Gloucester County
Vocational – Technical School District

Comprehensive
Safety and Security Plan

District Safety and Security Committee:

Michael Dicken, Superintendent
Brian Shakespeare, Assistant Superintendent
Susan E. Heiken, Director of Clinical Services/Voc. Sp. Ed.
Sgt. Guy Collins, School Resource Officer
Officer Jill Manson, School Resource Officer
Officer Al Jones, School Resource Officer
James Dundee, GCIT Principal
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**Introduction**

The Board of Education and the District’s superintendent recognize their responsibility to provide students and staff with a safe, secure, supportive, and disciplined learning environment. In keeping with this responsibility a comprehensive Safety and Security plan has been developed. The Gloucester County Institute of Technology (GCIT) continues to revise, develop, and implement the safety and security plans, procedures, and mechanisms in consultation with law enforcement, health, social service, emergency management agencies, and other community members in accordance with N.J.A.C. 6A:16-5.1 et seq. The district has disseminated the applicable sections of the school safety plan to all school employees. The District has developed and provided training to all District employees, as appropriate, to enable them to recognize and appropriately respond to safety and security concerns.

This Comprehensive Safety and Security Plan is comprised of two parts. Part One is the School District Safety Plan. This district wide safety plan considers policy development and program implementation, physical environment of the district, policy development, program implementation, district curriculum, prevention programs and services, as well as intervention programs and services are included here. Part Two is the Emergency Crisis Management Plan. This plan focuses on assuring that the school community is fully organized and equipped to respond during a sudden loss event or other tragedy. It concentrates on the protection of the health, safety, and welfare of the school population, and supportive services for students.

Over the last twelve months, several updated or new documents have been released to the education and law enforcement communities. The New Jersey Department of Education (NJDOE) updated and released its publication, School Safety and Security Manual Best Practices Guidelines. The Governor’s School Security Task Force (September, 2007) identified best practices and industry standards, and began utilizing them to develop the following model policies:

- Bomb Threat Policy
- Evacuation Policy
- Rapid response to an active shooter policy
- Lockdown Policy
- Public Information Policy

These Model School Policies have been modified to serve the Gloucester County Institute of Technology and are the foundation of the district’s “Guide to Emergency Response Procedures”. The NJDOE’s School Administrator Procedures: Responding to Critical Incidents, defines the respective roles and responsibilities of school authorities and law enforcement personnel in planning for and responding to crisis situations in school settings. The Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (MOA), reinforces the Model Policies by describing responsibilities and interactions between educators and law enforcement officials in emergency situations affecting schools.

Both the Health and Safety Components and the Emergency Crisis Management Plan of the district’s Comprehensive School Safety and Security Plan are reviewed periodically and updated on an as-needed basis.
Part One
GCIT School Safety Plan
Physical Environment:

GCIT is located in central Gloucester County along Route 55 in Sewell, NJ. It is part of the Gloucester County Educational Campus, which also consists of Gloucester County Special Services School District, and Rowan College at Gloucester County. It is comprised of over 32 acres of educational facilities, athletic fields, administrative and support structures. It provides programming for over 750 students and attracts a vast amount of visitors per year. Site safety is the responsibility of the building Principals and Facilities Managers. The building Principals and Facilities Managers serve as the facilitators of the Safety Planning Committee which focuses on the overall performance and expectations set forth in this plan. This committee meets three times per year and participates in the review and analysis of health and safety reports, safety inspection reports, risk management initiatives, nurse’s accidents reports, worker compensation reports, maintenance reports, transportation safety reports, and in planning district health and safety training. This training also transpires in conjunction with Human Resources Annual Employee Orientation.

On a monthly basis the district superintendent advises the Board of Education of incidents involving emergency vehicles on campus, incidents of violence and vandalism, worker compensation claims, nurse’s accident reports, and any other health and safety concerns. Assessments of educational facilities are performed monthly using 7.6 indicator, evaluation of school buildings, and a locally developed checklist to insure the safe and effective operation of major systems of HVAC, mechanical, plumbing, electrical, structural, and grounds. The district has developed and implemented policies to support the safe operation of our facilities including:

