APPENDIX

JOINT SENATE AND ASSEMBLY EDUCATION COMMITTEES
Thursday, April 5, 2018 @ 10 a.m.
Committee Room 4

Good morning members of the Senate and Assembly Education Committees. I want to thank you for the opportunity to appear before you today to talk about the wide range of school safety initiatives employed here in NJ. As a parent and educator, I know that this issue is foremost in people's minds, particularly in light of the horrific tragedies that have occurred in Florida, Connecticut, Michigan, Colorado and so many other states throughout the country.

I can tell you I'm personally and professionally committed to school security. It's why I participated in the Newark March for our Lives on March 24. It's why I'm participating in an Advanced Training for School Specialists Academy Roundtable in Indiana next month; it's why I was named co-chair of the School Security Subcommittee for the NJ Department of Homeland Security and Preparedness. It's also why, in November 2017 I cancelled a football game in Asbury Park because of the threat of harm to students.

We know that school safety is not a partisan or political problem. Regardless of party, race or creed, the senseless, vicious deaths of innocent children brings us together in anger and mourning.

It has also brought us together in advocacy and action. The strength, courage and wisdom exercised by the survivors of Marjory Stoneman Douglas High School in Parkland Florida has inspired us all. They are as determined as we are today, that these awful incidents never happen again.

That's why Governor Murphy provided an additional $66 million in school safety funds for the fiscal year 2019 budget. The money will allow school districts to develop, advance and enhance new or current security strategies.

The Department has made secure schools a priority in its mission. Together, in partnership with our 560+ districts, we have been vigilant. And, while we cannot control individual student behavior, we provide guidance and support through training and resources to the school districts in order to assist their ability to identify promising practices and effective preventative strategies.

As you know, it is the local school boards that directly oversee the school districts and manage school specific plans. Districts are also required to annually report

incidents through the Department's Violence and Vandalism data collection. This data provides communities information regarding the health and safety of their schools.

As you know, because of many of the committee members here today, as well as other legislators, school security legislation has been passed to address a variety of safety concerns, including the establishment of the NJ School Safety Specialist Academy, training conducted collaboratively by schools and emergency responders, the presence of law enforcement for at least one of the monthly, mandatory school security drills and the designation of a Class III Special Law Enforcement Officer for use in schools and colleges.

Many of these laws are the result of a 2015 NJ School Security Task Force Report in which recommendations were made pertaining to school safety challenges. Through legislation and local district accomplishments, incredible strides have been made to secure our schools.

The NJ Administrative Code requires all school districts in New Jersey to have a school safety and security plan. Each plan must be designed locally with the help of law enforcement, emergency management, public health officials and other key stakeholders, and they must be

reviewed and updated on an annual basis. These plans should address all-hazards, which can range from bomb threats, fires and gas leaks, to active shooter situations.

The format and content of school safety and security plans are established by the Domestic Security Preparedness Task Force and the Department of Education. This summer, we will be working collectively to make any necessary updates or revisions. These written plans and procedures must provide for:

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

We also have taken proactive measures to protect the safety and security of all our students and staff members. Through the Department's Office of School Preparedness & Emergency Planning, we are striving to protect the health, safety, and welfare of the school community by providing direct support to schools that are establishing

safe and secure environments and increasing their capacity to respond in the event of crisis.

Through this unit, the department provides information and assistance to both public and nonpublic schools on topics such as:

- site-specific observations
- crisis response
- contingency and continuity plans
- target hardening
- mitigation measures and
- communication protocols

It also provides technical assistance on school safety, security and preparedness through our online School Safety Center that provides various tools to enhance and further develop school or district safety and security initiatives in the areas of:

- school safety and security plan reviews
- drill guidance/observations
- conference/meeting presentations
- table top exercises
- in-service/professional development
- school site appraisals

Since 2014, the Department has conducted:

- 803 unannounced active shooter drill observations
- 205 technical assistance requests
- 121 presentations to educational organizations
- 91 trainings

The guidance provided to districts has evolved overtime through our collaboration with law enforcement and other statewide and national agencies. The Department is committed to continuous improvement of our own staff. Staff monitor national trends and receive training on the latest school security best practices and those are turn keyed to our districts.

There is a growing awareness around the significance of building strong, healthy, positive school cultures through social-emotional learning – almost a type of sensitivity training for students.

Together with our sister state agencies, including the Departments of Community Affairs, Health, Children and Families, Law and Public Safety, Office of Homeland Security and Preparedness, State Police and many other federal and local government and non-government partners, we have established the Intergovernmental

School Safety Group and we've made student safety a core part of our departments' value structure.

In fact, it's because of this seamless collaboration and communication that we were able to monitor and react – in real time – to school walk out activities on March 14th.

I look forward to working with all of you, the school districts and educators to explore innovative ideas that further enhance the great work we're doing here in NJ.

Thank you.

New Jersey
DEPARTMENT OF
EDUCATION

School Security and Preparedness

New Jersey Department of Education

Lamont O. Repollet, Ed.D., Acting Commissioner

Division of Field Services

Robert Bumpus, Assistant Commissioner

Office of School Preparedness & Emergency Planning (OSPEP)

Ben Castillo, Director

April 5, 2018

New Jersey
DEPARTMENT OF
EDUCATION

Office of School Security and Preparedness Activities

- 800+ Active Shooter Drill Observations since 2014
- 300+ professional development sessions, presentations and responses to technical assistance requests
- Conducted on-site security observations
- Assisted in development/review of school safety and security plans (SSSP)

School Preparedness & Emergency Planning
NEW JERSEY DEPARTMENT OF EDUCATION

NJ Administrative Code (6A:16-5.1)

Planning and training

- Comprehensive, written school safety and security plan
  - Consultation with emergency responders
  - 91 required elements
- Reviewed annually, updated as appropriate
- Dissemination to all school employees
- Annual in-service training
- Statements of assurance
  - Drills conducted
  - School safety and security plans reviewed

New Jersey
DEPARTMENT OF
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School Security Legislative Updates

(Sept. 2016 - July 2017)

Drill Law - N.J.S.A. 18A:41 (P.L 2016, c.80)

- Monthly fire drill and one monthly security drill (active shooter, non-bomb threat evacuation, lock-down, bomb threat, 2 alternate choices)
- Law Enforcement officer present at a minimum of
  - 1 drill annually
  - Annual safety and security training to **all** full-time employees, conducted collaboratively with emergency responders.
- An actual fire or school security emergency that occurs during the month that includes activities which are the equivalent of a drill, will be considered a drill for the purposes of meeting the required number of monthly drills

New Jersey
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EDUCATION

School Security Legislative Updates

(Sept. 2016 - July 2017)

- *P.L. 2017, c.119* – Requires the Board of Education to have a memorandum of understanding with local law enforcement authorities for accessing live streams of video surveillance equipment

- *P.L. 2016, c.100* – Amends N.J.S.A. 18A:7F-41 and supplements N.J.S.A. 18A:7G-15.2 to authorize use of emergency reserve funds or proceeds from bonds issued by EDA to finance school security improvements

- *P.L. 2016, c.49* – Secure Schools for all Children Act; establishes state aid for security services, equipment or technology to ensure safe and secure school environment for nonpublic school students

- *P.L. 2016, c.79* – Requires certain school security measures to be incorporated in architectural design of new school construction and certain school security measures for existing buildings

School Security Legislative Updates

(Sept. 2016 - July 2017)

- *N.J.S.A.* 40A:14-146.11 *(P.L. 2016, c.68)* – Establishes Class III Special Law Enforcement Officers to provide security in public/nonpublic schools and county colleges. A Class III special law enforcement officer must be a recently retired law enforcement officer who served as a duly qualified, fully-trained, full-time officer in any municipality or county or as a member of the State Police. The Officer must be physically capable of performing the functions of the position, and must completed the training course for safe schools resource officers. Class III Officers can only be hired in a part-time capacity.

- Class III Officers have full powers and duties similar to those of a permanent, regularly appointed full-time police officer while providing security at a public or nonpublic school or a county college on the school or college premises during normal hours or when it is occupied by students/faculty. While on duty, an officer may respond to offenses or emergencies off school or college grounds if they occur in the officer's presence while traveling to a school facility or county college. This authority includes carry/use of a firearm while on duty.

New Jersey
DEPARTMENT OF
EDUCATION

School Security Legislative Updates

(Sept. 2016 - July 2017)

New Jersey School Safety Specialist Academy

N.J.S.A. 18A:17-43.2 to 18A:17-43.3

- School Safety Specialist Certification Program
  - Bullying, hazing, truancy, drugs, weapons, gangs, Internet safety, school policing, emergency planning, emergency drills
- School Safety Specialist (district)
  - School Administrator
  - Security personnel, policies & procedures, training & compliance, liaison to law enforcement, attend annual training (recertification)

New Jersey School Safety Specialist Academy
Required Staff Position

Each district must designate one or more school liaisons to the county prosecutor's office and local law enforcement (MOA Article 2).

- **Who**:
  - School administrator

- **With**:
  - County prosecutor's office
  - Local law enforcement
  - National, State, and community agencies and organizations

- **Why**:
  - Act as the primary contact person
  - Communicate and cooperate in matters of school safety and security

New Jersey
DEPARTMENT OF
EDUCATION

Uniform State Memorandum of Agreement (MOA) Between Education and Law Enforcement Officials

MOA Joint Issuance: New Jersey Departments of Law & Public Safety and Education

Purpose: To establish effective cooperation *between the local education agency and law enforcement officials* to ensure a safe educational environment.

Requirement: All public school districts serving students in grades kindergarten through 12, charter schools and Renaissance school projects, jointure commissions, educational services commissions, and approved private schools for students with disabilities.

Annual Signing Between Education and Law Enforcement: Board of Education President, Chief School Administrator, Executive County Superintendent, Chief of Police or Station Commander, County Prosecutor

Source: *N.J.A.C.* 6A:16-6.2(b)13

Mandatory Reporting to Law Enforcement (Examples)

Whenever any school employee in the course of his or her employment develops reason to believe that:

•A firearm or other dangerous weapon has unlawfully been possessed; a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm (MOA Article 4.6).

•Anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person and is genuinely believed will be carried out in the future (MOA Article 4.10).

•An assault upon a teacher, administrator, other school board employee, or district board of education member has been committed, with or without a weapon (*N.J.A.C.* 6A:16-5.7).

School Safety and Security Plans (SSSPs)

District's must develop and annually review school safety and security plans (MOA Article 13).

- **Who**:
  - Chief school administrator (CSA)

- **With**:
  - Local law enforcement
  - Health and social services provider agencies
  - Emergency management planners
  - School and other community members, as appropriate

- **Why**:
  - Protocols and procedures for quickly communicating to staff, students, parents, and emergency responders
  - Procedures for minimizing the risk of physical harm to students and staff

Training Requirement

Safe Schools Resource Officer Training Course (MOA Article 1)

- **Who**: School liaison; School resource officer (SRO)
- **When**: Before assigning liaison or SRO
- **Why**: Provide comprehensive and consistent training and current school resource officer practices and concepts. Designed to benefit school administrators working with law enforcement and any law enforcement officer working within an educational environment.

In-service on School Safety and Security Plans (MOA Articles 8 & 13)

- **Who**: All district Board of Education employees
- **When**: Annually
- **Why**: To recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures and mechanisms for school safety and security

NJDOE's Prevention and Intervention Efforts (Examples)

What	Why	Prevention	Intervention
Comprehensive Health Education Standards (*N.J.S.A.* 18A:35)	Decision making skills related to alcohol, tobacco and other drugs, relationships, character development and interpersonal communications.	✓	
Social and Emotional Learning Competencies	To promote safe, supportive and challenging learning environments	✓	
Intervention and referral services (I&RS)	Identifying, collecting information on, and developing plans to address learning, behavior and health difficulties		✓
New Jersey Tiered Systems of Support (NJTSS)	Builds upon intervention and referral services (I&RS) and gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students	✓	✓
Positive Behavior Supports in Schools	Data driven process for teaching and reinforcing consistent expectations for student conduct and process for teaching and reinforcing the conduct expectations	✓	✓
Student Safety Data System (SSDS)	Review SSDS incident–based data regularly to assess any patterns or trends and develop prevention and intervention strategies.	✓	✓

Fiscal Support (Examples)

What	Why	Statute	ESSA
School Security Improvements	Allows the use of emergency reserve funds or proceeds from bonds issued by the NJ Economic Development Authority to finance school security improvements	N.J.S.A. 18A:7F-41	
Secure Schools for All Children	Establishes state aid for security services, equipment or technology to ensure safe and secure school environment for nonpublic school students	N.J.S.A. 18A:58-37.8	
Student Supports and Academic Enrichment	Early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers		Title IV, Part A
In-Service Training for School Personnel	Techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness		Title II (LEAs)

Supportive Resources (Examples)

Safety

- School Safety Manual: Best Practices Guidelines
- School Administrator Procedures: Responding to Critical Incidents Manual
- School Safety and Security Plans: Minimum Requirements
- OSPEP courses and training
- New Jersey School Security Task Force Report and Recommendations

Prevention and Intervention

- Social and Emotional Learning Competencies
- Positive Behavior Supports in Schools
- School Climate Survey
- Directory of Mental Health Services (NJ Department of Health)

New Jersey
DEPARTMENT OF
EDUCATION

Contact Information

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School Safety Comments

NJ Senate and Assembly Education Committees

April 5, 2018

Scott Rocco, Ed.D. - Hamilton Township School District Superintendent

Good morning and thank you for the opportunity to comment on a topic that is of paramount importance to all of us today and every single school day.

The issue of school safety has been on the minds of those of us in education for a long time. However, there was a time, long ago, when school safety was just a thought of building principals twice a month with the required monthly fire drills.

As building principals, we would pull the alarm, teachers would stop teaching, the students and teachers would go outside, the alarm would be turned off, and everyone would come back inside and instruction would start again. We would document the date and time it took to complete. No one thought otherwise about this rather mundane and bi-monthly ritual.

School violence has changed the way everyone in education thinks about school safety and security. Today, it's on the minds of every Superintendent, every principal, every teacher, every student and every parent... every day, and every time there is a safety drill or fire alarm.

I know this personally, as both a superintendent and a father. Last month, when my son's school went into lockdown, he texted me asking if it was real. He's in high school and the drill concerned him. I'm happy he was taking the drill seriously. But I'm also bothered that he and students all across our nation have to think everytime a lockdown is called or a fire alarm goes off that their school could be the next to experience school violence.

It's important for everyone outside of education to understand that we, the educators in the classrooms, in the school office, and in the Board Office didn't go to school for this. In fact, most of us did not have a single class in school safety while training to be a teacher or administrator.

To further address our safety and security needs we need to look at school funding:

According to the New Jersey School Funding Formula Hamilton Township should receive: $3,026,919 in security aid.

We are receiving: $630,559 - which is an increase of $0 from the previous year

Funding the difference of $2,396,360 would allow my district to put these funds to good and immediate use. Tangible school safety and security items that would help us address areas we know need to be addressed immediately, while more long term issues could begin to be addressed. We could also expand the resources, staff, and programming related to mental health. This is an area that needs immediate attention for not only school safety but for the overall mental health and wellness of our students and staff. I'm proud to join my fellow Mercer County Superintendents in our Call to Action related to addressing student mental health and teen suicide. We have held one program and planning two more in the near future including an EdCamp for faculty and staff called EdCampYou which will support self-care strategies for those who work with our students every day.

I know school funding and the distribution of those funds has been and will continue to be a discussion and decision at your level. There are many priorities that need to be addressed and funded in our schools. My colleagues and I are well aware of and respect this fact. But I want to reinforce with you that for our students to learn they need to feel safe at school, and for our teachers to be effective educators they need to feel safe at school, and for our community to feel comfortable with sending their children to school, they need to feel like their schools are safe.

If we can make this happen, then maybe someday, in the future when the fire alarm goes off or the school is put in lock down, the students and teachers will think it's just another drill that is briefly disrupting the learning happening in every classroom, just like those 2 a month fire drills from years past once did.

Until that time I welcome our elected officials to join me and my colleagues in finding ways to make our schools safer for all who learn, teacher, and visit them.

Thank you.

