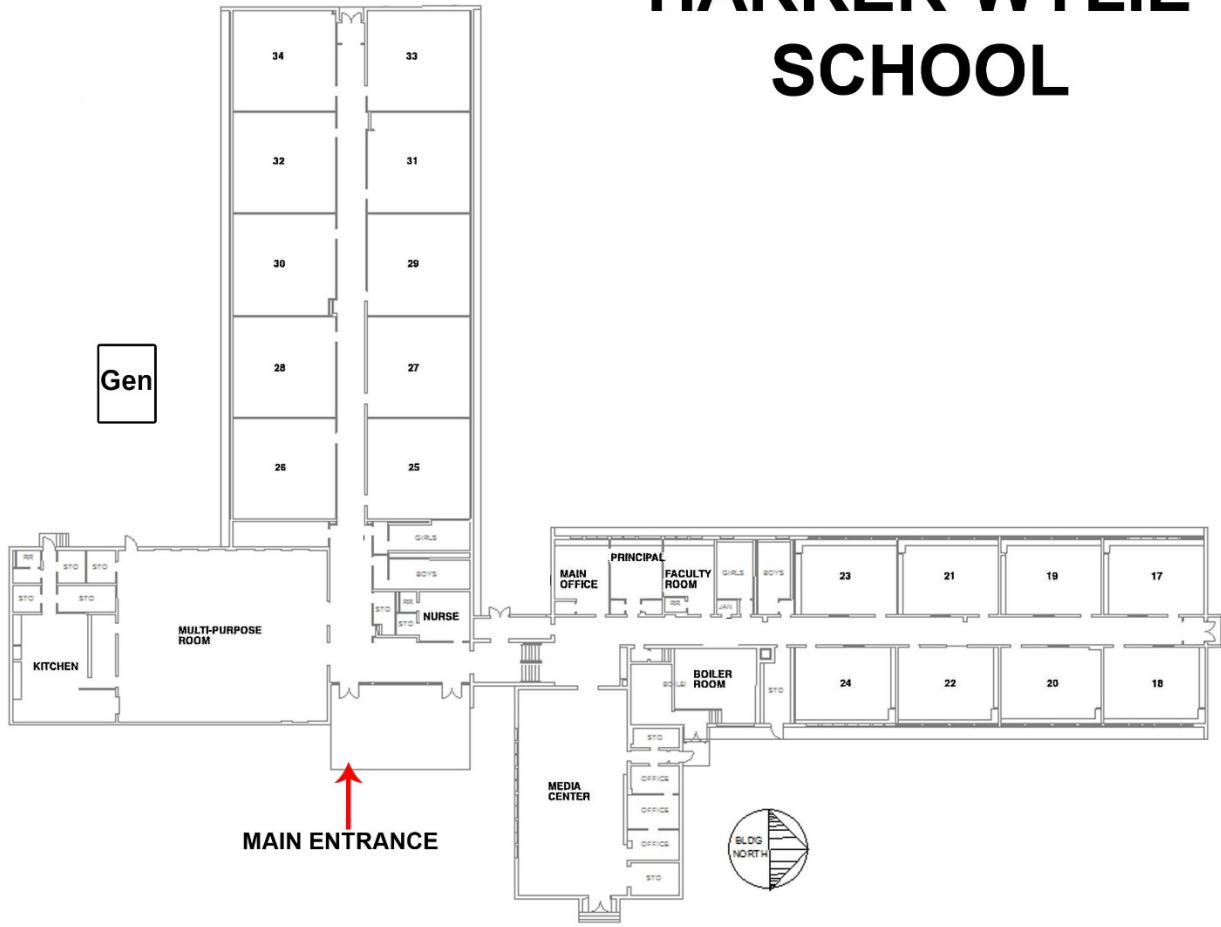
Ft. Dix Elementary



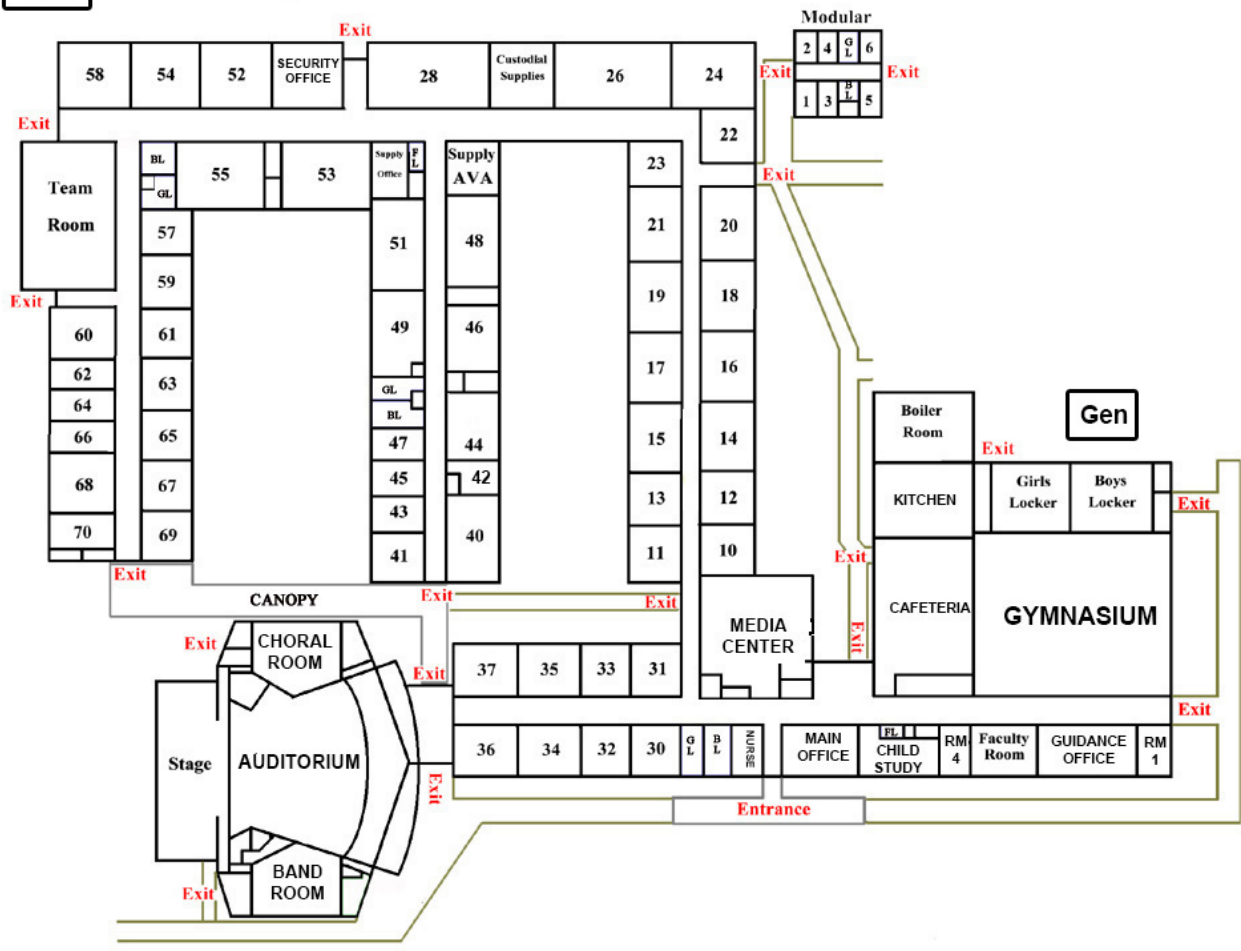
Haines School



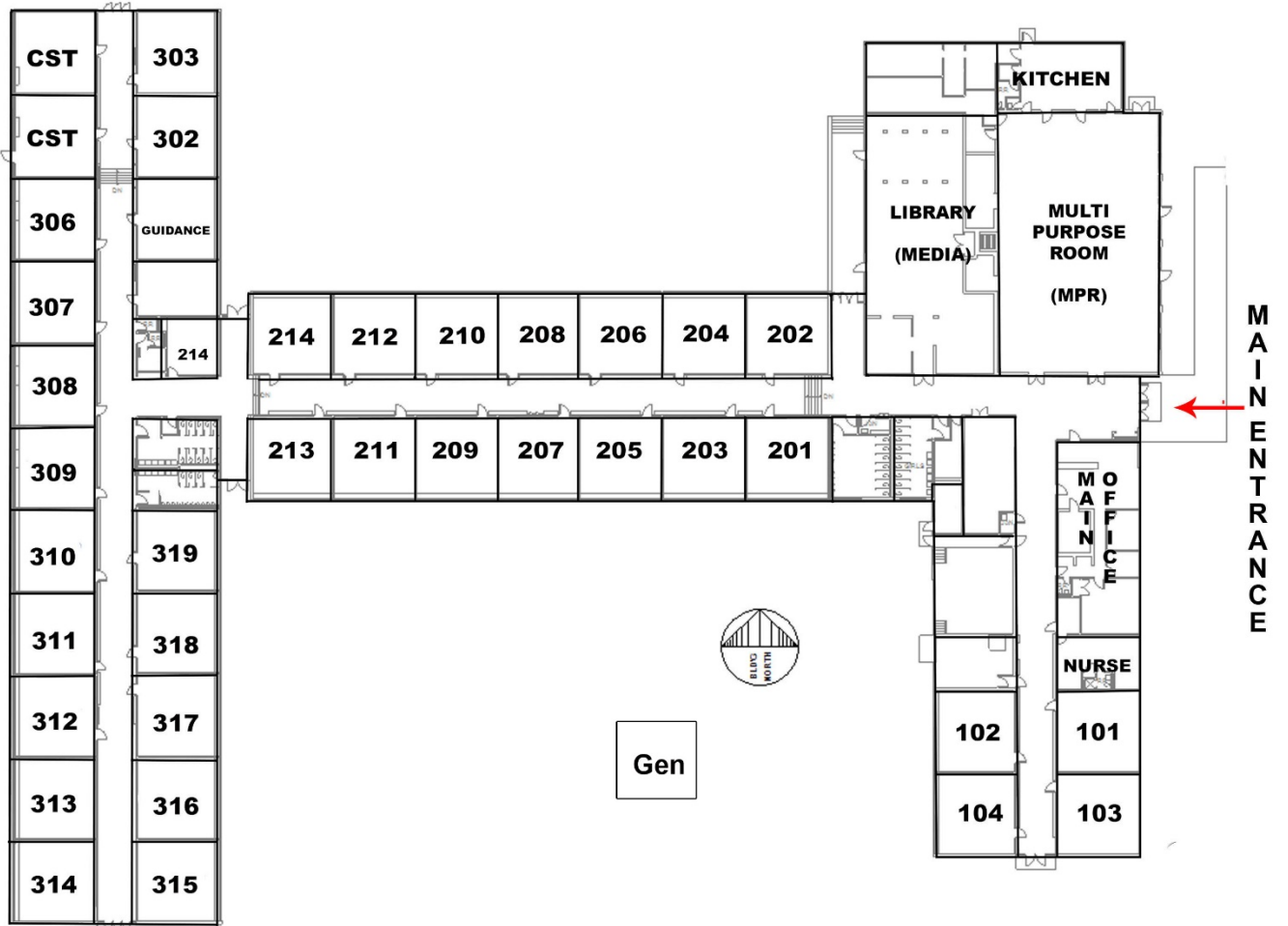
HARKER-WYLIE SCHOOL



Gen 500' X 200' away



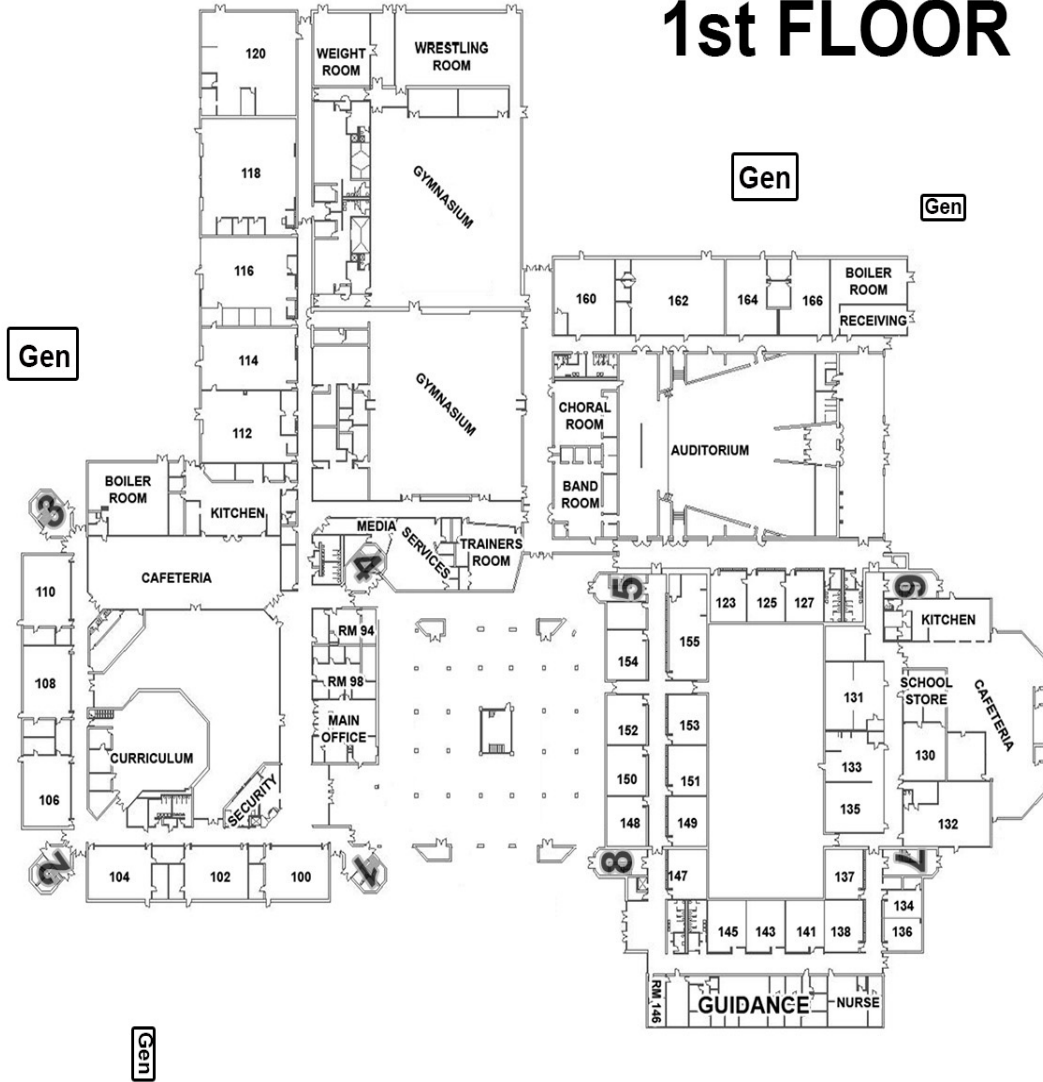
HELEN FORT MIDDLE SCHOOL



NEWCOMB SCHOOL

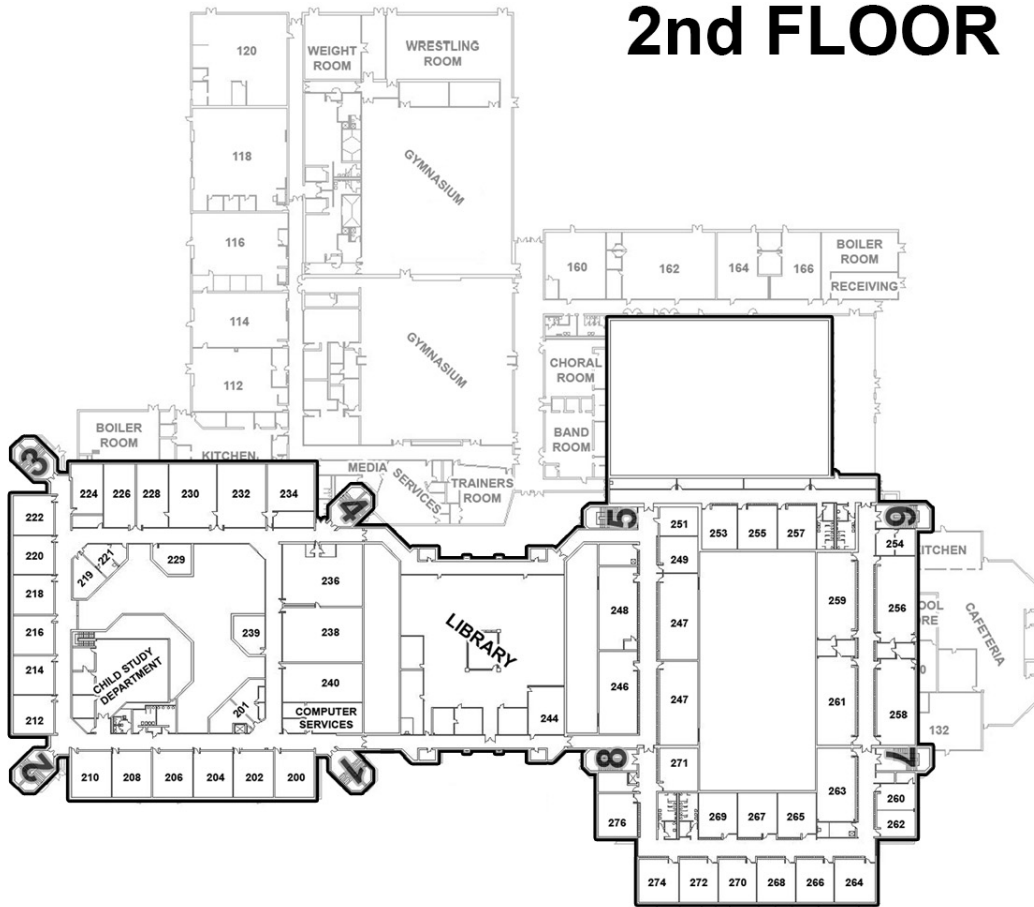
PEMBERTON TOWNSHIP HIGH SCHOOL

1st FLOOR



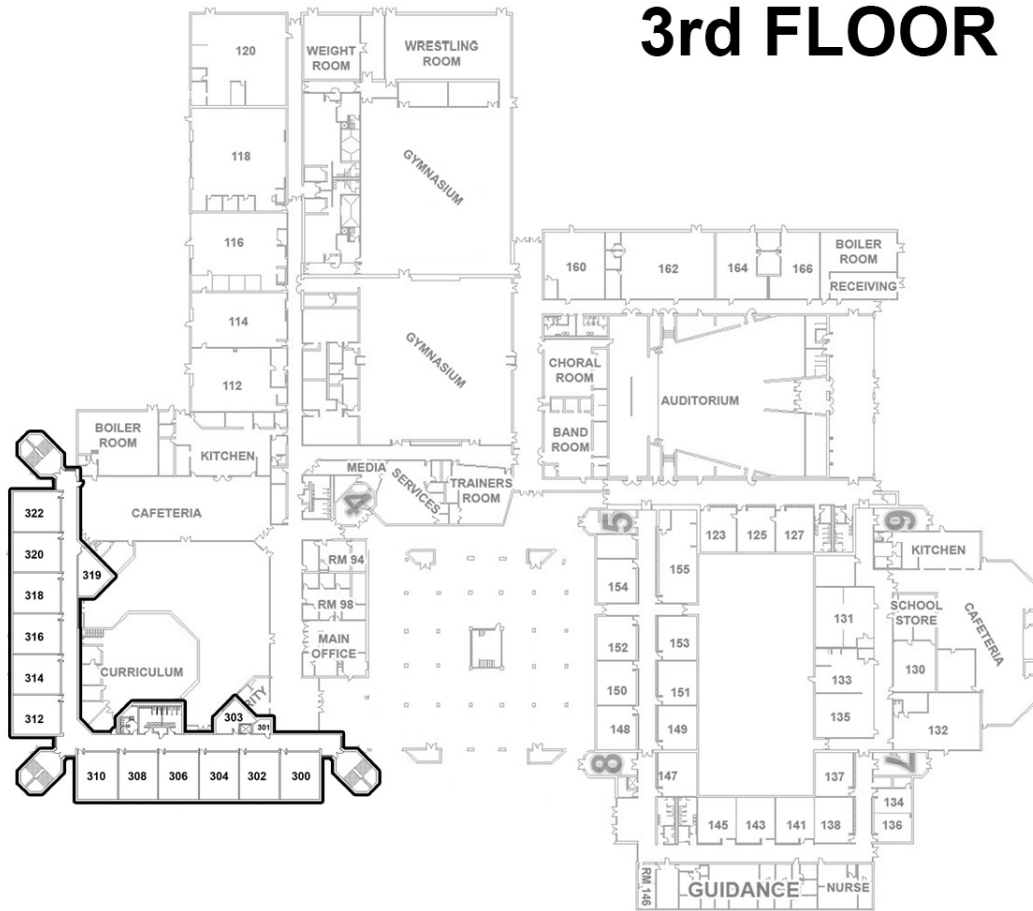
PEMBERTON TOWNSHIP HIGH SCHOOL

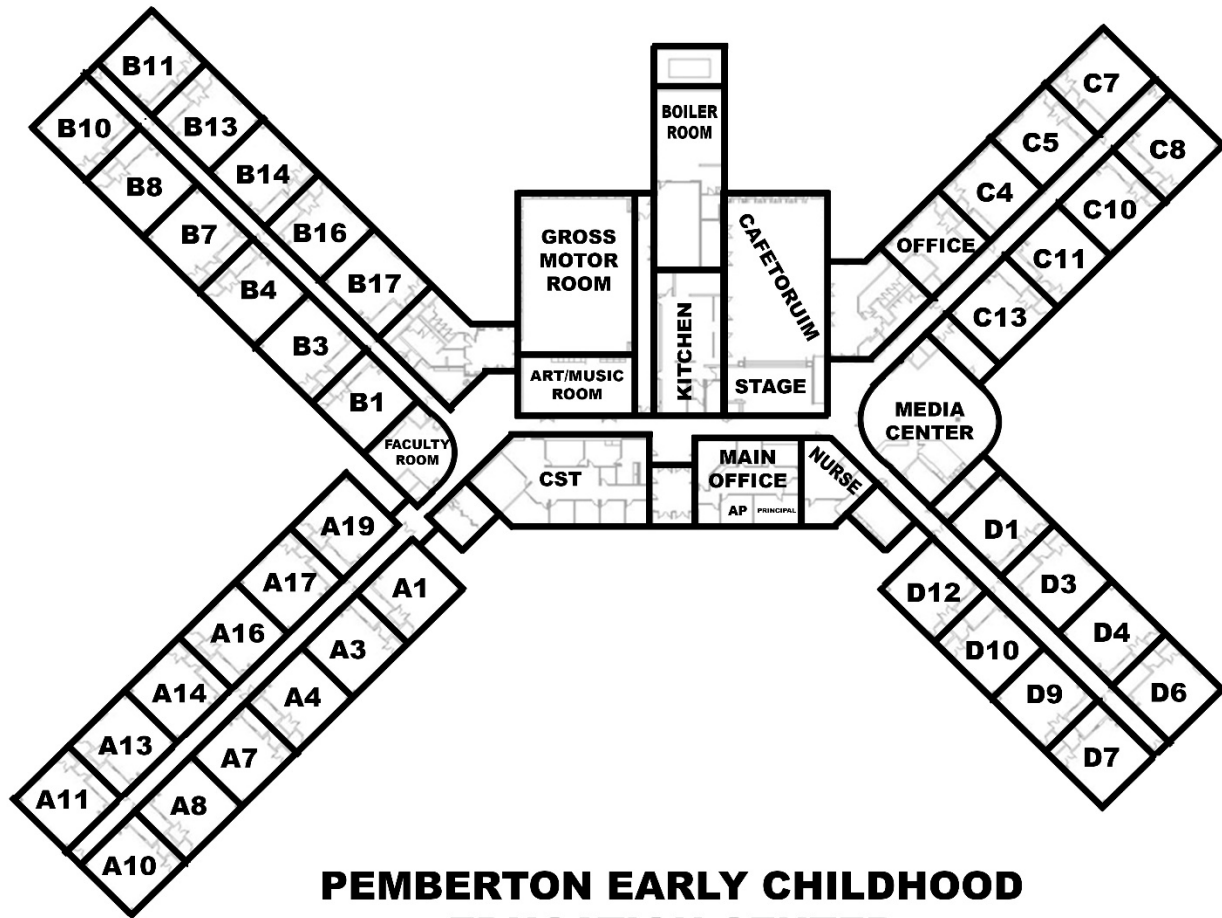
2nd FLOOR



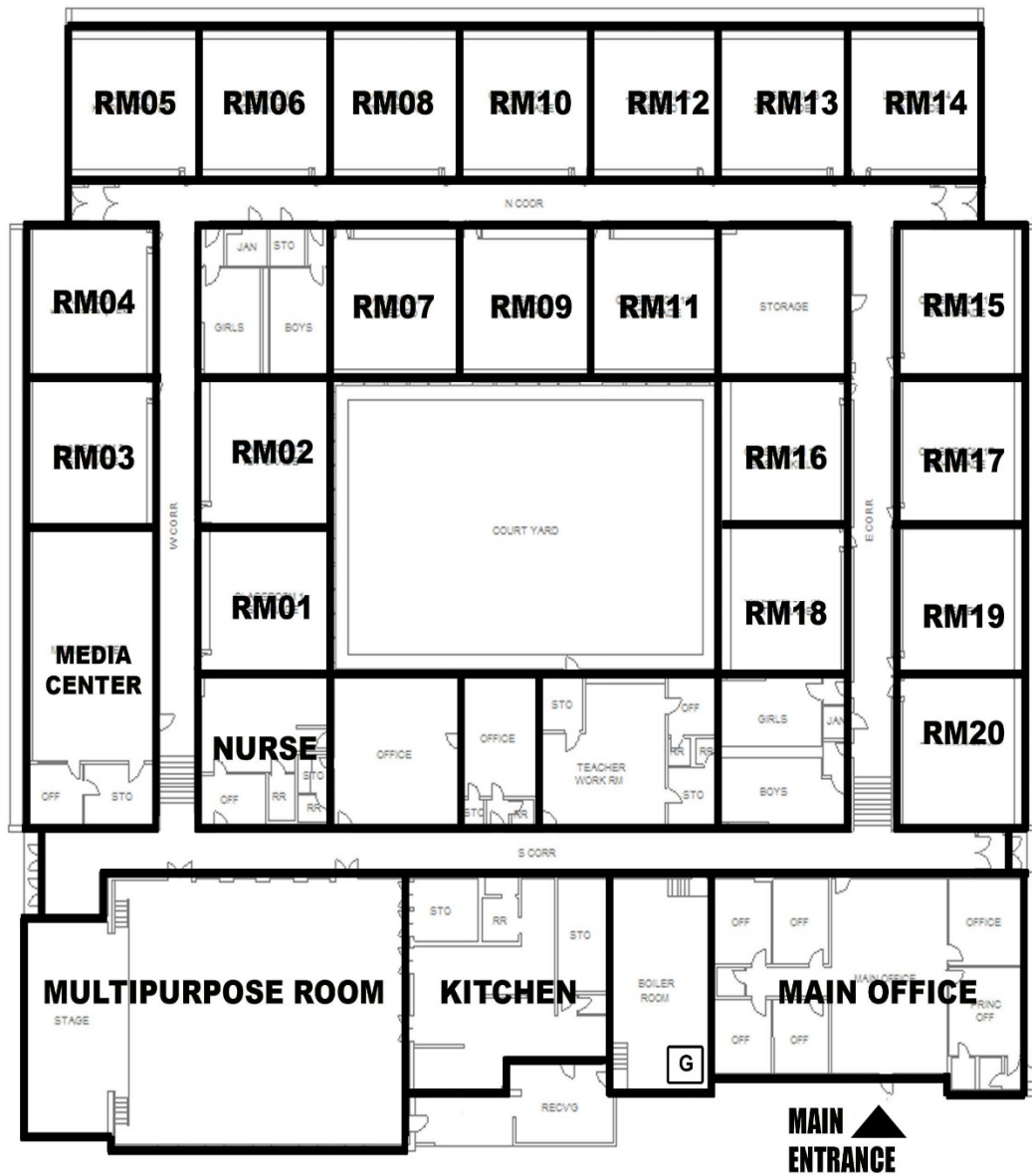
PEMBERTON TOWNSHIP HIGH SCHOOL

3rd FLOOR





**PEMBERTON EARLY CHILDHOOD
EDUCATION CENTER**



STACKHOUSE

| | |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains a copy of the Emergency Operations Checklist and a Site Status Report Command Message Form.

| | |
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| Section # 2.50 | Section Title: Emergency Operations Checklist / Site Status Report |
|----------------|---|