7100  Long-Range Facilities Planning
7130  School Closing
7243  Supervision of Construction
7410  Maintenance and Repair
7420  Hygienic Management
7421  Indoor air Quality
7422  School Integrated Pest Management Plan
7430  School Safety
7432  Eye Protection
7433  Hazardous Substances
7434  Smoking on School Grounds
7435  Alcoholic Beverages on School Grounds
7436  Drug Free Workplace
7440  Security of School Premises
7441  Electronic Surveillance in School Buildings
7450  Property Inventory
7480  Motor Vehicles on School Property
7490  Animals on School Property
7510  Use of School Facilities
7520  Loan of School Equipment
7610  Vandalism

*The New Jersey Safe Schools Manual* provides self-inspection checklists covering environmental, health and safety regulations for secondary occupational and career orientation programs in NJ public schools. This is utilized to assist the district in meeting regulatory requirements such as vocational safety, equipment and material handling, and occupational injury and illness prevention. Compliance with Right-To Know and PE-OSHA are monitored by building Principals and Facilities Managers.

*Continued on the following page*
Physical Environment (Continued)

Physical plant security is maintained through access control, natural surveillance, electronic surveillance, territorial reinforcement, and overall vigilance. During school hours, access is limited to one main pedestrian portal. Visitors are required to be registered and are issued a badge upon admittance. This badge is required to be prominently displayed for identification by school staff and students. Faculty and staff are required to display on their person a badge identifying them as such. School personnel monitor all doors leading to the exterior of the school building that provide access during the school day. The U.S. Department of Homeland Security provided a vulnerability and risk assessment study (2007) to assist and direct District personnel with awareness and the minimization of potential risk.

Procedures to address safety and health issues are included in the district’s employee handbook and student parent handbooks. Pursuant to N.J.A.C. 6A:16-5.2; N.J.A.C. 6A:16-1.4; N.J.A.C. 6A:16-4 the district is prepared to provide prompt and appropriate medical attention for students, staff members, and visitors who are injured or become ill on school premises or at school sponsored events. Plans for evaluation, immediate intervention, and the referral of ill or injured students, staff, and visitors have been established as district procedures in the School Doctor’s Standing Orders. These orders are reviewed by the district doctor and clinical staff annually before Board of education review and approval.
Policy Development and Program Implementation:

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Gloucester County Institute of Technology promotes educationally and psychologically healthy environments for all children and youth. The district recognizes that there are comprehensive broad based factors directly related to a safe school environment such as school facility, school programs, staff, and the community. GCIT further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community wide effort, schools are an important piece of the undertaking to this end. GCIT’s efforts illustrated below broaden the safety planning and incorporate an expansive array of strategies and programs in the school safety plan. These strategies are implemented through the following district policies:

- 2361 Acceptable Use of Computer Networks/Computers and Resources
- 2363 Pupil Use of Privately-Owned Technology
- 2411 Guidance Counseling
- 2414 Programs for Pupils at Risk
- 2415 No Child Left Behind
- 2416 Programs for Pregnant Pupils
- 2417 Pupil Intervention and Referral Services
- 2421 Vocational-Technical Education
- 2422 Health Education
- 2431.3 Practice and Pre-Season Heat Acclimation for Interscholastic Athletics
- 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries
- 2560 Live Animals in School
- 3218 Substance Abuse
- 3270 Professional Responsibilities
- 3280 Liability for Pupil Welfare
- 3281 Inappropriate Staff Conduct
- 3281.1 Staff and Communication with Students
- 3282 Use of Social Networking Sites
- 3283 Electronic Communications Between Teaching Staff Members and Students
- 3321 Acceptable Use of Computer Network(s)/Computers and Resources by Teaching Staff Members
- 3351 Healthy Workplace Environment
- 3362 Sexual Harassment
- 4159 Support Staff Member/School District Reporting Responsibilities
- 4218 Substance Abuse
- 4219 Commercial Driver Controlled Substance and Alcohol Use Testing
- 5200 Attendance
- 5300 Use of Defibrillator(s)
- 5305 Health Services Personnel
- 5307 Nursing Services Plan
- 5310 Health Services
- 5320 Immunization
- 5330 Administration of Medication
- 5330.01 Administration of Medical Marijuana
- 5331 Management of Life-Threatening Allergies in Schools
- 5332 Do Not Resuscitate Orders
- 5337 Service Animals