School Safety Comments

NJ Senate and Assembly Education Committees

April 5, 2018

Thomas A. Smith, Ed.D. - Hopewell Valley Regional School District Superintendent

Good morning, my name is Thomas Smith, and I am Superintendent of the Hopewell Valley Regional School District. Thank you for allowing me to speak to you this morning. I support my colleague Dr. Rocco's comments regarding fully funding the school security formula.

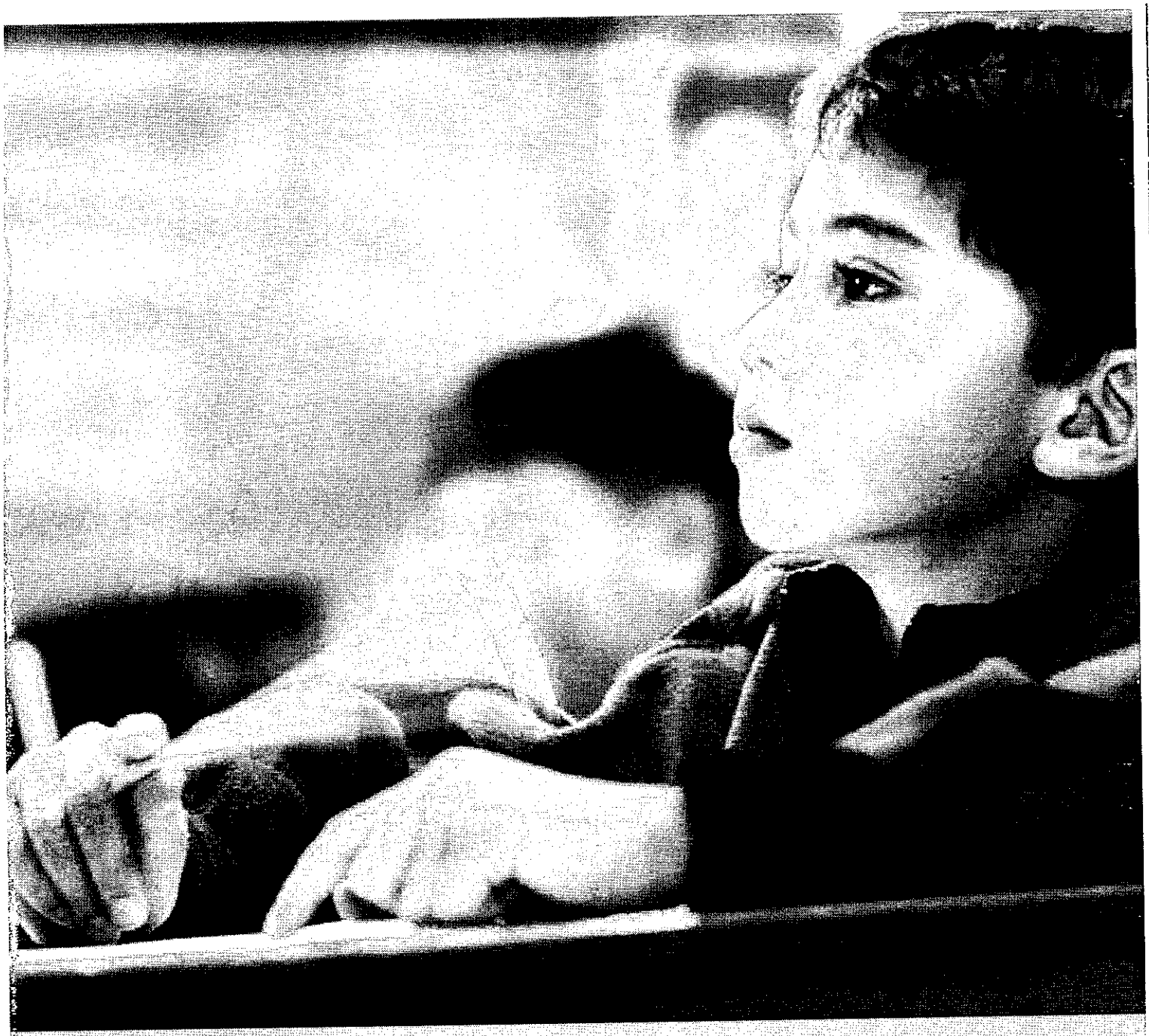
This morning I would like to offer another perspective to the school security conversation. In the twenty-four hours after Parkland, I received no less than a dozen solicitations from "experts" offering the newest, best devices and training for a school crisis. As the leader of a school district, responsible for the safe education of thousands of students, I receive conflicting information regarding best practices and training related to school security on an almost daily basis. Search Youtube for how to survive a school shooting, and you will find over seven million videos offering advice.

School security has become our passion and our responsibility. We rely heavily on the school's relationship with our local police to help guide us, but what about those districts who do not have strong working relationships with their local police? How do we guarantee that we are getting the best advice, not just the advice that sells the most products?

While I appreciate the States willingness to provide flexibility regarding district curricular and book choices. Today, I am asking for *more* guidance and direction from the State in the area of school security.

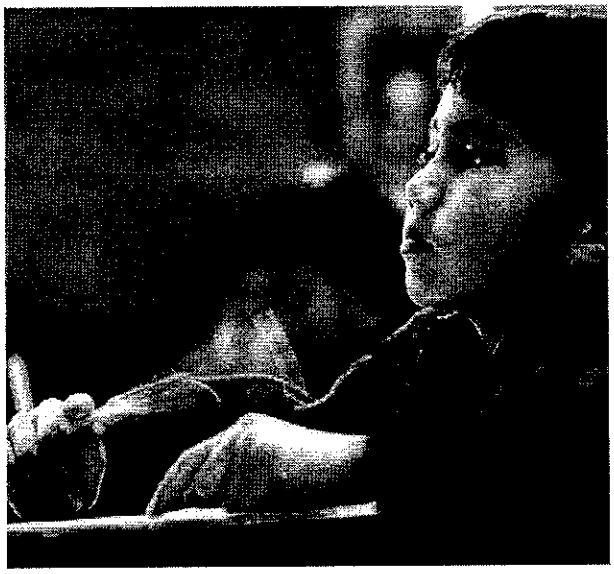
I ask you to consider the following: The Hopewell Valley Regional School District is comprised of 62 square miles. We have an excellent relationship with our local police; however, like most police departments, their resources are limited. In the case of a true emergency, it is likely that police from the neighboring towns will respond to our schools - many have never stepped foot in our buildings, nor do they know our codes or protocols.

Adding to this, over the past several years we have gone from using pleasant terms like "bear cub drills" to complex codes, to now using plain language for building drills like "freezes, evacuations, lockdowns." Have other district transitioned? I don't know. Recently, I was told by a salesman that all the schools he works with are moving away from lockdowns and towards a "run, hide, fight"



What Makes Schools Safe?
Final Report:
NJSBA School Security Task Force
October 22, 2014

New Jersey
School Boards Association



The Final Report of the NJSBA School Security Task Force represents the culmination of NJSBA's efforts to inform the discussion of school safety and security that began immediately after the December 2012 tragedy in Newtown, Connecticut.

The report should be viewed as a resource to help determine further state and local action to ensure the physical and emotional well-being of our students.

www.njsba.org/schoolsecurity2014

New Jersey School Boards Association
Serving Local Boards of Education Since 1914

MISSION STATEMENT
The New Jersey School Boards Association, a federation of boards of education, provides training, advocacy and support to advance public education and promote the achievement of all students through effective governance.

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New Jersey School Boards Association
Celebrating 100 years of service

413 West State Street • Trenton, NJ 08618 • Telephone: 609.695.7600 • Toll-Free: 888.88NJSBA • Fax: 609.695.0413

MEMORANDUM

TO: John Bulina, President
Lawrence S. Feinsod, Ed.D., Executive Director

FROM: Raymond R. Wiss, Immediate Past President
Donald Webster, Jr., Vice President for Finance

SUBJECT: What Makes Schools Safe? – The Final Report of the NJSBA School Security Task Force

DATE: October 22, 2014

We are pleased to submit to you *What Makes Schools Safe?*—the final report of the New Jersey School Boards Association School Security Task Force. The study group met eight times between March and September 2013 and discussed the multitude of factors involved in making our schools secure learning environments for children.

During its deliberations, the task force heard presentations from eight experts representing law enforcement, school security, emergency planning, school design, and higher education. The final report includes 45 recommendations addressing crisis planning, the use of security personnel, the working relationship between school officials and law enforcement, school climate, architectural enhancement, security equipment, and financing. The recommendations call for action by local school boards and the state and federal governments.

The information provided throughout the report is of equal significance to the task force's findings and recommendations. We hope that the report will serve as a source to guide local boards of education as they make decisions critical to the security of their communities' schools and the safety of their students.

In one respect, the Final Report of the NJSBA School Security Task Force represents the culmination of NJSBA's efforts to inform the discussion of school safety and security that began immediately after the December 2012 tragedy in Newtown, Connecticut. In a broader sense, it should be viewed as a resource to help determine further state and local action to ensure the physical and emotional well-being of our students.

We most appreciate the interest of the task force members, who took on this task in addition to their local board of education service. The breadth and depth of the subject were far greater than many of us anticipated, and the continued participation of a core group of task force members through the extended meeting schedule is deeply appreciated.

INTRODUCTION: What Makes Schools Safe?

Can anything be done to prevent the kind of violence that occurred in Newtown? The answer—the only answer—is "We have to try."

– Dr. Lawrence S. Feinsod, Executive Director
New Jersey School Boards Association[1]

On December 14, 2012, a gunman blasted through a glass entryway at the Sandy Hook Elementary School in Newtown, Connecticut, and within minutes murdered 20 children and six adults. Since the day of the tragedy, local boards of education throughout our nation have faced the question: What else must be done to ensure the safety and security of schoolchildren?

1. ***Is the solution in-school security personnel?***

- On July 15, 2014, Sussex County's High Point Regional Board of Education adopted policy allowing the employment of two retired law enforcement officers to provide armed security for its 1,100-student campus. Located in the remote corner of northwest New Jersey in a community without its own police force, the district faced a unique situation that warranted the hiring of non-police security, according to its superintendent.[2]
- On June 24, 2013, the Westfield Board of Education restored the position of School Resource Officer at the district's high school. The position had been discontinued six years earlier for budgetary reasons. The town's police chief, the district superintendent and the high school principal explained that the SRO position, which is filled by a member of the municipal police force, would focus as much on counseling, mentoring and relationship-building as it would on security.[3] Eleven months later, the school board voted in favor of the reappointment of the SRO for another year.[4] The town and the school district split the cost of the SRO's salary.

2. ***Is working with law enforcement the best approach?***

- In South Brunswick Township, specially trained police officers regularly conduct security surveys of the district's schools, examining cameras, locks and security systems.[5] The police

[1] Lawrence S. Feinsod, Ed.D. "Introduction: Safe and Secure Schools: Perspectives after Newtown" (a forum sponsored by the New Jersey School Boards Association, The College of New Jersey, Ewing, N.J., January 18, 2013), https://www.youtube.com/watch?v=VM4WtwyeTKQ&list=UU9-T5UwBZXksBK0i-ulcHWA.

[2] Joe Moszczynski, "Sussex County high school agrees to hire two armed security officers," *Star-Ledger*, July 17, 2014 (http://www.nj.com/sussex-county/index.ssf/2014/07/sussex_county_high_school_agrees_to_hire_two_armed_security_officers.html). Accessed Sept. 8, 2014.

[3] Frank Mustac, "Full-time police officer to be on duty at Westfield High School starting this fall," *Independent Press*, June 26, 2013 (http://www.nj.com/suburbannews/index.ssf/2013/06/full-time_police_officer_to_be.html). Accessed Sept. 8, 2014.

[4] "Police officer will again be stationed at Westfield High School," *Suburban News*, May 23, 2014, (http://www.nj.com/suburbannews/index.ssf/2014/05/police_officer_will_again_be_s.html). Accessed Sept. 8, 2014.

[5] Janet Bamford, "Making New Jersey's Schools Safe and Secure," *New Jersey School Leader*, Vol. 43, No. 4 (January 2013): 28. (http://www.njsba.org/news/school-leader/01022013/making-nj-schools-safe-and-secure.php)

department and the school district have a strong working relationship that results in over 2,000 police patrols a year in and around the district's schools and a requirement that the officers be familiar with the layout of each one of the district's 10 buildings and its grounds. "There is a constant, visible presence," said its chief of police.[6]

- On August 13, 2014, seven southern New Jersey county prosecutors sponsored a School Safety and Security Conference at Washington Township High School in Gloucester County, the eighth such event. The meeting focused on issues ranging from family reunification following catastrophic events to threat assessment.[7]

3. *Are physical security enhancements a part of the solution?*

- On a sprawling high school campus in central New Jersey, magnetic door locks have been put in place, as has a video camera that enables identification of visitors before they are buzzed into the building. And while the district does not have walk-through metal detectors, it owns metal-detecting wands that it can use when necessary. In addition, more than 200 video cameras are stationed around the high school, and the camera locations are changed periodically. A staff member monitors the cameras at all times.[8]
- On September 30, 2014, approximately a dozen New Jersey school districts continued a trend, which emerged after the Newtown shooting, of seeking voter approval of construction projects that include at least one security component. In Manchester Township, for example, voters approved a construction plan includes creation of vestibule areas, also called "mantraps," designed to limit visitors' immediate access to a school's main office.[9] Statewide at least ten construction plans with school safety components, ranging from security cameras to access controls, were approved.[10]

4. *Should we direct more attention to school climate?*

- Research by the Rutgers-based Developing Safe and Civil Schools Initiative concludes that the more positive a school ranks in five measures of a healthy school climate—overall climate;

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[6] Raymond Hayducka, "Looking Forward: State School Security Procedures and Requirements" (panel discussion at Safe and Secure Schools: Perspectives after Newtown, a forum sponsored by the New Jersey School Boards Association, The College of New Jersey, Ewing, N.J., January 18, 2013), http://www.youtube.com/watch?v=B_rSGUV9skA&feature=youtu.be.

[7] Joe Green, "South Jersey educators, authorities set annual School Safety and Security Conference," *South Jersey Times*, July 23, 2014, (http://www.nj.com/south/index.ssf/2014/07/south_jersey_educators_authorities_to_hold_8th_annual_school_safety_and_security_conference.html). Accessed Sept. 8, 2014.

[8] Bamford, "Making New Jersey's Schools Safe and Secure": 30-31.

[9] "BOE Approves Referendum for September Vote," Manchester Township School District, (http://www.manchestertwp.org/site/default.aspx?PageType=3&DomainID=145&ModuleInstanceID=1159&ViewID=047E6BE3-6D87-4130-8424-D8E4E9ED6C2A&RenderLoc=0&FlexDataID=9779&PageID=448). Accessed Sept. 8, 2014.

[10] New Jersey School Boards Association, "Voters Approve $300.2 Million in School Construction Projects," *School Board Notes*, Sept. 30, 2014, Vol.XXXVIII, No.9. (http://www.njsba.org/news/sbn/20140930/voters-approve-300-point-2-million-in-school-construction-projects.php)

meaningful student involvement; teacher approval; student pride; and support and care by and among school staff—the lower the incidence of violence, vandalism and/or substance abuse.[11]

- The former principal of Piscataway High School, who is a leading expert in school security, notes that the culture of the school is just as important as the building security hardware. "That requires you have clear expectations for your students and swift and appropriate consequences when those expectations are not met."[12]

For any given school district the answers to questions 1, 2, 3 and 4 above could all be "Yes."

While concerned lawmakers have proposed *statewide* remedies, one year of research by the New Jersey School Boards Association, including the work of its School Security Task Force, arrives at a significant conclusion: The functions of geography, facility design and access to law enforcement result in distinct security needs in each school district. That finding underscores the importance of providing information and guidance to all local school boards. Fulfilling that need is the foremost goal of the New Jersey School Boards Association in publishing this report.

The Immediate Response to Newtown

On December 14, 2012, the day of the Newtown shooting, NJSBA Executive Director Dr. Lawrence S. Feinsod called a meeting of his senior staff to discuss the issues that the tragedy presented to local school boards and ways in which the Association could assist the public school community in moving forward.

Among the first strategies identified was *education*...to inform local school board members and their staffs of the requirements now in place and strategies they may consider. The Association's initial effort was "Safe and Secure Schools: Perspectives after Newtown," a statewide forum that drew over 650 people to The College of New Jersey in January 2013. The meeting featured experts from law enforcement, security, school climate, insurance, and crisis management.

