



**WEST WINDSOR-PLAINSBORO  
REGIONAL SCHOOL DISTRICT**

**CRISIS MANAGEMENT &  
EMERGENCY PROCEDURES**

**DISTRICT MANUAL  
SELECTIONS**

# Homeland Security Advisory System Recommendations

## Risk of Attack Recommended Actions

<p style="text-align: center;"><b>Severe</b> (Red)</p>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Listen to radio/TV for current information/instructions</li> <li>• Be alert to suspicious activity and report it to proper administration or CMT immediately.</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty</li> <li>• Ensure mental health counselors available for students, staff and faculty</li> </ul>
<p style="text-align: center;"><b>HIGH</b> (Orange)</p>	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to administration or CMT.</li> <li>• Review Crisis Management Plans in District Manual Plan</li> <li>• Prepare to handle inquiries from anxious parents and media</li> <li>• Discuss children's fears concerning possible terrorist attacks</li> </ul>
<p style="text-align: center;"><b>ELEVATED</b> (Yellow)</p>	<p><i>Complete recommended actions at lower levels</i></p> <ul style="list-style-type: none"> <li>• Be alert to suspicious activity and report it to the administration or CMT</li> <li>• Ensure all emergency supplies stocked and ready</li> <li>• Obtain copies of "<i>Terrorism: Preparing for the Unexpected</i>" brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty</li> </ul>
<p style="text-align: center;"><b>GUARDED</b> (Blue)</p>	<ul style="list-style-type: none"> <li>• Be alert to suspicious activity and report it to administration or CMT</li> <li>• Conduct safety training/emergency drills following the District's Crisis Management Plan for all grades</li> <li>• Ensure emergency communication plan is updated and needed equipment is purchased</li> </ul>
<p style="text-align: center;"><b>LOW</b> (Green)</p>	<ul style="list-style-type: none"> <li>• Review District's Crisis Management Plan to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty.</li> <li>• Ensure selected staff members take a Red Cross CPR/AED and first aid course</li> </ul>

Consider offering *Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events"* curriculum. Download and add to Appendix IX of the District Crisis Management Manual. To do this go to <http://www.redcross.org/disaster/masters/facingfear/> and then hit the red "Facing Fear Icon". It will take you to <http://www.redcross.org/disaster/masters/facingfear/downloads.htm> where you will and fill out the download form by appropriate grade level.

# WW-P District Crisis Manual

**The following are examples of information included in the WW-P Crisis Manual:**

## **Response To Any Emergency**

- Notify 911 (if necessary) and the principal. Principal notifies the Superintendent.
- Notify CPR/first aid certified persons in school building of medical emergencies. Names of CPR/first aid persons are listed in Appendix I.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved by appropriate authority.
- Assemble Crisis Team.
- Preserve evidence & keep detailed notes of incident
- Refer media to official District Spokesperson.

## **Crisis Team Members**

### **District Crisis Committee:**

- Dr. David Aderhold, Assistant Superintendent, Pupil Services/Planning (716-5000, x 5027)  
As part of district responsibilities, will facilitate transportation in the event of a building evacuation and relocation.
- Richard Charwin, Director of Guidance (716-5000, x 5121)  
As part of district responsibilities, will facilitate outside support and referrals
- Sue DiDonato, District Supervisor, Special Services (716-5000, x 5558)  
As part of district responsibilities, will facilitate the receiving of parents at relocation centers.
- Gerri Hutner, Director, Communications (716-5000, x 5046, cell 658-3242)  
As part of district responsibilities, will facilitate all requests for information from media and parent/guardians.

## **Administrative Staff Responsibilities**

- a. All staff should have district security badges.
- b. Have and enforce security-related policies and procedures.
- c. Train **all** school personnel on security trends and strategies.
- d. Have school security assessed and implement the recommendations.
- e. Establish, test, revise, and train staff on crisis preparedness guidelines.
- f. Ensure that all custodial staff has been trained to shut down ventilation systems.