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<td>8461</td>
<td>Reporting Violence, Vandalism, Alcohol, and Other Drug Abuse</td>
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<td>8462</td>
<td>Reporting Potentially Missing or Abused Children</td>
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<td>Hate Crimes and Bias-related Acts</td>
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<td>Response to Concerted Job Action</td>
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<td>8506</td>
<td>School Lunch Program Biosecurity Plan</td>
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<td>8630</td>
<td>Bus Driver Responsibility</td>
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<td>8635</td>
<td>Pupil Transportation Vehicles and School Buses</td>
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<td>8660</td>
<td>Transportation by Private Vehicle</td>
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<td>Transportation of Disabled Pupils</td>
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<td>9100</td>
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<td>Public Attendance at School Events</td>
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Policy Development and Program Implementation (Continued)

9161 Crowd Control
9180 School Volunteers
9260 Parental Liability for Vandalism
9320 Cooperation with Law Enforcement Agencies
9323 Notification of Juvenile Offender Case Disposition
9324 Sex Offender Registration and Notification
9400 News Media Relations
9500 Cooperation with Educational Agencies

These policies serve as the foundation of a culture of caring, respect and responsibility and are aligned with N.J.A.C.6A:16-5.1. They are also aligned with procedures in the student-parent handbooks which can be accessed on the district website, gcit.org. A clearly defined student code of conduct assists in maintaining this culture. The district’s student management and curriculum committee, directed by the Assistant Superintendent, meets quarterly to monitor the educational environment and review instructional programs, including the student code of conduct.

District Curriculum:

Another strategy for maintaining a safe and disciplined school environment is to provide classroom instruction in violence, safety, and related life skills and health information through the New Jersey Core Curriculum Content Standards. Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger management skills.

Prevention Programs and Services:

Social and emotional learning are at the heart of a student’s academic, personal, social, and civic development. This type of learning enables individuals to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish and maintain positive relationships, and effectively respond to challenging situations. The district has a full range of support and clinical programs to social and emotional well-being and to meet the needs of our student population. They include:

Individual Counseling
Group Counseling
Certified Alcohol and Drug Counselor Services
Substance Awareness Coordinator Services
Red Ribbon Week Activities
Guest speakers and assemblies
DARE training
GREAT training
SRO program
Peer Mediation
County wide SURE (Students United for Respect and Equity) Committee
Bullying Prevention
Conflict Resolution
Character Education
REBEL (reaching everyone by exposing lies)
Social Skills instruction
Home/School Liaison Program
School Based Youth Services Program
Staff Development (including crisis Intervention Training, Emergency Response procedures)
Intervention Programs and Services:

The District provides various opportunities for staff to learn to recognize early and imminent warning signs of violence and to provide them with a continuum of resources to address those situations. The district Crisis Intervention training and handbook assists professionals in maintaining a safe and orderly environment. The district threat assessment procedure serves a guide to intervention when circumstances compromise a safe environment.

Constantly evolving social conditions and changing educational needs that can emerge with these changes can pose dramatic obstacles to student achievement and precipitate hazardous behaviors. The district has adopted the standards for Intervention and Referral Services, N.J.A.C. 6A:16-7 to insure that schools have proactive mechanisms for addressing at-risk student behavior. The regulations provide direction in formulation a coordinated system, using a multidisciplinary team approach in each school building, for addressing the full range of student learning, behavior and health difficulties and for assisting staff who may have difficulties in addressing students’ problems. In accordance with the Intervention and Referral Plan, appropriate staff members may make referrals to recognized community based social and health provider agencies identified in this plan. These agencies include:

The Gloucester County Safe Schools Program
Kennedy Memorial Hospital
DCP & P
CART
Juvenile Justice Department
Gloucester County Sheriff’s Office
Gloucester County Prosecutors Office
Deptford Township Police Department
Emergency Screening Services for Gloucester County
Part Two
School Emergency and Crisis Management Planning
Response:

It is the policy and practice of the Gloucester County Institute of Technology to enable school administrators and/or their designee(s) based upon their authority and responsibility to take immediate action in response to an identified (predetermined) crisis situation prior to the emergency responder’s arrival. In compliance with N.J.A.C. 6A:16-5.1 GCIT has developed and implemented procedures aligned with the Five Model School Security Policies distributed to law enforcement agencies through the county prosecutor’s office under the Attorney General’s Law Enforcement Directive No. 2007-1. Developed by the District Safety and Security Committee, GCIT’s Guide to Emergency Response Procedures (BOE approval 3-19-08) defines appropriate responses for administrators, staff, and students in the event of a critical incident. These procedures refer to specific positions and their roles. Pursuant to N.J.A.C. 6A:16-5.1, all district employees have received training and exposure to the specific exercises outlined in the Guide to Emergency Response Procedures.