To reach a vital element of the school community—that is, *parents*—NJSBA also hosted two regional forums, conducted by Immediate Past President Raymond R. Wiss with the participation of county prosecutors, local law enforcement agencies and school district officials. Additionally, "school security" became a frequent topic of county school boards association meetings throughout the year.

[11] Maurice J. Elias, Ph.D., "The Essential Connection between a Safe and Secure School Climate and Students' Educational and Life Success" (presentation to Safe and Secure Schools: Perspectives after Newtown, a forum sponsored by the New Jersey School Boards Association, The College of New Jersey, Ewing, N.J., January 18, 2013), http://www.njsba.org/training/materials/njsba-school-safety-forum.ppt and http://www.youtube.com/watch?v=VM4WtwyeTKQ&list=UU9-T5UwBZXksBK0i-ulcHWA.

[12] Bamford, "Making New Jersey's Schools Safe and Secure": 31.

Formation of the School Security Task Force

Based on observations from these forums and other sources, NJSBA President John Bulina identified a need to provide the Association's membership with additional guidance and direction on school safety issues. Therefore, he appointed a School Security Task Force in March 2013 and charged the group with the following tasks:

1. Survey school districts on their security practices and consult with experts in law enforcement, security, school climate, and other fields.
2. Review current developments affecting the implementation and funding of school security measures.
3. Identify best practices and changes in statute and regulation that would promote student safety and enable school boards to fund and implement security measures.
4. Review relevant NJSBA policy. If appropriate, recommend additions or changes to existing Association policy.

Indicative of the high level of interest in school safety, more than 130 local school board members volunteered to serve on the task force. Eleven were selected. (The list of task force members can be found at the beginning of this report.) The board members who expressed interest in the project but were not selected were able to participate as members of a focus group in the development of the survey on school district security practices.

Task Force Activities

Chaired by Immediate Past President Wiss and Vice President for Finance Donald Webster, Jr., the task force met eight times between March and September 2013. It administered a survey to school board presidents and school business administrators during the summer of 2013. Various results from the survey are referenced throughout this report.

The following experts appeared before the task force during its deliberations:

- **Anthony Bland**, state coordinator, Office of School Preparedness and Emergency Planning;
- **Maurice J. Elias, Ph.D.**, director of clinical training, Rutgers University Department of Psychology; director, Rutgers Social and Emotional Learning Laboratory; director, Collaborative, Rutgers' Center for Community-Based Research, Service, and Public Scholarship;
- **Anne Gregory, Ph.D.**, Rutgers University Graduate School of Applied and Professional Psychology;
- **James E. Hyslop**, president, SSC Security, Inc., Huntingdon, PA;
- **William D. (Ted) Hopkins III**, AIA, LEEDap, principal, Fraytak Veisz Hopkins Duthie PC;

- **Brian J. Klimakowski**, chief of police, Manchester Township Police Department, and New Jersey State Association of Chiefs of Police representative to the Governor's School Security Task Force;
- **Mark B. Miller**, vice president, Pennsylvania School Boards Association, and vice president for Educational Technology, Nixle, and
- **Gary Vermeire**, coordinator of the Safe and Supportive Schools Unit of the New Jersey Department of Education.

Additional guidance came from members of the NJSBA staff, particularly Steven McGettigan, manager of Policy Services (the Uniform Memorandum of Agreement between school districts and local law enforcement), and Lou Schimenti, product and services specialist (School Safety and Security Plans).

The task force co-chairmen, Ray Wiss and Don Webster, presented a preliminary report to the NJSBA membership at the Association's annual conference ("Workshop") in October 2013. (See Appendix D.)

Task Force Findings

The Final Report of the NJSBA School Security Task Force includes 45 recommendations addressing local school district practices and state and federal requirements in six key areas: security personnel; school climate; policy and planning; communications/ community relations; physical security; and finances.

Each recommendation is based on findings that were developed following consultation with experts and additional research. Key findings of the task force include the following:

- New Jersey has strong and effective statewide school security measures in place. For example, our state is one of only 10 that require periodic security drills throughout the school year. It requires crisis plans in each district, as well as agreements between school districts and local law enforcement agencies. The procedures result from state law and regulation, aggressive state initiative, local school board policy, and the interest of caring adults, including teachers, parents, school board members, and law enforcement personnel.
- Effective security planning must involve every element of the school community and the broader community.
- A safe and secure environment for our students requires not only protection from outside threats, but also the maintenance of a supportive and caring day-to-day internal school climate.
- A strong, positive relationship between school officials and law enforcement/emergency responders—built on mutual respect for, and adherence to their specific roles—is a cornerstone of an effective school security program.

- An information gap persists concerning the various types of security personnel employed in schools (e.g., School Resource Officers, private security, retired law enforcement, etc.) and their training, qualifications and functions, a situation that has led to public misperception and misunderstanding.
- "Deter, Slow and Detain" intruders, a foundation of effective physical security, requires a different set of building blocks for each school and school district. However, certain low-cost options are available to address the common concern of controlling entry into schools and classrooms.
- Funding for security upgrades and strategies has become extremely limited due to competing demands of the academic program and capital expenses, state regulation over non-instructional expenditures, the 2 percent tax levy cap, and the lapse of federal funding for the School Resource Officer program.

How to Read this Report

A safe and secure school encompasses many elements, such as building design, a well-trained and well-informed staff, a cooperative relationship with law enforcement, and a nurturing environment. To enable readers to understand the relevant factors of a safe and secure school, the Final Report of the NJSBA School Security Task Force is organized into the following sections:

Various sections, including School Climate and Training, provide summaries of current programs and available resources.

Each section concludes with a series of recommendations, based on critical information presented by the experts who appeared before the task force and the research collected by the study group. While all recommendations are compiled into a single reference (Appendix A), readers would benefit most from the task force's extensive work by reviewing the information behind the recommendations. The narratives in each section also provide interesting, useful information about school safety and security, with extensive references to guidelines from governmental agencies, such as the Office of Homeland Security and the FBI, institutions of higher education, and presentations by the experts who appeared before the task force.

Links to most of the references used in this report are included in the footnotes in each section and in the Works Cited/Resources section (Appendix B).

New Jersey School Boards Association
Celebrating 100 years of service

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NJSBA School Security Task Force
2013-2014

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Donald Webster, Jr., Vice President for Finance

Members
William Beck, Hackettstown Board of Education
Jay Dean, Butler Board of Education
Christopher Musto, Lyndhurst Board of Education
Brandon J. Pugh, Moorestown Board of Education
Ronald Russell, Riverside Board of Education
Tanya Coke, Montclair Board of Education
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Frank Belluscio, Deputy Executive Director/Director of Communications
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Lou Schimenti, Product & Services Specialist
Linda Rottloff, Administrative Assistant

Charge

- Conduct surveys on school security practices and consult with experts in law enforcement, security, school climate, and other fields.
- Review current developments affecting the implementation and funding of school security measures.
- Identify best practices and changes in statute and regulation that would promote student safety and enable school boards to fund and implement security measures.
- Review relevant NJSBA policy. If appropriate, recommend additions or changes to existing Association policy.

I. SECURITY PERSONNEL

Sandy Hook Elementary had all the standard safeguards and more, including a locked, video-monitored front door. It did not have a school resource officer. Instead, like most districts, there were police officers at nearby middle and high schools.[13]

In 1999, Eric Harris and Dylan Klebold killed 15 people and wounded 23 more at Columbine High School. The destruction occurred despite the fact that there was an armed security officer at the school and another one nearby...[14]

[Arapahoe County Sheriff Grayson] Robinson said a deputy sheriff assigned as a school resource officer and an unarmed security guard immediately closed in on the shooter.... "We believe that the response from the school resource officer and from the unarmed school security officer was absolutely critical to the fact we did not have additional injury and/or death."[15]

The School Resource Officer

Following Newtown, no single security strategy drew more attention than the placement of armed personnel in the schools. The discussion, however, begs for a clearer definition of the type of armed presence available to schools and its purpose—that is, building security, student safety, law enforcement, counseling, education, or a combination of all of these functions.

A December 2012 newspaper article, for example, quoted Governor Christie as opposing the use of armed guards in the schools. "I am not someone who believes that having multiple armed guards in every school is something that will enhance the learning environment. You don't want to make this an armed camp for kids."[16]

Lost in translation in subsequent media coverage was the critical distinction between armed non-police security and school resource officers (SROs) who, by law[17], receive special training in working with students. In fact, the Governor was expressing opposition to armed guards at school and classroom entrances. The state Department of Education's Office of School

[13] Christine Armario, "More armed security at schools after Newtown," Associated Press, Aug. 24, 2013 (http://bigstory.ap.org/article/more-armed-security-schools-after-newtown). Accessed Sept. 8, 2014.

[14] Amanda Terkel, "Columbine High School Had Armed Guard During Massacre In 1999," *Huffington Post*, December 23, 2012 (http://www.huffingtonpost.com/2012/12/21/columbine-armed-guards_n_2347096.html). Accessed Sept. 8, 2014.

[15] Ray Sanchez, "Lessons of Columbine and other school shootings helped in Arapahoe," CNN.com, December 15, 2013 (http://www.cnn.com/2013/12/14/us/colorado-school-shooting-response/). Accessed Sept. 8, 2014.

[16] Jenna Portnoy, "Gov. Christie opposed to armed guards in N.J. schools," *Star-Ledger*, December 21, 2012 (http://www.nj.com/politics/index.ssf/2012/12/gov_christie_opposed_to_armed.html). Accessed Sept. 8, 2014.

[17] *P.L.* 2005, c.276 (http://www.njleg.state.nj.us/2004/Bills/PL05/276_.HTM); *N.J.S.A.* 52:17B-71.8.

Preparedness and Emergency Planning supports school district consideration of SRO employment, while acknowledging its steep financial cost, according to Anthony Bland, state coordinator of the office.[18]

Among its April 2013 recommendations, the NJ SAFE Task Force on Gun Protection, Addiction, Mental Health and Families, and Education Safety, a select study group appointed by Governor Christie after the Newtown tragedy, encouraged districts to consider the use of SROs.

> SROs perform many functions and are much more than armed security guards. Experience shows that SROs can earn trust among the student population so that students who would otherwise be reluctant to call the police feel comfortable sharing information of suspicious activity, before it escalates to violence. To the extent that school districts can hire SROs, the State should encourage them to do so.[19]

A 2010 U.S. Department of Justice publication points to research that the presence of an SRO may deter "aggressive behaviors including student fighting, threats and bullying" and make students, teachers and staff feel safer.[20]

SRO Roles and Responsibilities

The school resource officer concept appeared in the mid-20th century, starting in Flint, Michigan in the 1950s and spreading through the Midwest and South over the next two decades. The officers' functions varied according to individual district needs, but usually encompassed enhancing school safety, reducing juvenile crime, and building trust with students.[21]

Today, the National Association of School Resource Officers (NASRO) describes the SRO's responsibilities as a triad: law enforcement-educator-counselor.[22] On the first anniversary of the Newtown tragedy, Kevin Quinn, NASRO president, explained the purpose of SROs to PBS correspondent John Larson.

> ...school resource officers are properly trained...police officers from the local jurisdiction that are assigned to a school on a full-time basis. ...they're more than..."let's just put an officer with a gun standing at the front door, waiting for something bad to happen." These

[18] Comments to the NJSBA School Security Task Force, August 22, 2013.

[19] New Jersey Office of the Attorney General, *The New Jersey SAFE Task Force on Gun Protection, Addiction, Mental Health and Families, and Education Safety*, by Peter G. Verniero, John J. Degnan, Manuel Guantez, James Romer, Evelyn Sullivan, Brian Zychowski, Lee Vartan, Ron Susswein, Paul Salvatoriello, and Joseph Fanaroff. (Trenton, N.J., April 10, 2013), 80. (http://nj.gov/oag/newsreleases13/NJSAFE-REPORT-04.10.13-WEB.pdf, accessed Sept. 10, 2014)

[20] U.S. Department of Justice, Office of Community Oriented Policing Services, Center for Problem-Oriented Policing, *Assigning Police Officers to Schools, Problem-Oriented Guides for Police, Response Guide Series No. 10*, by Barbara Raymond. (Washington, D.C., April 2010), 8-10. (http://www.popcenter.org/Responses/pdfs/school_police.pdf, accessed Oct. 16, 2014)

[21] James Hyslop, SSC, Inc., Huntingdon, PA, "What Is a School Resource Officer" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

[22] *Ibid.*

officers are completely integrated into the school and into the school system as part of the faculty, as part of the administration team.[23]

In his presentation to the NJSBA Task Force on August 12, 2013, Brian Klimakowski, Manchester Township Chief of Police and the New Jersey State Association of Chiefs of Police representative on the Governor's School Security Task Force, described the SRO as a career law enforcement officer, deployed in a community-oriented policing assignment. He or she is assigned by the employing law enforcement agency to work in collaboration with schools to—

- Address crime problems, gangs and drug activities affecting or occurring in or around school property;
- Deploy or expand crime prevention efforts for students;
- Educate likely school-age victims in crime prevention and safety;
- Train students in conflict resolution, restorative justice and crime awareness;
- Assist in the identification of physical changes in the environment that may reduce crime in or around the school, and
- Assist in developing school policy that addresses crime and recommend procedural changes.[24]

The local police chief has direct authority over the school resource officer, who is member of the police department.

Two government documents that provide guidance to school districts on the use of SROs outline the position's wide range of functions.

The New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community (1998) defines the purpose of the SRO as follows: "to assist schools and communities in reducing juvenile delinquency through a collaborative approach between law enforcement and schools, focused on education, prevention, communication and information sharing."[25]

The New Jersey *Guide* includes a sample partnership agreement between the law enforcement agency and the school district that lists 25 SRO duties, encompassing security and surveillance, delinquent activity, liaison with the juvenile justice system, counseling/peer mediation, assistance to the school administration in child custody and truancy issues, and service as an instructor of specialized short-term programs on crime prevention, drug and alcohol education, the criminal and juvenile justice systems, and related topics.[26]

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[23] "School resource officers and the quest for safer schools," PBS Newshour, December 14, 2013. (http://www.pbs.org/newshour/bb/nation-july-dec13-quinn_12-14/). Accessed Sept. 8, 2014.

[24] Brian Klimakowski, "School Security: 2013 and Beyond" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

[25] N.J. Department of Law and Public Safety and New Jersey Department of Education, *The New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community*, by Christine Todd Whitman, Peter Verniero and Leo Klagholz. (Trenton, N.J., 1998), 5. (http://www.state.nj.us/oag/dcj/pdfs/safeschl.pdf, accessed Sept. 10, 2014)

[26] *Ibid*, 13-15.

Assigning Police Officers to Schools (2010), a guide published by the U.S. Department of Justice, Office of Community Oriented Policing Services, identifies the common roles for school resource officers as follows:

- "Safety Expert and Law Enforcer," noting that SROs are also "likely to serve as first responders in the event of critical incidents at schools, such as accidents, fires, explosions, and other life threatening events" and that they "often support advance planning for managing crises…";
- Problem-Solver and Liaison to Community Resources; and
- Educator.[27]

SRO Training

An amendment to the Police Training Act (*N.J.S.A.* 52:17B-66 *et seq.*), enacted in 2006, requires the New Jersey Police Training Commission to develop a special course for school resource officers.

> The Police Training Commission in the Division of Criminal Justice in the Department of Law and Public Safety, in consultation with the Attorney General, shall develop a training course for safe schools resource officers and public school employees assigned by a board of education to serve as a school liaison to law enforcement… The course shall at a minimum provide comprehensive and consistent training in current school resource officer practices and concepts.[28]

The New Jersey Association of School Resource Officers (NJASRO) provides a Safe Schools Resource Officer Training Program, which meets statutory training requirements for all SROs assigned to schools after January 1, 2006. The five-day program includes the following components: "Roles and Responsibilities," including school safety and security, threat/risk assessment, instructional duties, counter-terrorism, and funding and grants; "Law," including the juvenile justice system, search and seizure, and the Memorandum of Agreement between Law Enforcement and Local Education Agencies; "Teaching Methods"; "Mentoring," and "Working with School Administrators."[29]

NJASRO lists its training partners as the New Jersey Office of Homeland Security & Preparedness, the U.S. Attorney's Office, the New Jersey State Parole Board, and the New Jersey State Police.