- g. Ensure that all staff and all classrooms have a copy of the emergency procedures safe school step chart.
- h. Make sure there is a folder located in each classroom space containing all rosters of classes utilizing that particular space.
- i. If in a closed space environment, work to ensure that teachers have the ability to lock their classroom spaces.
- j. In the case of an evacuation, a designee of the principal should bring a copy of student emergency contacts. This could be accomplished via hard copy or computer back-up disk.
- k. Schools should also determine how students should be organized upon evacuation. For example, you may want to organize students according to bus lists.
- l. The main office should keep a list of all staff who have CPR/first aid certification.

### **Violence Prevention Procedures**

Violence, self-destructive behavior, or suicidal inclination may not be apparent until a critical phase has been reached. School personnel must be prepared to spot at-risk students and to refer them to designated staff in each building. Any such signs\* or the report of such signs from another student should be taken seriously and communicated immediately to the principal or another Crisis Management Team (CMT) member. References in this procedure to “CMT member” assume that no CMT member will act on his/her own and that decisions will represent the consensus of the CMT. References in this policy to “counselor/CST member” assumes that the student’s primary counseling contact is acting on his/her behalf and will evaluate whether or not the entire CMT should be consulted.

Every effort shall be made to provide positive intervention by using available school personnel and the assistance of appropriate agencies on behalf of the student. School handbooks and agenda books will annually include the names and location of staff members who can provide assistance to students experiencing emotional stress or depression.

Parents/guardians of involved student(s) shall be notified of any suspected violent behavior and their cooperation shall be sought in arranging for appropriate intervention. If parents/guardians indicate an unwillingness to cooperate in the best interest of the student, the school administration shall contact appropriate administrative or legal agencies to request intervention on the student’s behalf.

In order to assist staff in identifying the signs of self-destructive behavior in students, please refer to Appendix II. Staff members also shall be taught appropriate procedures for immediate assistance and for intervention for the student. The health education curriculum will address the topics of stress, depression and self-destructive behaviors.

In order to assist administration and staff with assessing threats, please refer to Appendix VII. Please download and keep as part of your Crisis Mgmt. Materials. - Go to <http://www.fbi.gov> - Hit the “Publications” link under 'Library and Reference". You will

see a PDF file called "The School Shooter: A Threat Assessment Perspective". Appendix VIII should now reference this link.

## **School Bus Accident**

### **If incident occurred on school grounds:**

- Call 911.
- Notify CPR / first aid certified persons in school building of medical emergencies. (See Appendix I.)
- If possible, isolate affected student / staff member.
- Notify Principal. Principal notifies Superintendent.
- Activate school crisis team. Designate staff person to accompany injured / ill person to hospital.
- Principal notifies parent(s) or guardian(s) of affected student.
- Send witness(es) to school psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff, and parents. Refer media to district spokesperson.

### **If incident occurred off school grounds:**

- Building administrator confirms the accuracy of the report with law enforcement or family. A school administrator is assigned to the scene and follows "Bus Accident Procedure For Administrator At Accident Scene". **See Appendix VII.**
- Transportation Office Responsibilities:

**In the event a district or contracted school bus is involved in an emergency while transporting students to or from school, the following steps will be taken:**

I. The driver will notify the transportation office via two-way radio as soon as possible with the following information: (In the case of a contracted vehicle, the driver will notify the contractor who will, in turn, notify the district transportation office.)

- A. Nature of the emergency (accident, driver illness, break-down, etc.)
- B. Location of the emergency
- C. Any known injuries and the number of vehicles involved
- D. Condition of vehicle
- E. Needs (tow truck, additional vehicle, ambulance, etc.)

NOTE: In the case of an accident, the driver will not leave the scene of the emergency until the police have investigated. The vehicle will not be moved unless it poses a danger to the occupants, other vehicles, or as directed by the police.