To enhance collaboration and coordination, key emergency responders assist in the staff training, exercises, and drills. This collaboration and coordination with local responders help with the implementation of effective protocols, efficient communication and is aligned with the Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (MOA). The MOA was approved by the Board of Education on December 19, 2007.

Although the actions described in the Guide to Emergency Response Procedures address the critical areas of school building evacuations, school building lockdowns, bomb threats, active shooter response and public information, district administrators can utilize the districts The Crisis Management Manual to manage critical situations other than those addressed in the Guide to Emergency Response Procedures. Protocols and procedures outlined in the Crisis Management Manual are aligned with the NJ DOE School Safety and Security Manual Best Practices Guidelines.

All staff possess the Guide to Emergency Response Procedures and district administrators have The Crisis Management Manual.

Recovery/Postvention

The GCIT recognizes that providing follow up with staff and students after a crisis is critical to maintaining order in the schools and helping members of the school community move beyond the crisis. School, district, county, and state based response teams have been established for planning and implementing recovery/postvention activities. These activities, functions include facilitating the grieving process for staff and students, providing accurate information to school staff and community members, developing classroom materials for discussions and activities, intervening with at-risk students, scheduling follow up events with parents and community, evaluation response efforts and recommending improvements. The goal of these activities is to address the aftermath of an emergency or crisis with the provision of support, control, and structure to stabilize a situation until it can return to its pre-crisis state. The following grids define the levels of, composition, and roles of the recovery teams:
### Level of Teams/Levels of Crises

<table>
<thead>
<tr>
<th>Level</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Level I – School Team Response</td>
<td>Examples: Death of student’s or staff’s family member. A lingering illness. Loss from separation or divorce. High media profile state or natural disaster.</td>
</tr>
<tr>
<td>Level II – District Team Response</td>
<td>Examples: Death of student or staff member after prolonged illness. Community disaster.</td>
</tr>
<tr>
<td>Level III – District/County/Community Team Response (Consult and determine level of intervention)</td>
<td>Examples: Sudden unexpected death of student or staff member. Homicide, suicide. Drunken driving accidents resulting in death.</td>
</tr>
<tr>
<td>Level IV – State Team Response</td>
<td>Examples: Multiple deaths, high media profile crisis directly involving the school. Homicide, suicide. Violence on school property.</td>
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</table>

<table>
<thead>
<tr>
<th>Team</th>
<th>Membership</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Team</td>
<td>Administrators, nurse, counselors, teachers</td>
<td>Convene school crisis team to review school district’s procedures and assign responsibilities. Develop written school crisis plan. Compile crisis information packets and assemble emergency supplies.</td>
</tr>
<tr>
<td>District Team</td>
<td>Administrators, nurse, CST, counselors, teachers, parents, school board members</td>
<td>Establish District’s policies and response plan. Maintain liaison with County Team. Coordinate special assignment of school personnel in a crisis. Facilitate the sharing of staff and resources among schools. Inform and educate school personnel and students.</td>
</tr>
<tr>
<td>County Team</td>
<td>County Superintendent Office, mental health specialist, County Counseling Team*</td>
<td>Develop a county response plan. Consultation with District Team. Mobilize community resources. Coordinate training for school/district and community teams. Disseminate information.</td>
</tr>
<tr>
<td>Community Team</td>
<td>Mental Health Administrator CMHC-ES, Director Service organizations members Private practitioners Clergy</td>
<td>Mobilize community resources. Provide counseling and mental health services.</td>
</tr>
</tbody>
</table>

*County Counseling Team

Four teams of four:
- One elementary school personnel
- One middle school level personnel
- Two high school level personnel

Personnel includes: school psychologists, social workers, guidance counselors, SAC
The following Documents are supplements to the Comprehensive School Safety and Security Plan:

- District Policy Manual
- Gloucester County Educational Campus Emergency Operations Manual
- Guide to Emergency Response Procedures
- District Professional Development Plan
- District Crisis Intervention Team Handbook
- Uniform State Memorandum of Agreement
- Student/Parent Handbooks
- Employee Handbook

District website: [www.gcit.org](http://www.gcit.org)

The following resources were utilized in the development and implementation of this plan:

- NJDOE School Administrator Procedures: Responding to Critical Incidents
- NJDOE Safe Schools Manual
- NJDOE Guide for the development of a District-wide School Safety Plan

Submitted to the Board of Education of the Special Services School District and the Vocational School District of the County of Gloucester – 8/17/16