The SRO and the Memorandum of Agreement

During his presentation to the NJSBA Task Force, James Hyslop, president of SSC Security, Inc., and a trainer of school resource officers, noted that the local school district must define a large part of the SRO's roles and responsibilities. He advised that school district stakeholders and the SRO

[27] *Assigning Police Officers to Schools*, 3-6.

[28] *P.L.* 2005, c.276 (http://www.njleg.state.nj.us/2004/Bills/PL05/276_.HTM); *N.J.S.A.* 52:17B-71.8.

[29] New Jersey Association of School Resource Officers, *Safe Schools Resource Officer Training: Course Information* (http://www.njasro.org/Forms/Course_Outline.pdf). Accessed Sept. 8, 2014.

have a "clear understanding of how the SRO will do his or her job." The purpose of the SRO "ranges from enhancing school safety to reducing juvenile crime to building trust with students."[30]

For New Jersey school districts, the required Memorandum of Agreement between Education and Law Enforcement Officials (MOA) is the key document in addressing the role of law enforcement, including school resource officers, and the intersection of school disciplinary policies/codes of conduct with the Code of Juvenile Justice. (For more information on the MOA, see Section 3, Policy and Planning, page 46.) The NJ SAFE Task Force cited the importance of the document in its findings.

> [The MOA] provides precise guidance on how [the education and law enforcement] professions will work together as a team, each respecting the other's roles, responsibilities and professional judgments. For example, the MOA explains that police officers entering a school will, except in an emergency, comply with the procedures established by the school for the reporting of visitors.
>
> ...the MOA explains in detail how law enforcement interactions with schoolchildren can be done in a way that minimizes unnecessary conflict, distraction or intimidation. For example, the MOA specifies the procedures to be followed when police come onto school grounds to make an arrest or to take a juvenile into custody.
>
> [Provisions of the MOA] are important to the current debate on whether and how to maintain an armed presence in schools because they reflect a well-established policy in this State to carefully control student interaction with, and observation of, armed officers. While the MOA imposes limitations on police activities in schoolhouses, it nonetheless expressly recognizes the positive contributions that school resource officers can make to the well-being of the school community and encourages local officials to consider deploying these specially trained officers.[31]

Through communication with the Safe & Supportive Schools Unit of the New Jersey Department of Education and NJSBA's policy experts, the Association's School Security Task Force identified school-police safety initiatives that could be addressed through the MOA. These include perimeter checks, surveillance of buildings and grounds, communications with first responders, emergency alert systems and accessibility to police in the event of an emergency. In addition, the NJSBA Task Force identified several factors that school districts should consider when developing MOAs, particularly as they apply to an armed security presence. These factors include the following:

- The size of the local police force;
- The geographical size of the school district;
- School policy/disciplinary code in relation to criminal code and juvenile justice code (namely, when infractions are addressed by school administration and when they are handled by law enforcement); and
- State law and regulation in areas such as possession of firearms on school grounds and the Anti-Bullying Bill of Rights.

[30] Hyslop, "What Is a School Resource Officer," August 12, 2013.

[31] *The New Jersey SAFE Task Force*, 75-76.

Blocking the 'School to Prison Pipeline'

In January 2014, the civil rights units of the U.S. Departments of Justice and Education issued guidelines on the equitable application of discipline in the schools. The 31-page document provides school officials with guidance on the non-discriminatory use of disciplinary measures to promote safe and orderly educational environments.[32] It addresses findings of a disproportionate number of arrests, suspensions and expulsions of minority and disabled students for minor, nonviolent offenses.

The New York Times report about the guidelines links an increase in arrests with police presence in schools. "As school districts have placed more police officers on campuses, criminal charges against children have drastically increased, a trend that has alarmed civil rights groups and others concerned about the safety and educational welfare of public-school students. The Obama administration's document also set[s] guidelines for reducing arrests and keeping discipline within schools."[33]

"A routine school disciplinary infraction should land a student in the principal's office, not in a police precinct," said U.S. Attorney General Eric H. Holder, Jr., in a statement accompanying the release of the federal guidelines.[34]

In its "Recommendations for School Districts, Administrators, Teachers, and Staff," the guidance document lists nine steps for the "appropriate use of law enforcement." Some, such as documenting the school resource officer's roles and responsibilities through a memorandum of understanding with law enforcement, focusing on school climate and developing trusting relationships, are widely recognized in New Jersey. Other steps emphasize the role of school personnel versus that of police in administering discipline and the need for ongoing training of school resource officers. For example—

- Ensure that school personnel understand that they, rather than school resource officers and other security or law enforcement personnel, are responsible for administering routine student discipline.
- Establish procedures and train school personnel and school volunteers on how to distinguish between disciplinary infractions appropriately handled by school officials versus major threats to school safety or serious school-based criminal conduct that cannot be safely and appropriately handled by the school's internal disciplinary procedures, and how to contact law enforcement when warranted.

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[32] U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office of Civil Rights, "Dear Colleague Letter: Nondiscriminatory Administration of School Discipline," by Catherine E. Lhamon and Jocelyn Samuels. (Washington, D.C. January 8, 2014). (https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf, accessed Sept. 10, 2014.)

[33] Motoko Rich, "Administration Urges Restraint in Using Arrest or Expulsion to Discipline Students," *The New York Times*, January 8, 2014 (http://www.nytimes.com/2014/01/09/us/us-criticizes-zero-tolerance-policies-in-schools.html?_r=0). Accessed Sept. 8, 2014.

[34] U.S. Department of Education, "U.S. Departments of Education and Justice Release School Discipline Guidance Package to Enhance School Climate and Improve School Discipline Policies/Practices" (news release), January 8, 2014. (https://www.ed.gov/news/press-releases/us-departments-education-and-justice-release-school-discipline-guidance-package-, accessed Sept. 10, 2014)

- Regularly meet with school resource officers and other security or law enforcement personnel who work in the school to ensure that they receive training to work effectively and appropriately with elementary and secondary students. Such training may include instruction in bias-free policing, including instruction on implicit bias and cultural competence; child and adolescent development and age appropriate responses; practices demonstrated to improve school climate; restorative justice techniques; mentoring; classroom presentation skills; conflict resolution; privacy issues; and working collaboratively with school administrators.[35]

In a letter to the NJSBA Task Force, Glenn A. Grant, J.A.D., acting administrative director of the courts for the State of New Jersey, cited the need for a nuanced approach to juvenile justice, based on graduated intervention strategies. "...research has established that youth who are disconnected from their familiar school environments, whether through suspension, expulsion, arrest, or dropping out, are undeniably at greater risk of following a path to crime and prison."[36]

"Removal can set in motion a set of unintended consequences that ultimately leave the community less safe and the juvenile more likely to become involved with the juvenile justice system and, later, the criminal justice system," stated Grant.[37] He advised intervention strategies "to prevent juveniles from entering the juvenile justice system in the first place."

> One method for accomplishing this is through the use of Family Crisis Intervention Units (FCIUs). The FCIUs were established in 1985 to deal with issues of truancy, runaways, family conflict matters, and, more recently, involvement in human trafficking, including prostitution. These types of issues do not rise to the level of a formal delinquency charge. The New Jersey Administrative Code (*N.J.A.C.* 6A:16-7.8) provides for the school district in those instances to make a referral to the court program prescribed by the Administrative Office of the Courts, specifically the FCIUs in cases of truancy. We urge the schools and law enforcement to establish and maintain relationships with their respective FCIUs to have a full understanding of the role they play in matters being diverted from the court.[38]

The least-intrusive enforcement methodology should also apply to delinquency complaints and "generally provides the most desired outcome for the juvenile, the family, and the community," he wrote. "We urge law enforcement to consider curbside and stationhouse adjustments whenever possible," stated Grant.

In fact, the state's official guide on SRO implementation, the *New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community* (1998), specifies the use of the school as a setting for "stationhouse adjustment," a process that allows for the handling of minor offenses informally and outside of the juvenile justice system.[39]

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[35]Nondiscriminatory Administration of School Discipline, Appendix, 5-6.

[36] Glenn A. Grant, J.A.D., letter to the NJSBA School Security Task Force, June 24, 2013.

[37] *Ibid.*

[38] *Ibid.*

[39] *New Jersey Guide to Establishing a Safe Schools Resource Officer Program*, 5-6.

SRO: The Right Person

> *We need a certain type of officer to serve as a School Resource Officer. At the risk of insulting some, we must state a fact: Some officers are assigned to schools because they are ineffective on the street. Choose your best officers to protect your most valuable property.*[40]

Carefully prescribing the responsibilities of the SRO is essential to the program's success. So is selecting the right person for the job—someone who can serve not only as an effective first responder, but who can also build trust and a line of communication with students.

The U.S. Department of Justice, Office of Community Oriented Policing Services, identifies eight criteria that should be used in selecting an SRO. These criteria should be applied to each candidate for the position "regardless of the school's grade level, size, student body, and culture, or other considerations."

1. ***Likes kids***, cares about and wants to work with kids, and is able to work with kids;
2. Has the ***right demeanor and "people skills***," including good communication skills;
3. Has ***experience*** as a patrol officer or road deputy;
4. Is able to work ***independently*** with little supervision;
5. Is exceptionally ***dependable***;
6. Is willing to ***work very hard***;
7. Is—or can become—***an effective teacher***; and
8. Has above average ***integrity***.[41]

SRO: The Cost

The advantage of having a full-time trained police officer in a school means paying a full-time police officer's salary and benefits. According to the Bureau of Labor Statistics of the U.S. Department of Labor, the average salary for New Jersey police and sheriff's patrol officers in 2012 was $84,930.[42] Various newspaper accounts about New Jersey school districts that considered SRO employment in 2013 cited annual salary *and* benefits ranging from $88,208 to $150,000, depending on the experience level of the individual officer.

In 1995, the federal government created the COPS ("Community Oriented Policing Services") grant program; the "COPS in Schools" component was added three years later to promote the employment of resource officers in schools. In New Jersey, the program provided over

[40] Klimakowski, "School Security: 2013 and Beyond," August 12, 2013.

[41] U.S. Department of Justice, Office of Community Oriented Policing Services, *A Guide to Developing, Maintaining, and Succeeding With Your School Resource Officer Program: Practices From the Field for Law Enforcement and School Administration*, by Peter Finn, Meg Townsend, Michael Shively, and Tom Rich. (Washington, D.C., June 2005), 47. (http://www.cops.usdoj.gov/Publications/sroguidelines.pdf)

[42] U.S. Department of Labor, Bureau of Labor Statistics, "Occupational Employment and Wages, May 2012, 33-3051 Police and Sheriff's Patrol Officers," (http://www.bls.gov/oes/current/oes333051.htm, accessed Sept. 10, 2014)

$40 million ($125,000 per officer per year) to 116 communities to support school resource officer positions through 2005, when the funding dried up.[43]

In recent years, limited federal grant funding has been available through the COPS Hiring Program (CHP). In fiscal year 2013, CHP provided $127 million nationwide to community policing efforts, including $46.4 million to support 370 school resource officer positions in 48 states and U.S. territories. Only one New Jersey school district benefited from SRO funding through CHP in fiscal year 2013.[44]

During the summer of 2013, the NJSBA Task Force surveyed school district officials about the state of security after the Newtown tragedy. Two hundred seventy-three school board presidents and school business administrators participated in the survey.[45] Their responses illustrate the difficulty facing school districts in funding school safety efforts, especially the employment of SROs or other security personnel.

- 26.6% identified "SRO/Security Personnel" as one of the three steps they would take to improve school safety *if they had the funds*. ("Surveillance cameras" was the most frequently cited item.)
- In an open-ended question asking respondents to identify financial obstacles to school security, "Lack of funding for SROs" was the third most-frequently cited financial obstacle to implementing school security, following "limited state aid" and the most-frequently cited "2% tax levy cap."
- Only 3.6% of respondents cited "municipal support for SRO" as a source used to fund current security, in spite of the fact that approximately one-quarter indicated that SROs were in place in at least one district school.

Special Law Enforcement Officers

State officials and law enforcement experts who consulted with the NJSBA Task Force expressed the same opinion about the use of armed security in schools: *If a local board of education decides to institute an armed security presence in a school, the ideal method is the employment of a school resource officer*. Nonetheless, even the most ardent supporters of the SRO concept acknowledge the cost factor.

[43] U.S. Department of Justice, Community Oriented Policing Services, "COPS Quick Facts for the State of New Jersey: ACCEPTED COPS GRANTS." (Washington, D.C., January 4, 2010). (http://www.cops.usdoj.gov/pdf/StateReports2010/nj.pdf, accessed Sept. 10, 2014)

[44] U.S. Department of Justice, Community Oriented Policing Services, "2013 CHP School Resource Officers List by State" (http://www.cops.usdoj.gov/pdf/2013AwardDocs/CHP/2013-CHP-SRO-Fact-Sheet.pdf). Accessed Sept. 8, 2014.

[45] NJSBA administered the electronic survey to the state's school board presidents and school business administrators on July 25 and July 29, respectively. Responses were collected through September 26. Duplicate responses from the same district were eliminated prior to calculation. The survey instrument appears as Appendix C of this report.

'Class II' Officers

As an alternative to employing SROs, some school districts have considered the use of a Special Law Enforcement Officer II ("Class II officer"). A May 2013 article in *The Record* placed the wages for such officers at $15 to $20 per hour.[46] A small fraction (just under 2%) of the respondents to the NJSBA Task Force Survey indicated that their districts currently use Class II officers as part of their security operations.

The NJ SAFE Task Force report describes the Class II officers as follows:

> "Special Law Enforcement Officers," (SLEO IIs) are part-time police officers often employed by resort towns during the summer months to augment the town's complement of regular year-round officers. SLEOs have police powers and answer through the law enforcement chain-of-command. See N.J.S.A. 40A:14-146.10 *et seq.* Because they are not full-time employees, they can be hired at lower salary and fringe benefit/pension costs than regular police officers. While SLEOs must complete a Police Training Commission-approved curriculum at a police academy, these officers are not required to complete the specialized training required of SROs.

While using Class II officers for school security may be financially advantageous, there are restrictions. Statute limits the number of hours of employment and the number of such officers employed by a municipality.[47] In addition, the type of training such officers receive does not address working in the school climate.

SLEO III Proposal

During his presentation to the NJSBA Task Force, Brian Klimakowski spoke about the New Jersey Association of Police Chief's proposal for a new category of law enforcement officer, a Special Law Enforcement Officer III—in essence, a special officer who would receive additional training on working with students and would be assigned to schools. He said that such a designation could give districts that cannot afford an SRO an alternative preferable to the use of non-police security.[48]

For many communities, however, the statutory restrictions on Special Law Enforcement Officer working hours and staffing would have to be eliminated or loosened.

As of publication date, no proposal to create a new category of Special Law Enforcement Officer for schools has been introduced in the New Jersey State Legislature.

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[46] Abbott Koloff, "Special officers' police training, lower price tag make them tempting option for school security," *The Record*, May 17, 2013 (http://www.northjersey.com/news/special-officers-police-training-lower-price-tag-make-them-tempting-option-for-school-security-1.687056). Accessed Sept. 8, 2014.

[47] *P.L.* 2013, c.21, s.6 and s.7 (http://www.njleg.state.nj.us/2012/Bills/PL13/21_.HTM); *N.J.S.A.* 40A:14-146.16 (Limitation on hours); *N.J.S.A.* 40A:14-146.17 (Limitations on number, categories).

[48] Klimakowski, "School Security: 2013 and Beyond," August 12, 2013.

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Retired Police Officers

Should retired police officers be able to provide armed security in a school building? Over 17% of the school officials responding to the NJSBA Task Force survey indicated that their districts employed retired police officers as part of their security details. No differentiation was made as to whether the retired officers carried firearms in school.

Two northern New Jersey school districts—Lodi and Belleville—are among those that have used retired police officers in their security programs, according to news media accounts.[49] Last December, the Bernards Township Board of Education approved the hiring of a retired police officer to provide additional security at Ridge High School, which also has a school resource officer.[50]

Nonetheless, the New Jersey State Association of Chiefs of Police cautions against the practice.

Raymond Hayducka, then-president of the state police chiefs association, criticized the use of retired officers for school security at NJSBA's January 13, 2013 Safe and Secure Schools Forum.