Pemberton Township School District

| Action | Required Y / N | Assigned To | Started | Completed | Notes |
|--------------------------------------|---------------------------|------------------------|----------------|------------------|--------------|
| Building Evacuated | | | | | |
| Lockdown Issued | | | | | |
| Emergency Services notified | | | | | |
| District Office notified | | | | | |
| Command Post in operation | | | | | |
| Accounting of Students/Staff | | | | | |
| Triage/First Aid provided | | | | | |
| Rescue function assigned | | | | | |
| Security of Site and crowd control | | | | | |
| Notify P.I.O. | | | | | |
| >Prepares release to District Office | | | | | |
| >Notice on Web and TV | | | | | |
| >Need to Set-up a press release | | | | | |
| >Issue Press Release | | | | | |
| Notify County Superintendent | | | | | |
| Notify Pemberton Boro Supt. | | | | | |
| Additional District Staff needed | | | | | |
| >Building search or security | | | | | |
| Plan for disposition of students | | | | | |
| Site evacuation required | | | | | |
| >Transportation Dept. notified | | | | | |
| >Evacuation Reception required | | | | | |
| >Notify receiving facility-site | | | | | |
| >Need for food, water, toilets | | | | | |
| Survey building condition | | | | | |
| >Damage / records / equipment | | | | | |
| >Notification to utilities | | | | | |
| Address Students and staff | | | | | |
| Notification to parents | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains a copy of the Emergency Operations Checklist and a Site Status Report Command Message Form.

| | |
|----------------|---|
| Section # 2.50 | Section Title: Emergency Operations Checklist / Site Status Report |
|----------------|---|

Site Status Report – Command Message Form

To: _____ From: _____

Location: _____ Date: _____ Time: _____

Message via: _____ 2 way radio _____ Telephone _____ Messenger

Student / Staff Status

| | Absent # | Injured # | Sent to Hospital # | Dead # | Missing # | Unaccounted (Off Site) # | Released To Parents # | Being Supervised # |
|----------|----------|-----------|--------------------|--------|-----------|--------------------------|-----------------------|--------------------|
| Students | | | | | | | | |
| Staff | | | | | | | | |
| Others | | | | | | | | |

Structural Damage

| Check | Damage / Problem | Location(s) |
|-------|-----------------------|-------------|
| | Gas leak | |
| | Water Leak | |
| | Fire | |
| | Electrical Problem | |
| | Heating / Cooling | |
| | Communication Systems | |
| | Structural Problems | |
| | Other: | |
| | Other: | |

Other Message: _____

| | |
|-------------------------|---|
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains the District Evacuation Facility Capacities list.

| | |
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| Section # 2.51 | Section Title: District Evacuation Facility Capacities |
|----------------|---|