II. After the transportation office has been notified, it will take the following actions:

- A. Notifications:

1. Where appropriate, the police department and the first aid squad. .
  2. The school administrator who will, where appropriate, place the school nurse on stand-by until further information is available.
  3. The Board Office
  4. The school for which the students are being transported , in conjunction with the transportation office, will notify parents/guardians of the emergency situation and, to the extent known, the condition of the child(ren) and their anticipated arrival time.
  5. In the case of primary schools, a memo will be sent out to parents informing them of the emergency situation, whenever the police and first-aid squad is involved. This notification will provide an accurate description of the incident.
- B. Arrangements will be made to have the students either: transported home utilizing a back-up vehicle or their own vehicle with a back-up driver or; transported to the nearest school for observation and action by the school nurse.

PARENTS WILL NOT BE PERMITTED TO REMOVE THEIR CHILDREN FROM THE SCENE OF AN ACCIDENT OR EMERGENCY.

III. If there exists the possibility of student injury, the nurse at the nearest school will report to the scene of the emergency.

A. Any student with complaints of injury or with a report of a blow to the head will be sent immediately to the hospital by ambulance for further review, unless released by the first-aid squad.

B. Names of all students involved will be recorded.

- Nurse Supervisor will notify parent/guardians of all injured students. Activate school crisis team if appropriate.
- Notify staff before normal operating hours.
- Designate staff person to accompany or meet students at hospital.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance. Refer media to district spokesperson.
- If a bus accident, keep record of all students on the bus at time of accident. Follow up on all students involved in the accident who are absent the day following the incident.

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### **Weather-Related Incident (Hurricane-Tornado-Severe Weather)**

**Hurricane /Tornado Watch or severe weather warning has been issued in an area near school:**

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).

- If school uses modular classrooms, move students assigned to modulars into the main building.
- Close Windows and blinds.
- Safe areas are under desks and in hallways away from windows and large rooms.
- Take position by crouching on knees, head down, with hands locked behind the neck.

**Hurricane /Tornado Warning or severe weather warning has been issued in an area near school or dangerous weather has been spotted near school:**

- Shut off gas.
- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in "tuck" positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

**Fire**

**In the event a fire, smoke from a fire, or a gas odor has been detected:**

- Pull fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route, or alternate route if normal route is too dangerous.
- Teachers take class roster.
- Principal notifies police (call 911) and Superintendent. Principal or Superintendent must report incident to Fire Marshal. (These procedures should happen automatically once alarm is sounded.)
- Teachers take roll after being evacuated.
- After consulting with Superintendent, Principal may move students to the designated primary relocation center if weather is inclement or building is damaged.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Principal notifies students and staff of termination of emergency. Resume normal operations.

## Hazardous Materials

### In school incident:

- Call 911.
- Notify Principal, Principal then notifies Superintendent.
- Seal off area of leak / spill. Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

### Incident near school property:

- Fire or Police will notify Superintendent.
- Superintendent will notify Principal.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

1. The principal or the principal-designee is responsible for responding quickly and reasonably to all person-made catastrophes or incidents. In the event of such an incident, the principal will advise teachers, students and staff, and evacuate the building as necessary. Any injury to students or staff will be immediately addressed. The incident will be managed as per School Board policy and according to established disciplinary procedures.
2. If the incident involves potentially hazardous materials, the following will be notified, beginning with the police: the designated Toxic Hazard Preparedness Officer, the nurse(s), superintendent, community health officer, head custodian and cafeteria manager. The head custodian will survey any damage and report his/her findings to the principal. The cafeteria manager will assess food and water inventories and establish procedures for supplying such food and water as may be required.
3. The police and/or community health officer will have the hazardous material analyzed and report to the principal or superintendent of schools within 48 hours. The superintendent or principal will then notify parents and students (student victims

and all students) of the results in a timely manner, so that any possibility of harm to any individual may be averted/minimized.

### **Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment . Explosion/Plane Crash.**

In the event of an actual site emergency, appropriate warnings and instructions will be broadcast over the state Emergency Alert System (EAS), and schools will be notified if radiological release requires protective actions.

There are two basic protective actions: “Sheltering in Place” and Evacuation/Relocation.

These procedures can be found in their appropriate sections later in this manual.