> "As a police chief, I want authority and control over any person in the school who is armed. Police officers are required to have extensive background and training, and schools can get them by having an SRO program or hiring them off duty." Hayducka pointed out that private security guards or retired officers have no law enforcement powers to arrest, detain or frisk subjects. They don't necessarily have up-to-date training on the use of force and on tactics to use in an active shooter situation. He also noted that non-police officers cannot communicate with responding law enforcement officers via police radio and that a local police department may not share non-public information on police procedures with private security officers.[51]

Brian Klimakowski, who represents the police chiefs association on the Governor's K-12 School Security Task Force, reinforced this position. While retired officers bring with them professional law enforcement experience, they are no longer vested with any special privileges or immunities of office, and therefore, have no authority other than that of a private citizen.[52]

During a discussion with the NJSBA Task Force, Anthony Bland, state coordinator for the NJDOE Office of School Preparedness and Emergency Planning, also expressed concern about the use of armed non-police security or retired officers, saying it was "not the best practice."[53]

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[49] "Lodi schools to employ armed retired police officers," WABC-TV, March 28, 2013 (http://abclocal.go.com/wabc/story?section=news/local/new_jersey&id=9045094). Accessed Sept. 8, 2014.

[50] "Security officer hired for Ridge High School," *Bernardsville News*, December 17, 2013 (http://newjerseyhills.com/bernardsville_news/news/security-officer-hired-for-ridge-high-school/article_9853f062-673d-11e3-9d68-001a4bcf887a.html). Accessed Sept. 8, 2014.

[51] Janet Bamford, "Making New Jersey's Schools Safe and Secure," *New Jersey School Leader*, Vol.43, No. 4 (January 2013): 28. (http://www.njsba.org/news/school-leader/01022013/making-nj-schools-safe-and-secure.php)

[52] Klimakowski, "School Security: 2013 and Beyond," August 12, 2013.

[53] Comments to the NJSBA School Security Task Force, August 22, 2013.

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The NJ SAFE Task Force explained the legal parameters of using retired police officers in school security programs and reached a conclusion in agreement with the police chiefs association.

> A law enforcement officer who has retired in good standing is authorized by state and federal law to obtain a special "carry permit," which allows him or her to possess a firearm in most public places. See *N.J.S.A.* 2C:39-6(l). Those permits do not authorize retired officers to possess a weapon "in or upon any part of the buildings or grounds of any school, college, university or other educational institution." See *N.J.S.A.* 2C:39-5(e). However, the governing officer of the educational institution (*i.e.*, the local school superintendent) may give written authorization that would allow a retired law enforcement officer to carry a gun on school property. As a condition of keeping the carry permit, a retiree is required to qualify twice annually in the use of the handgun that he or she is authorized to carry.
>
> It is critical to note, however, that retired officers are civilians. They have no law enforcement powers or immunities, are not allowed access to restricted law enforcement information, and do not report through a law enforcement chain of command to a police chief or county prosecutor. For this reason, should a school district employ a retired law enforcement officer to serve as an armed security guard, the school district, rather than a police department, would be legally responsible for the person's actions and would bear all liability and indemnification expenses. We agree with the position advocated by the New Jersey State Association of Chiefs of Police that any person carrying a weapon and assigned to protect a school should be employed by and operate under the direct authority of a law enforcement agency.[54]

In addition, the New Jersey Schools Insurance Group advises that retired police officers who work as school security guards would not be covered under the basic insurance policies that it routinely issues to school districts.[55] Nonetheless, some school districts have found the employment of retired officers to be an effective security strategy, and have found the cost of additional liability insurance coverage not to be burdensome.

Non-Police Security

Over 19% of respondents to the NJSBA Task Force survey indicated that their districts employed non-police security in the schools, often to supplement other security personnel. The survey did not ask the school officials whether or not the non-police security guards were armed.

While the New Jersey State Association of Chiefs of Police may caution against use of retired officers for school security, the organization is vehement in its opposition to the placement of armed, non-police security in the schools. "The use of armed guards, with no police powers or training, creates a false sense of security and may create response issues for law enforcement," Chief Brian Klimakowski told the NJSBA Task Force. In addition, he noted that the Governor's

[54] *The New Jersey SAFE Task Force*, 78.

[55] Bamford, "Making New Jersey's Schools Safe and Secure," 28.

K-12 School Security Task Force believes that the presence of armed guards in schools is not the answer to the complex problem of school security.[56]

His views reflected those of Ray Hayducka, the association's former president, about armed non-police security in the schools. "...there could be severe consequences for the school district if private security personnel act recklessly with a firearm."[57] As with retired officers, non-police security guards have no access to law enforcement restricted information, no power to arrest, and no required training.

Anthony Bland of the NJDOE Office of School Preparedness and Emergency Planning told the NJSBA Task Force that use of armed guards in schools presents serious questions: Who trained him? How was he trained? Where does he keep the gun? And how will he use it in an emergency?[58]

The NJSBA Task Force notes that private security companies can provide armed/unarmed guards often times at significantly lower cost than the compensation of SROs or retired police officers. Districts usually rely on the contractor to conduct background checks and to provide training. Insurance liability rests with the private companies; however, some districts report that they have encountered legal problems as the result of incidents on school grounds involving the private security companies and their employees.

Veterans in School Security

In January 2014, Governor Christie signed legislation establishing a three-year pilot program through the New Jersey Department of Education to train and place veterans in school security positions. "The purpose of the pilot program shall be to increase school security by utilizing the skills of veterans."[59]

Community Prerogative

In its final report, the NJ SAFE Task Force concluded that, "The decision whether to station armed personnel to guard schools should be left to local education and law enforcement officials. There should be no State policy requiring or recommending an armed presence beyond the discretionary use of SROs."[60]

The NJ SAFE Task Force also listed the following criteria that a school district should consider before introducing armed security into a school building:

1. The decision should be thoroughly vetted by all stakeholders. School officials should solicit input from parents, teachers and staff, students, local police officials and the county prosecutor.

[56] Klimakowski, "School Security: 2013 and Beyond," August 12, 2013.

[57] Bamford, "Making New Jersey's Schools Safe and Secure," 28.

[58] Comments to the NJSBA School Security Task Force, August 22, 2013.

[59] *P.L.* 2013, c.277, *N.J.S.A.* 18A:41-8 (http://www.njleg.state.nj.us/2012/Bills/PL13/277_.HTM), A-4072 (Sumter, Tucker, Andrejczak, Jimenez, Moriarty).

[60] *The New Jersey SAFE Task Force*, 76.

2. Any person(s) who will be carrying firearms on school grounds should be carefully screened and selected. Not all law enforcement officers, for example, are well-suited to interact with schoolchildren or otherwise perform "community policing" functions. Proficiency with a firearm is required, of course, but is by no means the only criterion that should be considered.

3. Armed personnel should be qualified and assigned to perform functions beyond providing security against the possibility of a mass shooter.

4. Armed personnel stationed at, or assigned to patrol, schools should be sworn law enforcement officers who have the authority to make arrests and to use force in law enforcement pursuant to N.J.S.A. 2C:3-7. All armed persons assigned to protect schools should operate under the authority and direct supervision of a law enforcement agency, answering through a chain of command to a police chief executive and the county prosecutor.

5. All armed personnel stationed at a school should complete the training program established pursuant to N.J.S.A. 52:17B-71.8.[61]

[61] *Ibid*, 80-81.

SECURITY PERSONNEL: RECOMMENDATIONS

Based on its research, including consultation with experts in the areas of school climate, security and law enforcement, the NJSBA School Security Task Force makes the following recommendations in the area of security personnel:

Local School District/Community

1. Because of significant variations in the size of school districts and local law enforcement agencies, building lay-outs, student populations and community attitudes, the decision on whether or not to employ security personnel—armed or un-armed, police or non-police—must rest exclusively with the local school district and should not be dictated by the state.

2. A School Resource Officer (SRO) can provide a critical safety factor and valuable counseling and support services for students. The employment of SROs is the "preferred" model for a law enforcement presence in a school building.

3. In assigning SROs or other law enforcement officers to schools, local law enforcement agencies must consider fully the qualifications and aptitude of the individual, including his or her capability as a first responder and ability to relate to students. Additionally, the training of SROs must stress conflict resolution, restorative justice and stationhouse adjustment practices, as well as awareness of gang and drug abuse activities.

4. School districts should ensure that all security personnel (a) receive training appropriate for employment in the school environment and (b) have in-depth understanding of local emergency protocols.

5. In developing the Memorandum of Agreement, school districts/charter schools and local law enforcement should clearly address the intersection of school policy/disciplinary code, Criminal Code and the Juvenile Justice Code. They must ensure that student behavior that is in violation of school codes of conduct be addressed by school officials and not be imposed on police. Based on federal and state law and school policy, such guidance should ensure the following: immediate response to crises; protection of the safety and interests of students affected by violent acts; the appropriate avenues of discipline and referral for student offenders; and the recognition of state requirements in areas such as student possession of firearms and weapons on school grounds, and harassment, intimidation and bullying.

State and Federal

6. The state and federal governments, respectively, should provide and increase grant funding to support the assignment of law enforcement officers as School Resource Officers.

7. The Legislature and the Governor should enact legislation to establish a new category of law enforcement officers, such as Special Law Enforcement Officer Level III, who are specially trained in working with students and assigned to protect our schools. Such law enforcement

personnel can provide an additional school security option to school districts. The legislation should also relieve current limits on working hours for special officers when they are assigned to schools and should ease the restrictions on the number of such officers employed by a municipality.

8. The New Jersey Department of Education and the Office of the Attorney General should revise *The New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community*, which was published in 1998, so that the document reflects recent developments in the areas of security, funding and programming.

II. SCHOOL CLIMATE

When our children walk into the school, the most fundamental thing they want is to have a relationship with a caring adult, who will listen to them. They need those relationships; that's the gateway to all of our learning.[62]

– Maurice J. Elias, Ph.D.

The Need for Safe and Healthy School Climates

During its deliberations, the NJSBA School Security Task Force identified four critical components of a secure school:

1. A healthy school environment;
2. Counseling for troubled students;
3. Effective relationships with law enforcement and first responders, and
4. Controlled access to the school buildings and grounds.

Within one year of the December 14, 2012 tragedy at Sandy Hook Elementary School, 25 shootings took place at schools and colleges in the United States, according to an article that appeared on a news website just prior to the first anniversary of the incident.[63] Many involved suicides or gang-related violence; a handful, including incidents in Fresno, California (January 2013) and Sparks, Nevada (October 2013), fit the commonly held perception of school shootings.

The Newtown tragedy has sometimes been described as "not a school shooting, but a shooting that took place at a school" because, unlike many previous incidents, the perpetrator had no current direct connection to the school. Rather, the facility was a convenient and "soft" target. That observation is relevant and underscores the legitimate need to focus on "target hardening," i.e., safeguarding the school building from outside threats through physical alterations and security equipment.

Experts in security, building design and law enforcement who spoke to the NJSBA task force highlighted "target hardening" as an element of school safety. *At the same time, nearly every one stressed the importance of a healthy school culture and climate.* This is critical because, in most

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[62] Maurice J. Elias, Ph.D., "The Essential Connection between a Safe and Secure School Climate and Students' Educational and Life Success" (presentation to Safe and Secure Schools: Perspectives after Newtown, a forum sponsored by the New Jersey School Boards Association, The College of New Jersey, Ewing, N.J., January 18, 2013), http://www.njsba.org/training/materials/njsba-school-safety-forum.ppt and http://www.youtube.com/watch?v=VM4WtwyeTKQ&list=UU9-T5UwBZXksBK0i-ulcHWA.

[63] Brandy Zadrozny, "The School Shootings You Didn't Hear About—One Every Two Weeks Since Newtown," *The Daily Beast* (http://www.thedailybeast.com/articles/2013/12/12/the-school-shootings-you-didn-t-hear-about-one-every-two-weeks-since-newtown.html). Accessed Sept. 8, 2014.

school shootings, ranging from Jonesboro, Arkansas (March 1998) and Jefferson County, Colorado (April 1999) to Centennial, Colorado (December 2013), the perpetrators were students and, typically, their actions extended from their experience in school.

In a training program for law enforcement personnel, the FBI's Newark Division cites the work of the bureau's Behavioral Analysis Unit and advises that, although a demographic profile of the school shooter does not exist, certain commonalities are found among most, but not all, of the perpetrators.

- School shooters are "brittle people" who are likely to experience feelings of persecution and alienation and who are sensitive to slights and rejection.
- They are often victims of neglect and abuse and have an absence of family or friend support.
- They are mission-oriented and typically not under the influence of drugs during the assault.[64]

A 2004 report by the U.S. Secret Service and the U.S. Department of Education cites the findings of the federal government's Safe School Initiative, which include the following:

- Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help;
- Most attackers were known to have difficulty coping with significant losses or personal failures, and many had considered or attempted suicide;
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.[65]

In April 2013, the governor's select study group, the NJ SAFE Task Force[66], cited additional findings from the 2004 federal report:

- 71% of attackers "felt persecuted, bullied, threatened, attacked, or injured by others" before they engaged in their acts of violence.
- Only 34% had received a mental health evaluation prior to their attacks, even though 78% had attempted suicide or had suicidal thoughts.

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[64] Tonya M. DeSa, "Identifying Warning Signs of School Violence" (presentation to law enforcement and school officials, sponsored by Federal Bureau of Investigation, Newark Division, Freehold, N.J., January 29, 2013).

[65] U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program, and U.S. Secret Service, National Threat Assessment Center, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, by Bryan Vossekuil, Robert A. Fein, Ph.D., Marisa Reddy, Ph.D., Randy Borum, Psy.D., and William Modzeleski (Washington, D.C: Education Public Center, U.S. Department of Education, 2004), 31. (http://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf, accessed Sept. 10, 2014)

[66] New Jersey Office of the Attorney General, *The New Jersey SAFE Task Force on Gun Protection, Addiction, Mental Health and Families, and Education Safety*, by Peter G. Verniero, John J. Degnan, Manuel Guantez, James Romer, Evelyn Sullivan, Brian Zychowski, Lee Vartan, Ron Susswein, Paul Salvatoriello, and Joseph Fanaroff (Trenton, N.J., April 10, 2013), 43. (http://nj.gov/oag/newsreleases13/NJSAFE-REPORT-04.10.13-WEB.pdf, accessed Sept. 10, 2014)

- Alcohol or substance abuse (24%), or non-compliance with prescription medication (10%), was not prevalent within this population.[67]

Finally, the NJ SAFE Task Force also offered the following "commonalities of school shooters":

> In the last 10 years, male students have been responsible for the majority of school shootings nationwide. Students who perpetrated attacks were also more likely to know their intended targets. When students targeted an administrator, they believed that either the school failed to protect them from bullies, or the student felt school officials unfairly reprimanded them.[68]

The history of school violence requires that school officials continually review policies, procedures and resources to build a healthy school climate, including the provision of mental health services and counseling.

Mental Health Services/Counseling

While the specific circumstances that drive school shooters to commit their crimes differ, the painfully obvious commonality this: They were troubled individuals.

At NJSBA's January 2013 Safe and Secure Schools Forum, Dr. Maurice J. Elias of Rutgers University made a critical distinction:

> There are very few troubled children who are violent, or become violent as adults…very few. But virtually all of our perpetrators have histories of abuse, neglect and turmoil. That's why schools must nurture and strengthen *all* children.[69]

In fact, the NJSBA Task Force found that the schools' role in addressing the emotional health of children grows in importance as mental health services diminish in other sectors of government. Since the economic crisis of 2008, for example, 30 states have reduced their mental health budgets. The cuts came at a time of rising unemployment, loss of private health insurance and other fall-out from the great recession.[70]

Dr. Elias warns of the negative consequences on learning that can result when schools cut back on support services. "[W]hen we take away from our schools the specialists that help our kids deal with mental health issues, we allow those issues—health issues, violence and safety issues, drug issues—[to] simply collapse into the academics…" He advises, "…the greatest safety for the greatest number of individuals comes from a safe, caring, supportive, academically

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[67] *The New Jersey SAFE Task Force*, 43.

[68] *Ibid*, 67.

[69] Elias, "The Essential Connection," January 18, 2013.