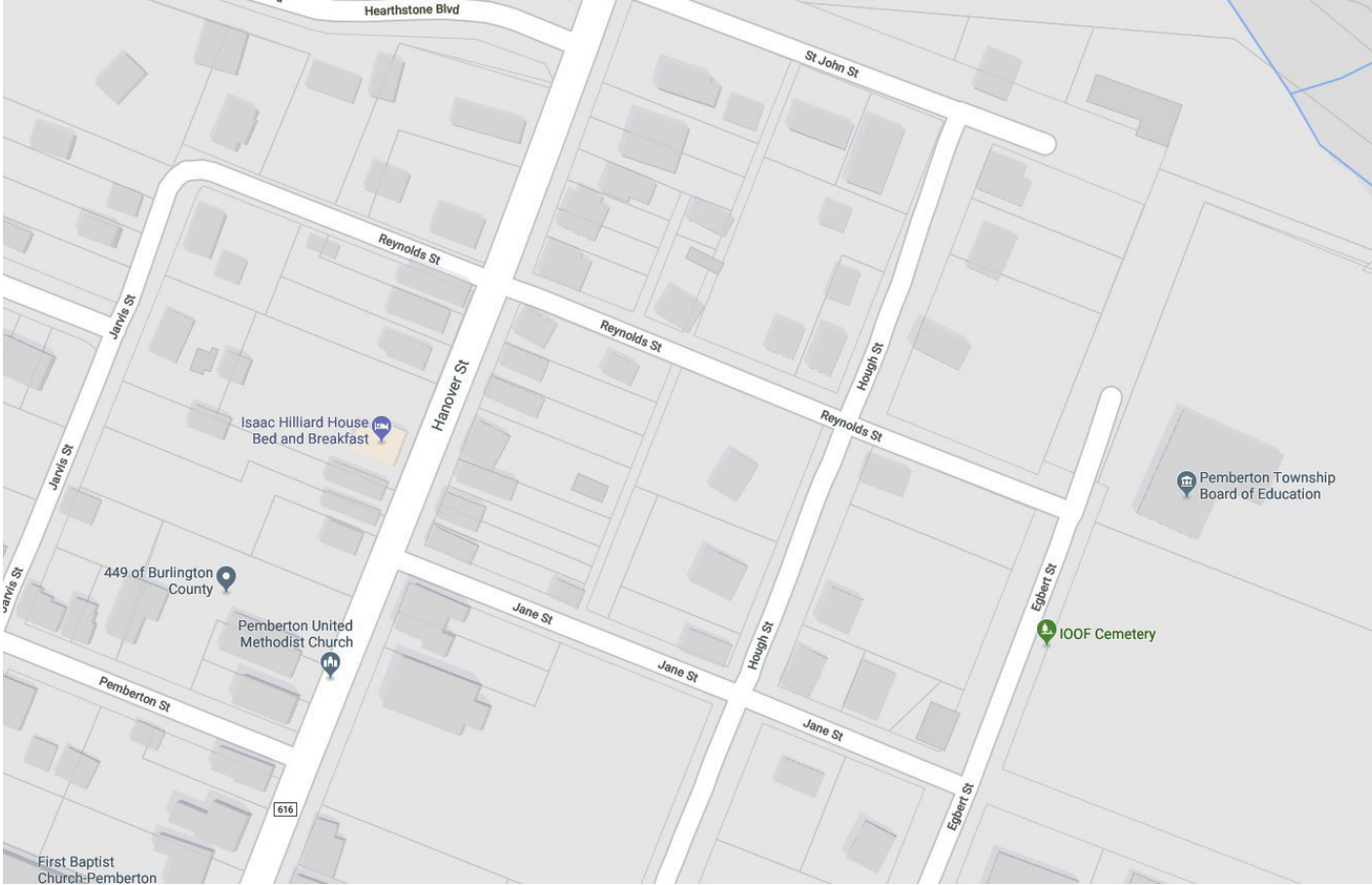
**PEMBERTON TOWNSHIP SCHOOL DISTRICT
2017-2018 EVACUATION FACILITIES**

| SCHOOL | LOCATION | SPACE | CAPACITY |
|-------------------|------------------------|-------------|----------|
| Busansky | 16 Scrapetown Road | Classrooms | 763 |
| | | Cafeteria | 200 |
| Denbo | 1412 Junction Road | Classrooms | 756 |
| | | Cafeteria | 233 |
| Emmons | 14 Scrapetown Road | Classrooms | 793 |
| | | Cafeteria | 217 |
| Fort Dix Elem. | 1199 Fort Dix Road | Classrooms | 627 |
| | | Cafeteria | 320 |
| Haines | 125-B Trenton Road | Classrooms | 578 |
| | | Cafeteria | 320 |
| Harker Wylie | 125-C Trenton Road | Classrooms | 677 |
| | | Cafeteria | 232 |
| Helen Fort Middle | 101 Fort Dix Road | Classrooms | 1472 |
| | | Cafeteria | 242 |
| | | Auditorium | 820 |
| | | Gymnasium | 745 |
| PECEC | 100 Arney's Mount Road | Classrooms | 975 |
| | | Cafetorium | 215 |
| PTHS | 148 Arney's Mount Road | Classrooms | 3225 |
| | | A Cafeteria | 376 |
| | | B Cafeteria | 288 |
| | | Auditorium | 740 |
| | | A Gym | 725 |
| | | B Gym | 725 |
| Newcomb | 100 Fort Dix Road | Classrooms | 1079 |
| | | Cafeteria | 267 |
| Stackhouse | 125-A Trenton Road | Classrooms | 640 |
| | | Cafeteria | 217 |

*Based on occupancy at 20 Square Feet per person.

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| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains the National Terrorism Advisory System (NTAS) notifications. | |
| Section # 2.52 | Section Title: National Terrorism Advisory System (NTAS) |
| <p>The National Terrorism Advisory System (NTAS) replaced the color-coded Homeland Security Advisory System. This new system will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and other transportation hubs, and the private sector.</p> <p>NTAS Alerts will only be issued when credible information is available.</p> <p>Imminent Threat Alert</p> <ul style="list-style-type: none"> Warns of a credible, specific and impending threat against the United States. <p>Elevated Threat Alert</p> <ul style="list-style-type: none"> Warns of a credible terrorist threat against the United States. Ensure the emergency communication plan is updated and all necessary communication equipment is purchased and remains operational. <p>Such alerts can be checked on the Department of Homeland Security website.</p> <p>Sunset provision: An individual threat alert is issued for a specific time period and then automatically expires. It may be extended if new information becomes available or the threat evolves.</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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|--|---|
| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Pemberton Township Schools Administration Building –Brotherhood Building- 1 Egbert St. Pemberton, NJ. Nearest County Road- CR 616 – Hanover Street</p>  | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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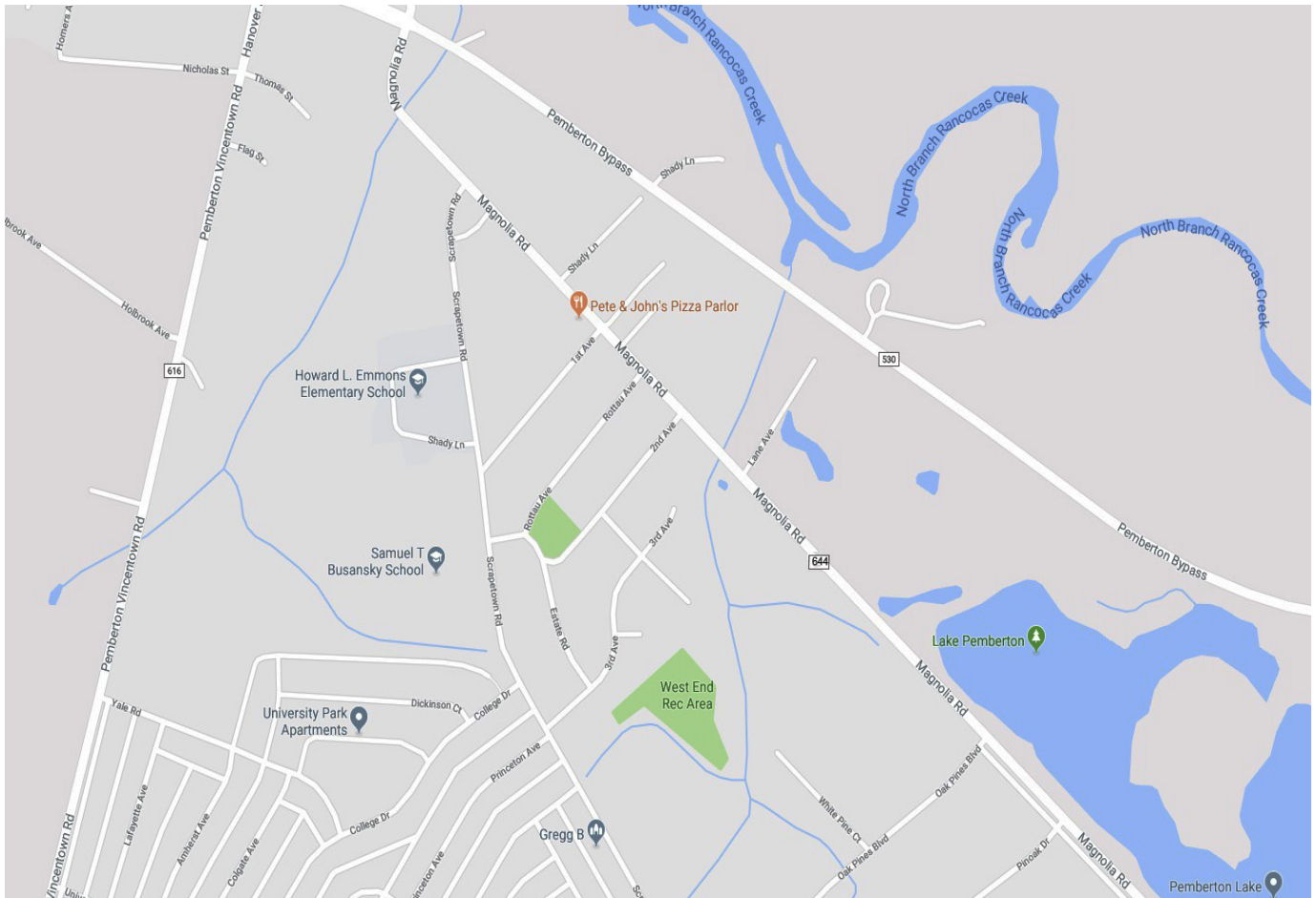
Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings.