### **Assault / Fight**

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify CPR / first aid certified persons in school building of medical emergencies.
- Notify Principal. Principal assembles Crisis Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Principal notifies the police in the following situations if:
  - weapon was used
  - victim has physical injury causing substantial pain or impairment
  - assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing.)
- Principal notifies Superintendent and parents of students involved in assault.
- Document all activities. Ask victim(s) / witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

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### **Bomb Threat**

#### **Upon receiving a message that a bomb has been planted in school:**

- Use bomb threat checklist.
- Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling and why caller is doing this.
- Listen closely to caller's voice and speech patterns as well as noises in background.
- Notify Principal or designee.





- Mercer County Hispanic Association 869-4108  
(Spanish Speaking, Mon-Fri, 9-5) 392-2446

### **Counseling Agencies**

- Corner House 924-8018
- Family & Children’s Services of Central NJ 924-2098
- Princeton Family Service of Hightstown 448-0056
- Family Growth-Catholic Charities 394-5157
- Family Guidance Center of Central NJ 800-813-0555
- Jewish Family & Children’s Service 987-8100
- Trinity Counseling Service 924-0060
- Family Crisis Intervention Unit of Mercer Co. 989-6082
- UMDNJ/University Behavioral Health Care (24 hr.) 732-235-5700
- CCIS – Children under 18 (Mon-Fri, 9-5) 732-235-5705
- Raritan Bay Mental Health Center (24 hr.) 732-442-1666

**When implementing specific crisis response plans, we will refer to the following documents:**

1. *Quick Response, A Step-by-Step Guide to Crisis Management for Principals, Counselors, and Teachers*, ASCD, developed by Educational Service District 105, Yakima, Washington.
2. *Early Warning Timely Response – A Guide to Safe Schools* developed by the U.S. Department of Education and the U.S. Department of Justice in response to the tragedy at Thurston High School in Springfield, Oregon.
3. *Managing Sudden Traumatic Loss in the Schools*, New Jersey Adolescent Suicide Prevention Project, by Underwood and Dunne-Maxim. This document is recommended for use by the Mercer County Coalition on Traumatic Loss.

## **RESPONSE TO TERRORISM**

### **Parent Handout**

Children in the U.S. have never experienced an attack on the United States as a reality. Never have our children experienced anything like the events that began Sept 11, 2001, with planes crashing into the World Trade Center and the Pentagon. All children need the support of caring adults to help them deal with this national crisis.

### **Emotional Responses**

Emotional responses vary in nature and severity from child to child. Nonetheless, there are some common ways in how children (and adults) feel when their lives are impacted by acts of terrorism.

- Fear: Fear may be the main reaction – fear for the safety of you and your family as well as those involved. A child’s picture of terrorism may include a bomb dropped on their home. Their worries may seem unreasonable, but to them, they are quite possible. Children will hear rumors at school and may let their imaginations run wild. They may think the worst, however unrealistic it may be. The threat of further terrorism or war may also add to their fear. Other fears may be experienced as a result of media coverage (radio, television, newspapers). Fears or concerns may be about friends or relatives in the immediate vicinity of the terrorism.
- Loss of control: Terrorist actions are something over which children – and most adults – have no control. Lack of control can be overwhelming and confusing. Children may grasp at any control which they can have.
- Anger: Anger is not an unusual reaction. Unfortunately, anger is often expressed to those with whom children are most secure. Children may be angry at people in other countries for their acts of terrorism. Children should be allowed to express their feelings during this time.
- Loss of stability: Terrorism interrupts the natural order of things. It is very unsettling. Stability is gone, and this is very threatening. It can destroy trust and upset balance and a sense of security.
- Uncertainty: Children who have relatives or friends living in New York or Washington will be concerned that they do not know if their loved ones are safe. The lack of information over the next several days will only increase the uncertainty. If a child has suffered other losses or traumatic events, memories of those events may surface.