[70] Thomas Beaumont, "After shootings, states rethink mental health cuts," Associated Press, January 23, 2013 (http://bigstory.ap.org/article/after-shootings-states-rethink-mental-health-cuts). Accessed Sept. 8, 2014.

challenging, healthy school culture and climate, where mental health needs are met, as well as educational needs; where troubled children are embraced…"[71]

In its school security guidelines and requirements, the State of New Jersey emphasizes the significant role of counseling and mental health services during crisis recovery in schools.[72]

The NJ SAFE Task Force, in addressing mental health services, observed the following:

> "… because an attempt at mass violence is often the culmination of long-term struggles that include identifiable and treatable experiences such as shaming, humiliation, and ostracizing, opportunities exist to intervene in the lives of people who are at risk of becoming violent."[73]

In all, the SAFE Task Force issued ten recommendations in the area of mental health services, including the creation of an "interagency working group" comprised of representatives from six state government departments (Law and Public Safety, Corrections, Health, Human Services, Children and Families, and Education), the Juvenile Justice Commission, the State Parole Board and "university research partners." This working group would "produce a multi-disciplinary approach aimed at decreasing violence, particularly among youth, through prevention efforts that will promote safer and healthier communities and highlight the importance of de-stigmatizing mental illness and encouraging early intervention."[74]

Other recommendations include placing greater emphasis on early intervention and crisis prevention; expanding access to outpatient services; identifying and providing assistance for individuals in high-risk circumstances, and training law enforcement to identify those in crisis.[75]

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[71] Elias, "The Essential Connection," January 18, 2013.

[72] New Jersey Department of Education, Office of School Preparedness and Emergency Planning, *School Safety and Security Plans: Minimum Requirements*. (Trenton, N.J., August 2011), 15. "Recovery is an ongoing process that includes physical, mental, and the emotional healing process of the entire school community…" (http://www.state.nj.us/education/schools/security/req/req.pdf, accessed Sept. 10, 2014).

New Jersey Department of Education, Office of Educational Support Services, School Security Unit, *School Administrator Procedures: Responding to Critical Incidents*, by Lucille E. Davy, Barbara Gantwerk, and Susan Martz. (Trenton, N.J, October 2007). The procedures emphasize the need for counseling and mental health services following bomb threats, evacuation, lockdown and active shooter situations. (This document is not publicly available.)

New Jersey Department of Education, *School Safety and Security Manual: Best Practices Guidelines*, by Lucille E. Davy, Barbara Gantwerk, and Susan Martz. (Trenton, N.J., December 2006), 182. "Just as schools must develop plans and procedures to respond to emergency situations, a plan to assist students and staff [in recovering] from the physical, psychological and emotional trauma associated with tragic events must also be developed. The recovery plan should provide immediate help and referral procedures for students, staff and parents who may be experiencing significant emotional reactions to a crisis." (The document is available only to designated school district officials through a password-protected portal at http://www.nj.gov/education/schools/security/safetycenter/).

[73] *The New Jersey SAFE Task Force*, 43.

[74] *Ibid*, 49.

[75] *Ibid*, p. 49-54.

Dr. Elias advises that outreach to students facing severe stress, such as personal or family medical conditions, job loss or incarceration, as well as the death of a loved one, should take place "even before they show specific signs of disordered behavior."[76]

Bullying Prevention and the Anti-Bullying Bill of Rights

> *"Bullying is related to the climate of the school and is most strongly and significantly related to the respect that students feel in the school, especially among their peers. Where there is a respectful environment, bullying is less likely to exist in schools."*[77]

The Anti-Bullying Bill of Rights

State education policy recognizes the importance of educating students in a safe and secure environment, free of fear, intimidation and bullying. In 2002, the state enacted its first anti-bullying law, requiring local school boards to adopt policies addressing harassment, intimidation and bullying (HIB) and requiring the training of district staff and students in the awareness and prevention of HIB. The law was amended in 2007 and 2008.

In January 2011, Governor Christie signed the Anti-Bullying Bill of Rights Act into law, enhancing the previous statutes and providing a definition of HIB.[78] "This act sets forth standards for preventing, reporting, investigating and responding to incidents of HIB of students on school grounds, at any school-sponsored function, on a school bus and off school grounds."[79]

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[76] Maurice J. Elias, Ph.D., email message to report authors, May 11, 2014.

[77] Maurice, J. Elias, Ph.D., "Proven and Practical Approaches to Understanding and Improving Your School Climate and Culture for School Safety and Achievement" (presentation to the NJSBA School Security Task Force, Trenton, N.J., July 18, 2013).

[78] *P.L.* 2010, c. 122 (http://www.njleg.state.nj.us/2010/Bills/PL10/122_.HTM), later amended by *P.L.* 2012, c. 1 (http://www.njleg.state.nj.us/2012/Bills/PL12/1_.HTM); *N.J.S.A.* 18A:37-13 *et seq*. The statute (at *N.J.S.A.* 18A:37-14) defines HIB as follows:

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by 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, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds … , that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

a. a reasonable person should know, under the circumstances, 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 person or damage to his property;
b. has the effect of insulting or demeaning any student or group of students; or
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.

[79] New Jersey Department of Law and Public Safety and New Jersey Department of Education, *A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*, Article 8.6. (Trenton, N.J., 2011), 35. (http://www.state.nj.us/education/schools/security/regs/agree.pdf, accessed Sept. 10, 2014)

School Safety/Climate Teams

The Anti-Bullying Bill of Rights Act also requires districts to proactively address climate and culture through the establishment of school safety teams (SST).[80]

The SST must meet at least twice a year. It consists of the principal, teacher, anti-bullying specialist, a parent and other members determined by the principal. Its responsibilities include the following:

- Receiving records of all complaints of HIB of students that have been reported to the principal;
- Receiving copies of all reports prepared after an investigation of an HIB incident;
- Identifying and addressing patterns of HIB of students in the school;
- Reviewing and strengthening school climate and the policies of the school in order to prevent HIB of students;
- Educating the community, including students, teachers, administrative staff and parents, to prevent and address HIB of students;
- Participating in training.[81]

In its January 2014 report, the state's Anti-Bullying Task Force[82] called for refinement of the SST's role, so that it is more clearly focused on school climate. The task force, consisting of representatives of the education and legal communities, was created through a 2012 amendment[83] to the Anti-Bullying Bill of Rights, and reviews implementation of the law, provides guidance to school districts, and recommends changes in state policy on HIB.

> ... the ABTF identified an existing confusion over the role of the SST. The primary charge for this team is "to develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school to address school climate issues such as HIB" (*N.J.S.A.* 18A:37-21).... Unfortunately, the "Safety Team" title has caused confusion, because the major role of this team is to improve school climate, not to focus on school security.[84]

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[80] New Jersey Department of Education, *Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act, (P.L.2010, c.122)*, by Christopher Cerf, David Hespe, Barbara Gantwerk, Susan Martz, and Gary Vermeire. (Trenton, N.J., December 2011), 10. (http://www.nj.gov/education/students/safety/behavior/hib/guidance.pdf, accessed Sept. 10, 2014)

A school safety team (SST) must be formed in each school in the school district. The team must be called either the school safety team or the school anti-bullying team to ensure ease of identification by parents, students and staff throughout the state. The purposes of the team is to develop, foster and maintain a positive school climate by focusing on the ongoing, systematic operational procedures and educational practices in the school and to address issues, such as HIB, that affect school climate and culture.

[81] *Ibid*, 10.

[82] New Jersey Anti-Bullying Task Force, *Annual Report*, by Patricia Wright, Philip Hoyt Meisner, Joseph L. Ricca, Jr., Bradford C. Lerman, Toni Pergolin, Jessica de Koninck, and Luanne Peterpaul. (Trenton, N.J., January 26, 2014), 35. (http://www.state.nj.us/education/students/safety/behavior/hib/task/AnnualReport14.pdf, accessed Sept. 10, 2014)

[83] *P.L.* 2012, ch.1 (http://www.njleg.state.nj.us/2012/Bills/PL12/1_.HTM); *N.J.S.A.* 18A:37-28.

[84] New Jersey Anti-Bullying Task Force, 33.

To clarify the role of the SST, the Anti-Bullying Task Force recommended that the State Board of Education amend state administrative code (*N.J.A.C.* 6A:16) to rename the body, the "school safety/*climate* team." Another proposed code amendment emphasizes the advisory role of the SST in district HIB and related policies. The proposal would require the local board of education to review annually its "harassment, intimidation, and bullying policy and any reports and/or findings of the school safety/climate team(s) and make any necessary revisions."[85]

The January 2014 report stresses that the SST should focus on school climate, not school security, an important consideration. Nonetheless, the two factors—climate and security—are inextricably linked, according to the school climate experts who spoke to the NJSBA task force.

Dr. Maurice Elias believes that local school boards should ensure that the SSTs have a positive impact on school climate by requiring them to meet more often than the statutorily required minimum of twice a year, proposing that the teams conduct bi-monthly meetings.[86]

School Climate Assessment

What steps should local school boards take—beyond those required under statute, such as the Anti-Bullying Bill of Rights, and state regulation—to build a healthy school climate?

Through discussion with experts and additional research, the NJSBA task force identified school climate assessment or analysis.

Federal agencies, for example, recognize the importance of school climate assessment as a security strategy. In a guide on school emergency operation plans, the U.S. Departments of Education, Health and Human Services, Homeland Security, and Justice stress the connection between school climate and safety.

> School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of school climate including school engagement, school safety, and the school environment as elements to be evaluated can provide schools with the data support needed to pursue comprehensive approaches to improving school climate. A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parent and staff perceptions, to help schools identify key issues in need of attention.[87]

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[85] *Ibid*, 35.

[86] Maurice J. Elias, Ph.D., email message to report authors, May 11, 2014.

[87] U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, by Arne Duncan, Deborah S. Delisle, and David Esquith. (Washington, D.C., June 2013), 55. (http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf, accessed Sept. 10, 2014)

In a 2004 publication on school safety, the U.S. Secret Service and Department of Education listed "assessment of the school's emotional climate" as the first component of creating a safe and connected school climate.[88]

Dr. Elias of Rutgers University recommended a "Climate and Culture Assessment," which involves students, staff and parents, as part of a systemic, comprehensive and effective approach to building social, emotional and character development. The analysis should measure perceptions on factors related to HIB, as well as the degree of caring, empathy, manners, consideration, leadership and respect present in the school.[89]

In a 2012 statement to a Congressional briefing, Dr. Elias placed school climate assessment on par with academic assessment.

> We have to be unafraid of assessing the climate of our schools. School climate assessment should be as much a priority as academic assessment. It is probably more important from a public health point of view. This has to be done in a supportive, understanding and non-critical way. We have to do it in a spirit of continuous improvement, and we have to involve the kids in looking at the results…[90]

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[88] U.S. Secret Service and U.S. Department of Education, *Threat Assessment in Schools: A Guide to Managing Threat Assessment in Schools and to Creating Safe School Climates*, by Robert A. Fein, Ph.D., Bryan Vossekuil, Randy Borum, Psy.D., William Modzeleski, and Marisa Reddy, Ph.D. (Washington, D.C., July 2004), 13. (http://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf, accessed Sept. 10, 2014)

[89] Elias, "Proven and Practical Approaches," July 18, 2013. In his presentation, Dr. Elias provided the NJSBA Task Force with sample queries, such as "Students are often bullied or teased in my school" or "In my school, students learn how to deal with bullying and teasing." Respondents would rate each query on a five-point scale, ranging from "strongly disagree" to "strongly agree."

According to Dr. Elias, the parameters of the climate analysis should include—

- Overall composite scores for students, staff, parents
- Subgroup analysis, based on gender, ethnicity, staff position, and grade level
- Comparisons of staff, student and parent perceptions
- Comparisons over time
- Special indicators and mandate/goal or intervention-linked items (e.g., Harassment, Intimidation, and Bullying; Closing Achievement Gaps)

Questions that should guide the review of the results address the following: the school's strengths; steps that the school is taking to make these areas strong; surprises from the survey; practices that led to the results; patterns that stand out (e.g., grade level, ethnicity, gender); the school's challenges; and what the school is doing systematically to build student attachment/contributions/engagement, positive recognition, social emotional character development and skill development, and classroom climate improvement.

[90] Elias, "The Essential Connection," January 18, 2013.

Climate Assessment Resources

In its research, the NJSBA Task Force identified the following agencies, which can provide assistance in school climate assessment:

United Way of Northern New Jersey—Through a partnership with the College of Saint Elizabeth, the UWNNJ offers a School Culture and Climate Initiative "that delivers a data-driven process to guide schools in improving their culture and climate. We are recognized as national leaders in the field of social and emotional learning."[91] The School Climate and Culture Initiative offers assessment, data analysis and three years of sustained support to participating school districts. The program has been expanded through a grant from the Atlantic Health System.

INFORMATION: Liz Warner, United Way of Northern New Jersey, 222 Ridgedale Ave., 3rd Floor, Cedar Knolls, NJ 07927 (973) 993-1160. (www.unitedwaynnj.org/ourwork/ed_youthempowercommunity.php)

The National School Climate Center—A non-profit organization founded by Teachers College at Columbia University in 1996, but now independent of the university, the Center helps schools integrate social and emotional learning with academic instruction.[92] The organization offers a **"Comprehensive School Climate Inventory"** that provides an in-depth profile of strengths and needs.

INFORMATION: National School Climate Center, 341 West 38th Street, 9th Floor, New York, NY 10018 (212) 707-8799. (http://www.schoolclimate.org/programs/csci.php)

The New Jersey School Climate Survey—Developed by the New Jersey Department of Education, in collaboration with the Bloustein Center for Survey Research at Rutgers, this program provides a variety of tools "to collect and analyze objective information from diverse school populations (i.e., students, staff and parents) for reinforcing positive conditions for learning and addressing vulnerabilities in local learning conditions."

INFORMATION: http://www.state.nj.us/education/students/safety/behavior/njscs/

National Center on Safe Supportive Learning Environments—Coordinated by the U.S. Department of Education, this online resource provides a collection of school climate surveys and other tools to measure school culture.

INFORMATION: http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

[91] United Way of Northern New Jersey, *Report to Our Leaders*. (Morristown, N.J., November 30, 2013) 5, (http://www.unitedwaynnj.org/give/camp_documents14/13UWNNJ_ReportLeaders_SinglePage.pdf). Accessed Sept. 8, 2014.

[92] "About Us," National School Climate Center, http://www.schoolclimate.org/about/. Accessed Sept. 8, 2014.

Relationships and Programs

Relationships Built on Trust

The 2013 federal *Guide for Developing High-Quality School Emergency Operations Plans* describes the results of a healthy school culture: "In schools with positive climates, students are more likely to feel connected to adults and their peers. This fosters a nurturing environment where students are more likely to succeed, feel safe, and report threats."[93]

In fact, trusting relationships with adults was consistently cited as a component of a secure school during the NJSBA task force's consultation with experts and its additional research.

New Jersey's *School Safety and Security Manual: Best Practices Guidelines*, published in 2006, focuses on prevention and intervention, including culture, curriculum, behavior, and environment. It stresses the importance of trusting relationships between students and adults.

> A safe school environment offers positive personal role models among its faculty. It provides a place for open discussion, where diversity and differences are respected, communication between adults and students is encouraged and supported and conflict is constructively managed and mediated.
>
> Cultures and climates of safety support environments in which teachers and administrators pay attention to students' social and emotional needs, as well as their academic needs.
>
> In a climate of safety, students have a positive connection to at least one adult in authority. Each student knows that there is an adult to whom he or she can turn for support and advice if things get tough and with whom that student can share his or her concerns openly and without fear of shame or reprisal.[94]

The 2004 federal report, *Threat Assessment in Schools: A Guide to Managing Threat Assessment in School and to Creating Safe School Climates*, lists seven components of a safe school climate, including "...trusting relationships between each student and at least one adult..."[95]

New Jersey's Developing Safe and Civil Schools Initiative,[96] directed by Dr. Maurice Elias, has explored the academic, character education, violence prevention, service learning, and community-involvement programs at 250 schools. During his July 18, 2013 presentation to the NJSBA task force, Dr. Elias cited one of the project's findings: Students find HIB prevention and intervention

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[93] *Guide for Developing High Quality School Emergency Operations Plans*, 9.

[94] *School Safety and Security Manual: Best Practices Guidelines*, 72.

[95] *Threat Assessment in Schools*, 13.