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| Section # 2.53 | Section Title: Satellite Maps / County Roads |
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Samuel Busansky School, 16 Scrapetown Road Pemberton, NJ 08068


Howard L. Emmons School 14 Scrapetown Road Pemberton, NJ 08068

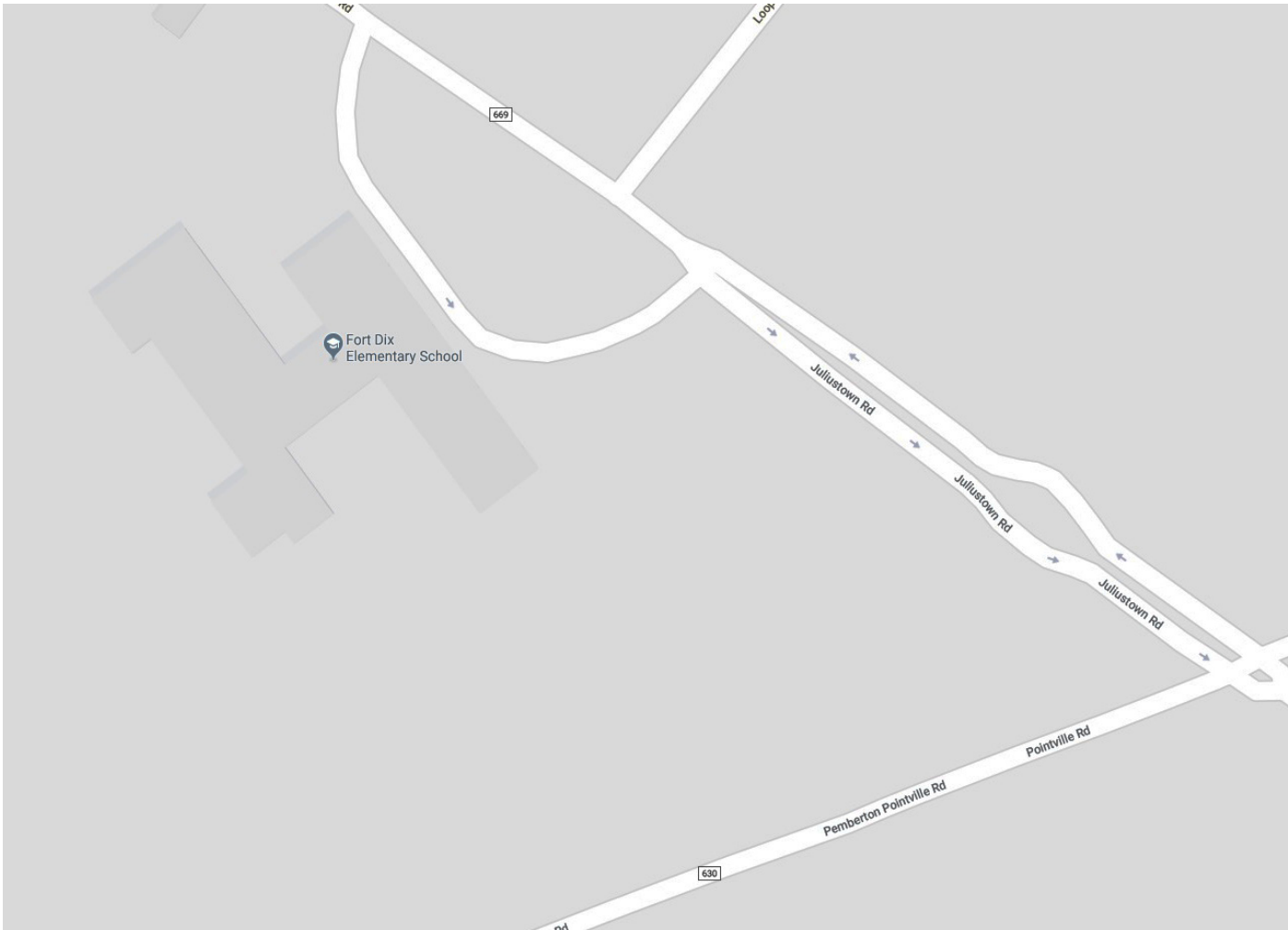
Nearest County Roads: CR 644 - Magnolia Road, CR 530 – Pemberton By-Pass