### **What can I do as a parent?**

- Acknowledge your children’s feelings.
- Knowing what to say is often difficult. When no other words come to mind, a hug and saying, “This is really hard for us” may help.
- Control the environment of your home. Limit the exposure young children (up to third grade) have to TV or overhearing discussions with your spouse or friends, especially if your child exhibits signs of high anxiety levels, such as crying, nightmares, asking the same questions repeatedly and general overall anxiousness.
- Allow for dialogue, Ask what they're thinking or feeling about the situation, and why. Do more listening than talking.
- When discussing the situation, stick to the facts. Dispel rumors. Stress the seriousness of the situation without increasing their fears, so that children don't make light of it.
- Reassure your children of your commitment to their safety, as well as the commitment of other significant people (teachers, relatives, friends) who can help care for them.
- Don't project your fears onto your children. Children will reflect your level of anxiety. Monitor and regulate your level of anxiety and feelings. Remember, your children will absorb what they are exposed to in their surroundings.

- If talking about the terrorism at the dinner table, or on the telephone, be aware of your children's non-spoken language, such as facial expressions, eyes, mood, tone and overall behavior. What they don't say is as important as what they do say.
- If your child is concerned about how someone they know has been affected by this tragedy, allow them to express their sadness and concerns. Give reassurance without stating absolutes.
- Counselors and teachers are willing and ready to help your children. Keep the lines of communication open.
- Try to recognize the feelings underlying your children's actions and put them into words. Say something like, "I can see you are feeling really scared about this."
- Recognize that your child may be fearful for his/her immediate safety. Reassure your child that the government, the military, and other adults are taking actions to ensure our safety.
- Sometimes children may have an overwhelming fear that they are unable to put into words which you may need to voice for them. For instance, if a parent is away, children may wonder what will become of them if the parent does not return. Try saying, "You never have to worry because we/you will be well taken care of. You won't be alone. Let me tell you our plan..."
- At times when your children are most upset, don't deny the seriousness of the situation. Saying to children, "Don't cry, everything will be okay," does not reflect how the child feels and does not make them feel better. Nevertheless, don't forget to express hope and faith that things will be alright.
- Older children in particular may need help identifying what they individually believe about war and terrorism. Questions such as "How could anyone do something like this?" may need discussion.

### **Help your children put their fears in perspective.**

- Help children to feel personally safe.
- Help children understand that precautions are being taken to prevent terrorism (e.g., bomb sniffing dogs, passport checks, heightened airport security) which might actually make them safer now than they usually are.
- Try to maintain normal routines to provide a sense of stability and security.
- Help children to feel a sense of control by taking some action.
- Send letters, cookies or magazines through relief agencies to those who have been impacted.
- If a family member gets called away, make plans for some special activities:
- Gathering with other families who are also missing a loved one helps provide support for you as well as for your children.
- Special parent and child time can provide an extra sense of security which might be badly needed. Let your child know that you will set aside a particular half-hour each day to play. Make the time as pleasant and child-centered as possible. Return phone calls later and make your child the real focus of that special time.
- Involve children in planning how to cope. Control and ownership are fostered when children help to plan strategies for dealing with a situation.
- Prepare for difficulties with children at night.

- Maintain regular bedtime routines, such as story time, to provide a sense of security. For younger children, special stuffed animals or blankets may be especially important right now.
- Sit near your child until he/she falls asleep for a few nights. Gradually withdraw this support by checking back in two minutes and continuing to lengthen this time until your child feels secure again.
- Be flexible with sleeping arrangements. A light may be needed in or near your child's room. Siblings may want to sleep in the same room until they feel more secure again.
- Don't let your children focus too much of their time and energy on news coverage of the terrorist attacks. If children are choosing to watch CNN News for hours each evening, find other activities for them. You may also need to watch the news less intensely and spend more time in alternative family activities.
- Use outside support services if your child has a severe reaction. Your school counselor, school social worker, or school psychologist can assist or provide names of other professionals trained to deal with children. Religious and community organizations and mental health providers are possible resources.
- Take time for yourself and try to deal with your own reactions to the situation as fully as possible. This, too, will help your children.
- Always be honest with your child and do not be afraid to talk to others about your fears and concerns.
- Above all, kids need a sense of hope and security for the future. Tell them that things are going to be okay, even if you are having a hard time believing it yourself.