[96] "Developing Safe and Civil Schools (DSACA): A Social and Emotional Learning Initiative," Rutgers Social and Emotional Learning Laboratory (http://www.rci.rutgers.edu/~melias/safeandcivil_details.html, accessed Sept. 8, 2014).

messages valuable when staff members are seen as genuinely caring and supportive and when students are engaged in shaping their school environment in positive ways.[97]

In his January 2013 presentation at NJSBA's Safe and Secure Schools Forum, Dr. Elias noted that his research in the area of social-emotional learning points to the need for the connection with caring adults.

> When our children walk into the school, the most fundamental thing they want is to have a relationship with a caring adult, who will listen to them. They need those relationships; that's the gateway to all of our learning. And, of course, when our kids are filled with that sense of warmth, we have to ask ourselves, how likely are they later on to commit acts of violence. There's an essential connection between the kind of atmosphere we provide for our kids and the kind of atmosphere that they take with them out into the world as citizens.[98]

In addition to their positive impact on school climate, trusting relationships encourage students to provide school officials with information on potential threats. In his presentation to the NJSBA study group, Brian Klimakowski, Manchester Township chief of police and a member of the Governor's School Security Task Force, made the following points:

- Faculty and staff must develop trusting relationships in order to receive critical information.
- Faculty and staff must be educated on the importance of receiving and vetting **ALL** information.[99]

Social and Emotional Learning

For students, the strong and positive relationships that they forge with adults—and that they observe among the adults in the school setting—are critical to developing social competencies that enable them to confront challenges and learn. Research points to the benefit of programs that encourage social-emotional learning.

> Social and emotional learning is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions. Social-emotional learning can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings. These and other social and emotional competencies can help individuals prepare for and respond to emergencies. Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.[100]

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[97] Elias, "Proven and Practical Approaches," July 18, 2013.

"The extent to which students feel they are truly learning strategies to cope with HIB in their schools is most strongly related to the:

- Extent to which they perceive teachers as being *caring and supportive to students and to one-another*, and
- Secondarily, to the extent to which students feel they are *involved in shaping their school environment in positive ways*."

[98] Elias, "The Essential Connection," January 18, 2013.

[99] Brian Klimakowski, "School Security: 2013 and Beyond" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

[100] *Guide for Developing High-Quality School Emergency Operations Plans*, 56.

Dr. Elias' research shows that a systemic framework that links academics with service learning, character education and violence prevention has a positive impact on students, including—

- Improved attitudes about self, others, and school,
- Positive classroom behavior,
- Higher achievement test scores, and
- Less aggressive behavior and emotional distress.[101]

At NJSBA's January 2013 Safe and Secure Schools Forum, Dr. Elias explained that the Developing Safe and Civil Schools initiative found a relationship between climate and the incidence of violence, vandalism and substance abuse in high schools.

> "The more positive the school ranked in five measures of a healthy school climate—overall climate; meaningful student involvement; teacher approval; student pride; and support and care by and among school staff—the lower the incidence of violence, vandalism and/or substance abuse.[102]

The prevalence of bullying in a school is strongly related to the degree of respect that students feel among their peers. In a respectful school climate, bullying is less likely. To build such a respectful school climate, Dr. Elias recommends—

- Integrating social emotional and character development skills into academic instruction; and
- Increasing students' voice through engagement and genuine participation in the school community.[103]

Practices that engage students and contribute to social emotional character development include the following:

- Meaningful, participatory student government
- Service learning
- Opportunities for students, staff and the community to provide feedback
- Open forums for school problem-solving
- Student input to staff committees
- Engagement of students of all backgrounds in leadership and school activities[104]

[101] Elias, "Proven and Practical Approaches," July 18, 2013.

[102] Elias, "The Essential Connection," January 18, 2013.

[103] *Ibid.*

[104] Elias, "Proven and Practical Approaches," July 18, 2013.

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Authoritative Structure

> *"School climate is as powerful a predictor [of academic success] as the demographics of the school. Unlike demographics, school climate can be changed."*[105]

In her presentation to the NJSBA task force, Dr. Anne Gregory of the Rutgers University Graduate School of Applied and Professional Psychology stressed the need for positive relationships among students, teachers, administrators and parents. She advocated an "authoritative structure" that provides consistency in supervision and rules, adult monitoring and limit-setting, along with strong support for students through warmth, acceptance, and the involvement of adults.[106]

Dr. Gregory shared findings of a study of 276 Virginia high schools, which showed that "the presence of teasing and bullying as perceived by both 9th-grade students and teachers was predictive of dropout rates..."[107]

An earlier study supported the theory that the structure and support involved in authoritative discipline are important for adolescents' safety in school.

> ... consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety. Structure and support were associated with less bullying and victimization after we controlled for the size of school enrollment and the proportion of ethnic minority and low-income students. These findings suggest that discipline practices should not be polarized into a 'get tough' versus 'give support' debate because both structure and support contribute to school safety for adolescents.[108]

The following were among the concluding points that Dr. Gregory made to the task force:

- Not all student groups experience school safety and the school climate in the same manner.
- Approaches to school security need not be only reactive (in the face of unsafe events) but also be proactive. Consider *both* structure and support.
- There are whole school initiatives that aim to change the school climate and improve safety.

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[105] Anne Gregory, Ph.D., "Fostering a Sense of Community in High Schools" (presentation to the NJSBA School Security Task Force, Trenton, N.J., July 18, 2013).

[106] *Ibid.*

[107] Dewey Cornell, Francis Huang, Anne Gregory, Xitao Fan, "Perceived Prevalence of Teasing and Bullying Predicts High School Dropout Rate," *Journal of Educational Psychology*, 105(1), (February 2013): 138-149. ©2012 American Psychological Association, Washington, D.C.

[108] Anne Gregory, Dewey Cornell, Xitao Fan, Peter Sheras, Tse-Hua Shih, and Francis Huang, "Authoritative School Discipline: High School Practices Associated with Lower Bullying and Victimization," *Journal of Educational Psychology*, 102 (2), (May 2010): 483-496. ©2010 American Psychological Association, Washington, D.C.

- School security should not just be reactive but also proactive in preventing unsafe conditions.
  - We should not limit how we think about school security to surveillance and safety officers.
  - School security needs to be considered in terms of how schools build community and supportive relationships.
  - Improving school security includes efforts to develop authoritative school climates.[109]

Supportive Practices

Dr. Elias cites three key practices that should result from local school district policies on school policy regarding school climate:

- Every school should undertake a systematic assessment of staff and student perceptions of school climate, including school safety/bullying and student engagement/ participation/voice, at least once every two years. They should use that feedback in a staff-wide data review aimed at improvement of social-emotional character development (SECD) competencies and climate… (In middle and high schools, students should be involved in the data review and planning process.)

- Each student should receive a minimum of one-half hour of explicit instruction per week in skills related to SECD as part of a comprehensive preK-12 scope and sequence.

- Every teacher, student support services provider, and administrator should have demonstrated competence in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).[110]

Building a Healthy School Climate: Resources

The following publication and organizations are resources on social-emotional learning, character development, and service learning:

- ***School Climate: Building Safe, Supportive and Engaging Classrooms & Schools*** by Jonathan Cohen, Ph.D. and Maurice J. Elias, Ph.D. This four-page reference guide for teachers, principals, superintendents and school board members provides information on planning, preparing and implementing strategies to create a positive school and classroom climate.

  INFORMATION: National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573, 1-800-453-7461, www.NPRinc.com.

- The **Center for Supportive Schools** provides training and programs to engage students in learning and enable them to develop positive social, emotional, and health behaviors.

  INFORMATION: Center for Supportive Schools, 911 Commons Way, Princeton, NJ 08540, (609) 252-9300, http://supportiveschools.org.

[109] Gregory, "Fostering a Sense of Community in High Schools," July 18, 2013.

[110] Elias, "The Essential Connection," January 18, 2013.

- **Lions Quest** provides programs on service learning, social-emotional learning, character education, and the prevention of bullying, violence and substance abuse.

  INFORMATION: Lions Clubs International Foundation, 300 West 22nd Street, Oak Brook, IL 60523-8842, (630) 571-5466, www.lions-quest.org.

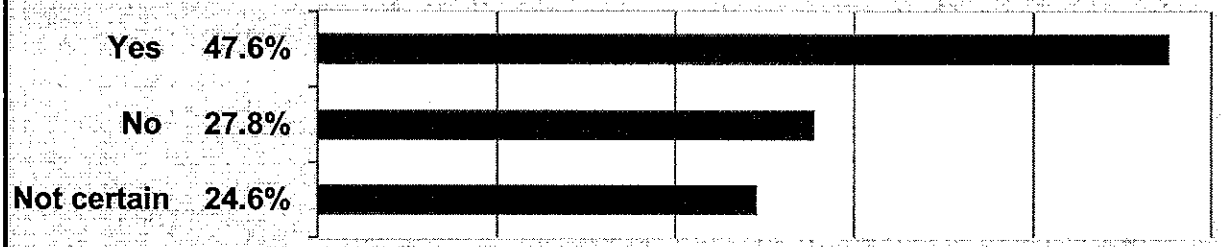
- The **National Youth Leadership Council** provides resources on service learning programs.

  INFORMATION: National Youth Leadership Council, 1667 Snelling Avenue North, Suite D300, Saint Paul, MN 55108, (651) 631-3672, www.nylc.org.

Building a Healthy School Climate: Current Practices

Many boards of education understand the connection between a healthy climate and safe schools and have taken action, according to results of the NJSBA Task Force survey[111] of school officials.

Has your district taken steps to address school climate beyond those required by the Anti-Bullying Bill of Rights?



Respondents most frequently cited staff training as a security-related climate enhancement implemented by their school districts. (Section V, "Security Training," pages 61-69 includes a compilation of training resources available to school districts.)

Additional School Climate Efforts
...beyond Anti-Bullying Law Requirements
(FREQUENCY OF RESPONSE)

1. Staff training/development
2. Student Counseling
3. Character Education

Other steps included creation of school climate committees, surveys/assessments of school climate, and review/adoption of policies related to school climate.

Respondents were also asked if the school climate enhancements involved training *specifically for their security personnel.* Nearly half (47.4%) responded "no" to the question. Just over three-tenths (31.6%) answered affirmatively. The remainder responded "not certain."

[111] NJSBA administered the electronic survey to the state's school board presidents and school business administrators on July 25 and July 29, respectively. Responses were collected through September 26. Duplicate responses from the same district were eliminated prior to calculation. The survey instrument appears as Appendix C of this report.

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Building a Healthy School Climate: District Programs

Survey respondents were also asked to provide examples of local school district programs designed to enhance school climate. They cited the following examples:

Lyndhurst Public Schools – The Drop-In Center provides students, their families and staff members with comprehensive services, including employment resources, academic tutoring, psycho-educational materials and counseling. (http://www.lyndhurstschools.net/; select "Drop In Center" from the left-hand column)

Manchester Regional High School District – The "Falcons Lounge," a collaborative project of Manchester Regional High School and Care Plus NJ, Inc., is funded with the help of a state grant. The program provides a comprehensive support system to the district's students, their families and the larger school community through recreational, therapeutic and educational opportunities. (http://www.mrhs.net/index.php/student-services/falcons-lounge)

Oxford School District – In June 2013, two character education programs, "Talk It, Walk It, Pass It On!" and "Working Together for Social Awareness Skills" won the Character Education Partnership's "Promising Practice Award" (http://www.oxfordcentral.org/)

Bordentown Regional School District –"Bordentown Is on Point" is a comprehensive high school-level guidance program that integrates the academic curriculum with a positive "pro-social" climate. It is part of a series of school climate/anti-bullying programs that include two gender-specific efforts, "Mentoring Men" and "Girls on the Run," aimed at building students' self-images as valuable and contributing members of the community. (http://www.bordentown.k12.nj.us/webpages/guidance/bordentownisonpoint.cfm; select "Principal's Desk" and/or "Student Code of Conduct" in the left-hand column)

In addition, school officials cited programs conducted with the support of the following organizations and resources:

- **CarePlus,** a non-profit organization that provides comprehensive recovery-focused mental health care and substance abuse treatment. (www.careplusnj.org)
- **Challenge Day,** a non-profit organization that offers programs and activities "to build connection and empathy" so that students "feel safe, loved, and celebrated." (www.challengeday.org)
- **Character Counts**, which provides services and materials aimed at the following: helping teachers create a "culture of kindness" to advance student learning; training administrators to focus on growth, and encouraging school districts to manage employees through values-based ethics. (http://charactercounts.org)
- The **Character Education Partnership**, a coalition that serves as a resource for integrating character education into schools and communities. (www.character.org)

- **New Jersey Positive Behavior Support in Schools,** a federally funded collaboration between the New Jersey Department of Education and the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School. It provides school staff with training and technical assistance to create environments that encourage and support "pro-social" student behavior. (www.njpbs.org)

- **No Place for Hate,** an initiative of the Anti-Defamation League, aims to reduce bias and bullying, increase appreciation for diversity, and build "communities of respect." (http://philadelphia.adl.org/noplaceforhate/)

- **Rachel's Challenge,** an initiative comprising "student empowering" programs and strategies, designed to combat bullying, allay feelings of isolation and despair, and create a "culture of kindness and compassion." (www.rachelschallenge.org)

- **Responsive Classroom** provides a "research- and evidenced-based approach" to improving teacher effectiveness, student achievement and school climate. (www.responsiveclassroom.org)

- **StopBullying.gov**, a program of the U.S. Department of Health and Human Services, which offers information and guidance from various government agencies about bullying, cyberbullying, children at-risk, and violence prevention. (www.stopbullying.gov)

- **The Roots Program from Princeton University**, a research and intervention program designed to address peer conflict and create a school climate conducive to learning. (http://njroots.princeton.edu/schools.shtml)

- **Traumatic Loss Coalition for Youth**, a program based at the Rutgers University Behavioral Health Care-Behavioral Research and Training Institute. It offers collaboration and support in areas such as suicide prevention and trauma response following severe losses and tragedies in the school community. (http://ubhc.rutgers.edu/tlc/)

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SCHOOL CLIMATE: RECOMMENDATIONS

The NJSBA School Security Task Force makes the following recommendations in the area of school climate:

Local School District/Community

9. Local school districts should engage in school climate assessments and develop and implement plans to ensure that students have safe, secure and supportive learning environments that provide meaningful communication and involvement with caring adults on the school staff. (A list of climate assessment resources is found on page 25 of this report.)

10. Not all student groups experience school safety and the school climate in the same manner. To enable students to learn in supportive environments at each grade level, local school boards should adopt policies that recognize the importance of social-emotional learning, character development, restorative practices and community building. In addition, the Task Force recommends that school boards review the information on social-emotional learning, supportive practices, and authoritative disciplinary structures on pages 26 through 30 of this report.

11. To build a respectful school climate that enables the advancement of student achievement, local boards of education and school administrators should ensure that the principles of social-emotional learning and character development skill-building are infused into academic instruction in a coordinated manner and that there is a consistent application of discipline.

12. Local boards of education should ensure that the School Safety Teams, required by the Anti-Bullying Bill of Rights, are not only reviewing reports of harassment, intimidation and bullying, but are also focusing on practices and processes related to school climate, so as to inform the school boards in their periodic review of HIB and related policies.

13. To ensure their School Safety Teams have a positive impact on school climate, local boards of education should consider requiring the teams to meet more than the twice-yearly minimum.

State

14. As recommended by the NJ SAFE task force, the state should form an "interagency working group" comprised of various departments, including education, law and public safety, and health and human services, to address policy and programs on early intervention and mental health services at the community level. A similar state-level approach (the Education-Law Enforcement Working Group) has had a positive impact on local policy and procedures through the state's Uniform Memorandum of Agreement. (See pages 46 through 48.)

15. To clarify the role of the School Safety Teams in improving school climate, the New Jersey State Board of Education should amend administrative code (*N.J.A.C.* 6A:16) to rename these bodies "School Safety/Climate Teams," as recommended by the state's Anti-Bullying Task Force.

III. POLICY AND PLANNING

Recent tragic events in the nation's schools highlight the need for developing and maintaining up-to-date school-based safety and security plans for responding to crisis situations involving all-hazards, such as natural, technological, man-made, biological and student culture and climate.[112]

– Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

The State of School Security in New Jersey

Throughout its research, the NJSBA School Security Task Force found one fact to be crystal clear: *New Jersey has strong and effective school security measures in place.* The procedures result from state law and regulation, aggressive state initiatives, local school board policy, and the interest of caring adults, including teachers, parents, administrators, school board members, and law enforcement personnel.