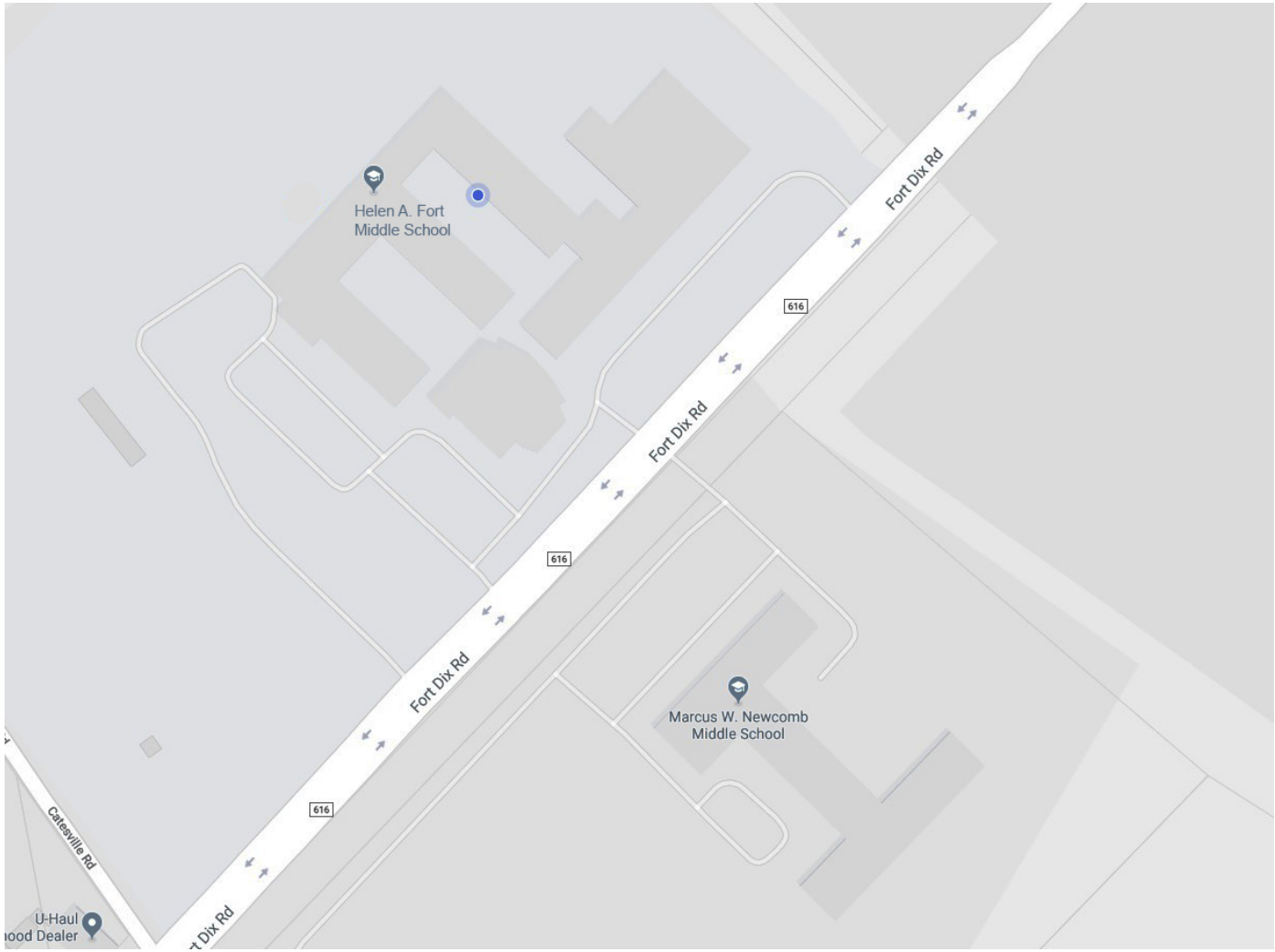


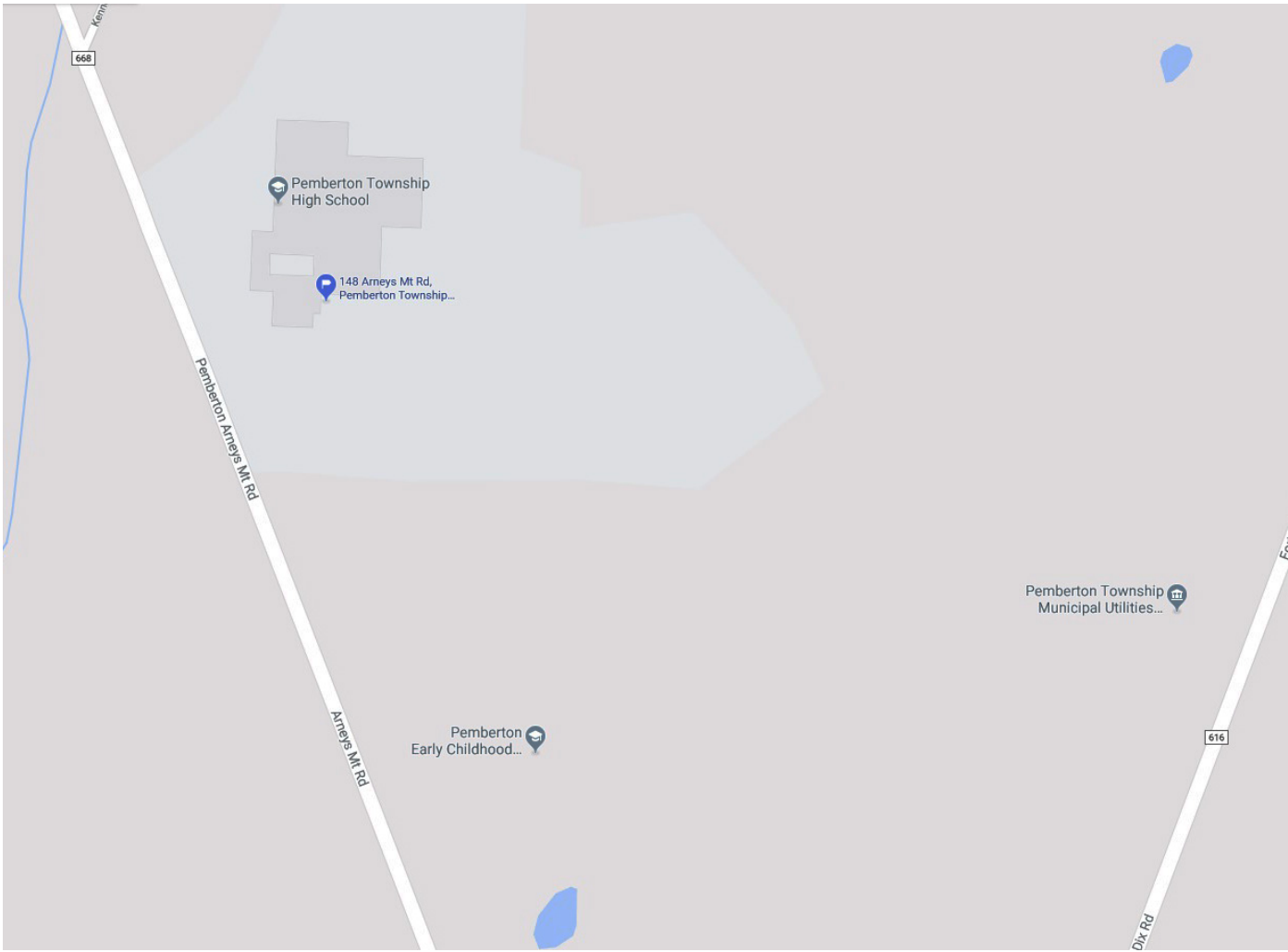
Revision Date: 04/01/18


Pemberton Township School District Emergency Plan

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Alexander Denbo School 1412 Junction Road Browns Mills, NJ 08015</p> <p>Nearest County Road: CR645 – Junction Road</p>  | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Fort Dix Elementary School 1199 Juliustown Road Fort Dix, NJ 08640</p> <p>Nearest County Road: CR 630 – Juliustown Road</p>  | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Helen A. Fort Middle School 301 Fort Dix Road Pemberton, NJ 08068</p> <p>Marcus Newcomb Middle School 300 Fort Dix Road Pemberton, NJ 08068</p> <p>Nearest County Road: CR 616 – Fort Dix Road</p>  | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Pemberton Early Childhood Education Center 100 Arney's Mount Road Pemberton, NJ 08068</p> <p>Pemberton Township High School 148 Arney's Mount Road Pemberton, NJ 08068</p> <p>Nearest County Road: CR 668 – Pemberton-Arney’s Mount Road</p>  <p>The map displays the location of Pemberton Township High School and Pemberton Early Childhood Education Center. County Road 668 (Pemberton-Arney's Mount Road) is shown as a major road. Other roads visible include Kenn, Anney's Mt Rd, Dix Rd, and Route 616. Landmarks include Pemberton Township Municipal Utilities and Pemberton Township.</p> | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains Satellite Maps / County Roads for all District buildings. | |
| Section # 2.53 | Section Title: Satellite Maps / County Roads |
| <p>Joseph S. Stackhouse School 125 Trenton Road Bldg. 1, Browns Mills, NJ 08015</p> <p>Isaiah Haines School 125 Trenton Road Bldg. 2, Browns Mills, NJ 08015</p> <p>Harker-Wylie School 125 Trenton Road Bldg. 3, Browns Mills, NJ 08015</p> <p>Nearest County Road: CR 545 – Trenton Road</p>  | |
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |

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|---|---|---|----------------|--------------|
| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS | | | |
| Unit Introduction: This Unit contains annual District information, to include important contact numbers, drills and schedules, etc. | | | | |
| Section # 2.54 | Section Title: Annual District Information | | | |
| Pemberton Township School District Alarm System Contact Numbers- Page 1 | | | | |
| School | Title | Name | Phone # | Group |
| District | Superintendent | Tony Trongone | 609-668-2086 | Admin |
| District | Ad. Asst. to the Super | Donna Madara | 609-744-3024 | Admin |
| District | Asst. Super K-5 | Jeff Havers | 856-625-5618 | Admin |
| District | Asst. Super 6-12 | Lina Giannetti | 215-681-9099 | Admin |
| District | Business Administrator | Pat Austin | 609-678-5705 | Admin |
| District | Chief Academic Officer | Ida Smith | 267-307-2282 | Admin |
| District | Security Chief | Joe Bowen | 609-217-8745 | Security |
| District | Asst. Sec. Chief | Dave Lemyre | 609-351-8556 | Security |
| District | Security Sys. Engr. | Len Kenney | 609-351-0638 | Security |
| District | Build/Grnds Supr. | Jim Jefferson | 609-217-8738 | Admin |
| District | Maintenance Supr. | John Swanson | 609-668-9615 | Maintenance |
| District | Director of Operations | Hector Torres | 609-217-8723 | Admin |
| District | All Security Guards | Listed Below | Listed Below | Security |
| District | All Maintenance | Listed Below | Listed Below | Maintenance |
| District | Athletic Director | Joe McColgan | 609-519-8471 | Admin |
| District | Maintenance Asst. | Chris Tobin | 609-284-0308 | Maintenance |
| Busansky | Principal | Maureen DiBella | 609-870-6044 | Bus-Emm |
| Busansky | Main Office Secretary | Mary Duckett | 609-413-6193 | Bus-Emm |
| Busansky | Maintenance | Les Nirdlinger | 609-217-8752 | Bus-Emm |
| Busansky | Custodial | Angel Aguilar | 609-346-2876 | Bus-Emm |
| Emmons | Principal | John Schmidt | 908-752-0413 | Bus-Emm |
| Emmons | Main Office Secretary | Liz Welsh | 609-456-7784 | Bus-Emm |
| Emmons | Maintenance | Les Nirdlinger | 609-217-8752 | Bus-Emm |
| Emmons | Custodial | Kevin Cousins | 609-707-6235 | Bus-Emm |
| Denbo | Principal | Brett Thorp | 856-220-8634 | Denbo |
| Denbo | Main Office Secretary | Linda Woolcock | 609-923-3887 | Denbo |
| Denbo | Maintenance | Kyle Brousseau | 848-525-1786 | Denbo |
| Denbo | Custodial | Chris Dunston | 609-458-9603 | Denbo |
| Fort Dix | Principal | Tamra Garbutt | 609-217-8719 | Fort Dix |
| Fort Dix | Main Office Secretary | Anna Visco | 609-367-6740 | Fort Dix |
| Fort Dix | Maintenance | George Moskal | 609-284-0650 | Fort Dix |
| Fort Dix | Custodial | Robert Hopkins | 609-724-8587 | Fort Dix |
| Haines | Principal | Norm Adams | 484-682-4593 | Han-HW-Stk |
| Haines | Main Office Secretary | Amanda Boyle | 609-369-6032 | Han-HW-Stk |
| Haines | Maintenance | Kyle Brousseau | 848-525-1786 | Han-HW-Stk |
| Haines | Custodial | Brian Kilgore | 609-949-3662 | Han-HW-Stk |
| Revision Date: 04/01/18 | | Pemberton Township School District Emergency Plan | | |

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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains annual District information, to include important contact numbers, drill and schedules, etc.

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| Section # 2.54 | Section Title: Annual District Information |
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| Pemberton Township School District Alarm System Contact Numbers- Page 2 | | | | |
|--|-----------------------|-------------------|--------------|------------|
| Harker-Wylie | Principal | Robin Blue | 609-610-8211 | Han-HW-Stk |
| Harker-Wylie | Main Office Secretary | Mercedes Gonzalez | 609-582-0031 | Han-HW-Stk |
| Harker-Wylie | Maintenance | Dan Rivera | 609-284-0273 | Han-HW-Stk |
| Harker-Wylie | Custodial | Marie Dimatteo | 609-556-3961 | Han-HW-Stk |
| Stackhouse | Principal | Keith Swaney | 609-832-2205 | Han-HW-Stk |
| Stackhouse | Main Office Secretary | Jaime O'Donnell | 723-713-3244 | Han-HW-Stk |
| Stackhouse | Maintenance | Dan Rivera | 609-284-0273 | Han-HW-Stk |
| Stackhouse | Custodial | Betty Kennedy | 609-220-3877 | Han-HW-Stk |
| Helen Fort MS | Principal | Tami Strege | 602-618-4559 | HFMS-New |
| Helen Fort MS | Main Office Secretary | Kathy Riebe | 609-206-8778 | HFMS-New |
| Helen Fort MS | Asst. Principal | Darvis Holley | 609-694-8604 | HFMS-New |
| Helen Fort MS | Asst. Principal | Brian Volpe | 609-217-7662 | HFMS-New |
| Helen Fort MS | Maintenance | Rob Wisnewski | 609-346-7849 | HFMS-New |
| Helen Fort MS | Custodial | Patricia Raines | 609-864-2868 | HFMS-New |
| Helen Fort MS | Custodial | Sue Gwin | 609-516-9794 | HFMS-New |
| Newcomb | Principal | Ashley Walulak | 609-532-6071 | HFMS-New |
| Newcomb | Main Office Secretary | Julie Edwards | 609-668-7043 | HFMS-New |
| Newcomb | Maintenance | George Moskal | 609-284-0650 | HFMS-New |
| Newcomb | Custodial | John Hunter | 609-694-6198 | HFMS-New |
| PECEC | Principal | Deb Ceplo | 609-217-8714 | PECEC-PTHS |
| PECEC | Main Office Secretary | Marlene O'Brien | 609-661-4414 | PECEC-PTHS |
| PECEC | Asst. Principal | Cordalia Sullivan | 609-234-2510 | PECEC-PTHS |
| PECEC | Maintenance | Les Nirdlinger | 609-217-8752 | PECEC-PTHS |
| PECEC | Custodial | Brian Matthews | 609-923-5101 | PECEC-PTHS |
| PTHS | Principal | Eder Joseph | 908-397-9655 | PECEC-PTHS |
| PTHS | Main Office Secretary | Tara Fagans | 609-206-3419 | PECEC-PTHS |
| PTHS | Main Office Secretary | Amy Longoria | 609-667-5056 | PECEC-PTHS |
| PTHS | Asst. Principal | John Bamber | 609-658-2645 | PECEC-PTHS |
| PTHS | Asst. Principal | Ron Dickenson | 609-933-8688 | PECEC-PTHS |
| PTHS | Asst. Principal | Danielle Strother | 609-922-7284 | PECEC-PTHS |
| PTHS | Maintenance | Maurice Williams | 609-724-8998 | PECEC-PTHS |
| PTHS | Custodial | Donald Hopkins | 609-217-8742 | PECEC-PTHS |
| PTHS | Custodial | James Whalen | 609-893-1179 | PECEC-PTHS |
| PTHS | Custodial | Denise Barney | 609-893-9523 | PECEC-PTHS |
| PTHS | Custodial | Jesse Dilbeck | 609-283-0750 | PECEC-PTHS |

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| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
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Unit Introduction: This Unit contains annual District information, to include important contact numbers, drill and schedules, etc.

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| Section # 2.54 | Section Title: Annual District Information |
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Pemberton Township School District
Security Department Contact List

| | Last Name | First Name | Work Location | Work Phone | Home or Cell Phone | |
|---|------------------|-------------------|----------------------|-------------------|---------------------------|-------|
| 1 | Baker | Shawn | Busansky | 4000 | 609-227-8249 | |
| 2 | Bartolett | Jason | PTHS | 2221 | 609-560-8878 | |
| 3 | Bowen | Joseph | Brotherhood | 1009 | 609-217-8745 | Chief |
| 4 | Collette | James | Emmons | 4059 | 609-618-0509 | |

| | | | | | | |
|----|-----------|-------------|--------------|-----------|--------------|-----------------|
| 5 | Douglas | Karl | PECEC | 1507 | 856-296-2380 | |
| 6 | Duckett | Anthony | PTHS | 2221 | 609-744-6058 | LEAD |
| 7 | Faries | Jeremiah | Stackhouse | 7055 | 609-845-4165 | |
| 8 | Giambrone | Charles | Brotherhood | 1032 | 609-330-8896 | |
| 9 | Hughes | Pamela | Brotherhood | 1008 | 609-668-8176 | |
| 10 | Johnson | Margaret | PTHS | 2221 | 609-744-9554 | |
| 11 | Kenney | Walter | HFMS | 3128 | 609-283-0051 | |
| 12 | Lemyre | David | PTHS | 2005 | 609-668-2651 | Assistant Chief |
| 13 | Liston | Irene | Haines | 5004 | 609-351-1717 | |
| 14 | Mahler | Christopher | HFMS | 3003/3128 | 609-694-6965 | |
| 15 | McKinney | Brenda | Denbo | 5500 | 570-419-9238 | |
| 16 | Muscella | Anthony | Newcomb | 3500/3235 | 609-351-2614 | |
| 17 | Miller | Ron | PTHS | 2221 | 609-290-1875 | |
| 18 | Nelson | Brian | HFMS | 3003/3128 | 609-836-8182 | |
| 19 | Pierce | Preston | PTHS | 2221 | 609-491-4607 | |
| 20 | Pirolli | Tiffany | PTHS | 2221 | 609-845-5879 | |
| 21 | Petrillo | Nicholas | HFMS | 3003/3128 | 609-346-3886 | |
| 22 | Roberts | David | Fort Dix | 6006 | 609-412-5658 | |
| 23 | Schultice | Tracey | HFMS | 1500 | 609-668-3381 | |
| 24 | Shinn | Art | HFMS | 3000/3020 | 609-922-4998 | LEAD |
| 25 | Silvers | Diane | Harker Wylie | 7809 | 609-556-4620 | |
| 26 | Smith | Bill | PTHS | 2221 | 609-502-7179 | LEAD |
| 27 | Sullivan | Rick | PTHS | 2221 | 609-351-8006 | |
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|-------------------------|---|
| Revision Date: 04/01/18 | Pemberton Township School District Emergency Plan |
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| Unit # 2 | Unit Title: PROCEDURES AND PROTOCOLS |
| Unit Introduction: This Unit contains annual District information, to include important contact numbers, drill and schedules, etc. | |
| Section # 2.54 | Section Title: Annual District Information |



2017-2018 Staff Calendar Donna.pdf



DrillSched1718.xlsx

Revision Date: 04/01/18

Pemberton Township School District Emergency Plan

Unit # 2

Unit Title: PROCEDURES AND PROTOCOLS

Unit Introduction: This Unit contains annual District information, to include important contact numbers, drill and schedules, etc.

Section # 2.54

Section Title: Annual District Information

**Pemberton Township Schools
Start and End Times
2017 – 2018 School Year**

| Location | Student Arrival Begins | Student Start Time Full Day | Student End Time Full Day | Student Early Dismissal | Student Two Hour Delay | Staff Start Time | Staff End Time |
|--------------|------------------------|-----------------------------|---------------------------|-------------------------|------------------------|------------------|----------------|
| PTHS | 7:10 AM | 7:20 AM | 2:05 PM | 11:50 AM | 9:20 AM | 7:05 AM | 2:25PM |
| | | | | | | | |
| Fort Dix | 8:10 AM | 8:25AM | 2:40 PM | 12:40 PM | 10:25 AM | 7:35 AM | 2:55 PM |
| Harker Wylie | 8:10 AM | 8:25AM | 2:40 PM | 12:40 PM | 10:25 AM | 7:35 AM | 2:55 PM |
| Haines | 8:10 AM | 8:25AM | 2:40 PM | 12:40 PM | 10:25 AM | 7:35 AM | 2:55 PM |
| Stackhouse | 8:10 AM | 8:25AM | 2:40 PM | 12:40 PM | 10:25 AM | 7:35 AM | 2:55 PM |
| | | | | | | | |
| Helen Fort | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 2:55 PM |
| Newcomb | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 2:55 PM |
| | | | | | | | |
| Busansky | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 3:55 PM |
| Denbo | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 3:55 PM |
| Emmons | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 3:55 PM |
| | | | | | | | |
| PECEC | 7:40 AM | 7:55 AM | 2:40 PM | 12:25PM | 9:55 AM | 7:35 AM | 3:55 PM |

Revision Date: 04/01/18

Pemberton Township School District Emergency Plan