• New Jersey is one of only 10 states that require **School Security Drills** on a regular basis.
• The state's school districts and charter schools must have **Safety and Security Plans**, which incorporate minimum requirements for building access, transportation, visitor policy, and other key areas.
• Every school district and corresponding law enforcement agency must enter into a **Memorandum of Agreement** outlining the responsibilities of school officials, police and emergency responders during security threats and other crises.
• School districts must have **Administrative Response Procedures** that correspond to law enforcement procedures on bomb threats, active-shooter response, school lockdowns, school evacuations, and other situations.

The NJSBA School Security Task Force acknowledges the state-level action taken before and after the Newtown tragedy. It has therefore placed a focus on the basic question facing local school district officials after December 14, 2012: *"What other steps must we take to ensure a safe and secure school environment for our children?"*

Answering that question, however, requires a review of security requirements currently in place in New Jersey's public schools.

[112] New Jersey Department of Law & Public Safety and New Jersey Department of Education, *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*. (Trenton, N.J., September 2011), Article 8, 31. (http://www.state.nj.us/education/schools/security/regs/agree.pdf, accessed Sept. 9, 2014)

The Phases of Crisis Planning

In a memo issued four days after the Newtown tragedy, Commissioner of Education Chris Cerf and State Board of Education President Arcelio Aponte assured local school officials of the state's continued efforts to enhance school security, citing an October 2012 requirement to align local security plans with updated minimum state requirements.[113]

In its April 2013 report, the New SAFE Task Force, a select study group appointed by Governor Christie summarized the status of school security in New Jersey, pre- and post-Newtown:

> Fully understanding that students who are fearful will be distracted from academic achievement, this State has undertaken a school security plan rooted in the four phases of crisis planning – prevention/mitigation, preparedness, response, and recovery. That plan began taking shape about eight years ago.[114]

The SAFE Task Force report also provides an excellent summary[115] of state-level activities established since 2005 to make New Jersey's public schools secure and to promote safe learning environments. These efforts and resources include creation of the Office of School Preparedness and Planning; the work of the K-12 School Security Task Force, which encompasses state-, local- and county-level law enforcement, emergency management and education agencies; the 2010 School Security Drill Law; the Making Our Schools Safe Initiative; the Anti-Bullying Bill of Rights; and the Safe Schools for a Better Tomorrow initiative, which includes technical assistance, training, database and public information components.

In addition, the report cites statistics, compiled through the New Jersey Department of Education's annual reports on violence and vandalism[116]. While stressing the state's proactive approach to school safety, it recommends "next steps so that we all remain vigilant in ensuring the continued safety of our students and our schools."[117]

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[113] New Jersey Department of Education, Memorandum to Chief School Administrators, Charter School Lead Persons and Nonpublic School Administrators: *Tragedy at Sandy Hook Elementary School (Newtown, CT)*, by Christopher D. Cerf and Arcelio Aponte. (Trenton, N.J., December 18, 2012). (http://www.state.nj.us/education/schools/security/role/121812memo.pdf, accessed Sept. 9, 2014)

[114] New Jersey Office of the Attorney General, *The New Jersey SAFE Task Force on Gun Protection, Addiction, Mental Health and Families, and Education Safety*, by Peter G. Verniero, John J. Degnan, Manuel Guantez, James Romer, Evelyn Sullivan, Brian Zychowski, Lee Vartan, Ron Susswein, Paul Salvatoriello, and Joseph Fanaroff. (Trenton, N.J., April 10, 2013), 68. (http://nj.gov/oag/newsreleases13/NJSAFE-REPORT-04.10.13-WEB.pdf)

[115] *Ibid*, 68-74.

[116] *Ibid*, 66: "With regard to violence in New Jersey schools, during the 2010-11 academic year, New Jersey had 1,246 cases of students bringing weapons to school, and New Jersey schools experienced 11,216 violent incidents. At this time, the [state] Office of Homeland Security and Preparedness considers the threat to our K-12 schools to be moderate."

[117] *Ibid*, 65.

Current Requirements

Following is a summary of state requirements as presented to the task force by officials of the New Jersey Department of Education, the Office of Homeland Security & Preparedness, and the New Jersey School Boards Association's policy unit.

Safety and Security Plans

The section of New Jersey Administrative Code that addresses "Programs to Support Student Development" requires every school district and charter school to establish a comprehensive Safety and Security Plan, along with procedures to provide a safe and secure learning environment.[118]

Local school district administrators must develop security plans and procedures in consultation with law enforcement, health and social services agencies, emergency management planners and other community resources. The plans must be consistent with the municipality's Emergency Management Plan, reviewed annually, and distributed to law enforcement and school employees. They must also address staff in-service training. At a minimum, the plans must provide for—

1. The protection of the health, safety, security and welfare of the school population;
2. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
3. The establishment and maintenance of a climate of civility; and
4. Support services for staff, students and their families.[119]

According to this same state regulation, the local board of education must distribute a copy of the school safety and security plan to staff members within 60 days of employment. All employees must also be briefed in writing about updates and changes to the plan.

Additionally, the Uniform State Memorandum of Agreement between Education and Law Enforcement Officials, approved by the New Jersey Department of Law & Public Safety and the Department of Education, requires school safety and security plans.

> The school safety and security plans should include procedures for quickly communicating to faculty members that a crisis situation exists, and procedures for minimizing the risk of physical harm to students and faculty by reducing their exposure to all hazards. ...it is appropriate to develop and rehearse plans and procedures for "locking down" classrooms and buildings to restrict the movement of children and staff and to minimize their exposure to hazardous situations.[120]

Other aspects of the Uniform State Memorandum of Agreement are described on pages 46 through 48 of this report.

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[118] *N.J.A.C.* 6A:16-5.1, 49 (http://www.nj.gov/education/code/current/title6a/chap16.pdf). "Each school district shall develop and implement comprehensive plans, procedures and mechanisms that provide for safety and security in the public elementary and secondary schools of the school district."

[119] *Ibid*, 50.

[119] *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*, Article 8, 31.

Ongoing Planning

The NJDOE Office of School Preparedness and Emergency Planning issued a resource/guidance document, *School Safety and Security Plans: Minimum Requirements*[121] in 2011. During his presentation to the NJSBA task force on August 22, 2013, Anthony Bland, state coordinator for School Preparedness and Emergency Planning, noted that, prior to its release, the document was reviewed by the state's Domestic Security Preparedness Task Force and representatives of the public school community.[122]

The document emphasizes the need for ongoing planning in concert with public safety and emergency management agencies. It lists six basic steps to assist school districts in formulating their safety and security plans:

1. Assemble a **district-wide planning team**, including staff, parents and representatives of law enforcement, fire, hospital and emergency management agencies.
2. Conduct a **hazard analysis** of school buildings and grounds, with the possible assistance of local emergency management personnel. The analysis should not only assess the physical environment and technological infrastructure, but also the school climate.
3. **Eliminate** (or mitigate) hazards.
4. Develop procedures to **respond to hazards.**
5. **Train** students and staff on their responsibilities in a given situation.
6. Conduct **drills** and **tabletop exercises** (i.e., activities in which key personnel discuss simulated scenarios in an informal setting).[123]

According to Mr. Bland, there are 91 required elements of a school safety and security plan, including creation of building-level response teams; protocols for potential threats and responses, such as bomb threats, active-shooter situations, lock-downs and reverse evacuations; target-hardening initiatives; and mental health protocols.
The 2011 minimum requirements also include the establishment of "policies and procedures for a variety of target-hardening initiatives [in areas], such as—

- Building access,
- Visitor policy,
- Delivery procedures,
- Student transportation security,

[121] New Jersey Department of Education, Office of Preparedness and Emergency Planning, *School Safety and Security Plans: Minimum Requirements*. (Trenton, N.J., August 2011). (http://www.state.nj.us/education/schools/security/req/req.pdf, accessed Sept. 11, 2014)

[122] Anthony Bland, "Keeping New Jersey's Schools Safe: School Preparedness Briefing" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 23, 2013).

[123] *School Safety and Security Plans: Minimum Requirements*, 5.

- Master key and access code distribution,
- Vehicular access and parking procedures, and
- Access to storage and HVAC system areas."[124]

School District/Board Responsibility

Mr. Bland advised the NJSBA task force that school districts should approach the creation of their safety and security plans as they do curriculum: the state's minimum requirements represent a template upon which districts may also address their individual security needs.

He noted that—

- Most of the content of the local school district safety and security plan is exempt from public records requirements.
- All school districts must have policies addressing security at school-sponsored events and on school vehicles.
- Local school board approval of the school safety and security plan is not required.

Mr. Bland recommended the following actions:

- School districts should have clear procedures concerning entry to buildings. These procedures should address matters, such as the distribution of keys and other access devices to the staff and a separate process for entry by substitute teachers.
- Each school should designate a "safe haven" or relocation site to be used when appropriate during an emergency.

While the state required that all school districts review their security plans in October 2012, **46.7%** of school district officials responding to an NJSBA survey[125] indicated that their districts went beyond he directive and conducted additional review of security plans following the Newtown tragedy in December 2012.

Changes/enhancements to security reflected in the revised plans included—

- Expanded **electronic surveillance** of buildings and grounds;
- Updated **lockdown procedures;**
- Revised **access procedures** for visitors and staff;
- Changes in **door hardware and locks;**
- Revised **drill procedures;**
- Increased **police presence** on school grounds and at school events;
- Engagement of **School Resource Officers** and/or security personnel, and
- Renovations of school **vestibules and entryways.**

[124] *Ibid,* 9.

[125] The electronic survey was administered July 25 through September 26, 2013 to local school board presidents and school business administrators. Two hundred seventy-three local school officials participated in the survey.

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Approval of Plans

NJSBA's Policy Service advises that state law and regulation require collaboration among school administrators, law enforcement and first responders in the development of the safety and security plan.[126] However, there is no requirement that the local board of education approve the plan.

In comparison, another critical security document, the district's Memorandum of Agreement between Education and Law Enforcement Officials, requires the signature of the local school board president, along with those of the chief of police, the county prosecutor, the district superintendent and the executive county superintendent.[127] In many respects, the memorandum provides the standards, procedures, principles and *policies* upon which the security plan's strategies are constructed.

Administrative Response Procedures

In 2007, the state Attorney General issued a directive requiring law enforcement agencies to establish and maintain policies and procedures on school safety, including bomb threats, active-shooter response, school lockdowns, school evacuations, and public information. Model policies were distributed through the County Prosecutors to all law enforcement agencies.[128]

To complement the model policies for law enforcement, the New Jersey Department of Education issued model procedures for school administration.[129] The commissioner of education directed local school districts to use the model procedures when revising existing practices as needed. She also advised local school officials to consult with law enforcement to ensure alignment with the Attorney General's model policies, state-issued directives and regulatory requirements, and local needs.[130]

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[126] NJSBA Policy Services, "School Safety and Security Plans" (presentation to the NJSBA School Security Task Force, Trenton, N.J., May 23, 2013).

[127] *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*, 48.

[128] New Jersey Department of Law and Public Safety, *Attorney General Law Enforcement Directive No. 2007-1.* (Trenton, N.J., July 13, 2007). (http://www.nj.gov/lps/dcj/agguide/directives/dir-lc_dir-2007-1.pdf, accessed Sept. 9, 2014)

[129] New Jersey Department of Education, *School Administrator Procedures: Responding to Critical Incidents*, New Jersey Department of Education, October 2007 (This document is not publicly available.)

[130] New Jersey Department of Education, *Memorandum Re: School Administrator Procedures: Responding to Critical Incidents*, to Chief School Administrators, Charter School Lead Persons and Nonpublic School Administrators, by Lucille E. Davy. (Trenton, N.J., October 22, 2007). "These procedures will enhance communication, cooperation and coordination, resulting in improved responses to threats and hazards. Attached to the procedures are model 'Rapid Response' guides for active shooter and lockdown situations that, once individualized for each school, should be distributed to all staff to support consistent responses to emergencies." (http://www.state.nj.us/education/schools/security/regs/102207crit_inc.pdf, accessed Sept. 9, 2014)

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The Administrative Response Procedures address the appropriate strategy to be used in a particular situation. They describe the responsibilities of school administrators, faculty, the designated public information liaison and other staff in various emergencies and provide guidance on recovery after the situation is brought under control.

The procedures stress cooperation with local law enforcement and other first-responders:

> Collaboration and coordination with local responders is the foundation for producing effective protocols and efficient communication. ....Knowing what to do when faced with a critical incident can be the difference between calm and chaos and between life and death.[131]

Incident Command System

In a May 23, 2013 presentation to the NJSBA task force, the Association's Policy Service staff explained, "Both the Administrative Response Procedures and the Uniform Memorandum Agreement note the importance for clear communications, chain of command and decision-making protocols [to] be established between emergency responders and schools."[132]

> ...school administrators should establish a clear chain of command in order to initiate proper notifications to their school crisis response team and emergency responders by activating the school/district's Incident Command System (ICS) or an ICS-like structure that identifies immediate action, functional protocols and guidelines for responding to all types of hazards.[133]
>
> ...all school safety and security plans shall include defined communication and decision-making protocols (e.g., Incident Command System) and the minimum requirements for the format and contents of the plans, as determined by the Commissioner of Education and the Domestic Security Preparedness Task force.[134]

The importance of an ICS is highlighted in emergency management guidelines issued by several government agencies. "It is important for all staff members, administration, teaching and non teaching staff to be trained so that they fully understand their specific duties and responsibilities in any crisis situation. School staff members need to be familiar with the Incident Command System (ICS) to avoid any confusion."[135]

The Federal Emergency Management Agency describes the ICS as "a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries."[136]

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[131] *School Administrator Procedures: Responding to Critical Incidents*, 5-6.

[132] NJSBA Policy Service, "School Safety and Security Plans," May 23, 2013.

[133] *School Administrator Procedures: Responding to Critical Incidents*, 4.

[134] *A Uniform State Memorandum of Agreement*, 32.

[135] *School Administrator Procedures: Responding to Critical Incidents*, 4.

[136] U.S. Department of Labor, Occupational, Safety & Health Administration, *What is an Incident Command System?* (Washington, D.C.), (https://www.osha.gov/SLTC/etools/ics/what_is_ics.html, accessed Sept. 12, 2014)

Drills and Exercises

State-Required Drills

New Jersey is one of 10 states that require security drills in schools, according to Anthony Bland, the state coordinator for school preparedness and emergency planning. "Requirements vary from one security drill every three years (Texas) to one per month (New Jersey)," he noted in his presentation to the NJSBA task force.

Enacted in 2010, a New Jersey statute[137] requires that monthly security drills take place when school is in session. The requirement, which went into effect in the 2010-2011 school year, defines "school security drill" as "an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation…"

The statute amended an existing law that requires school fire drills. It reduced the number of required fire drills from two to one per month, while mandating the monthly security drill.

Guidelines[138] issued by the New Jersey Department of Education and the state Office of Homeland Security & Preparedness cite additional drill requirements for schools:

- The conducting of a security drill within the first 15 days of the beginning of the school year.
- A minimum of two of each of the following security drills[139] annually:
  - Active shooter;
  - Evacuation (non-fire);
  - Bomb threat, and
  - Lockdown.

  Two of these eight mandated drills do not have to include students. The two non-student drills cannot be in the same category.

  (Schools may also conduct other types of security drills, such as shelter-in-place, reverse evacuation, evacuation to relocation site, testing of notification system and procedures, table top exercises, and full-scale exercises.)
- Notification of emergency responders at least 48 hours prior to the drill.
- Submission of an annual "Security Drill Statement of Assurance" to the New Jersey Department of Education, and documentation of each drill, including the type of exercise, procedures, duration, participants, and weather conditions.

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[137] *P.L.* 2009, c. 178 (http://www.njleg.state.nj.us/2008/Bills/PL09/178_.HTM); *N.J.S.A.* 18A:41-1; *N.J.S.A.* 18A:41-2.

[138] New Jersey Department of Education and Office of Homeland Security & Preparedness, *School Security Drill Guide.* (Trenton, N.J.) (http://www.nj.gov/education/schools/security/drill/Guide.pdf, accessed Sept. 9, 2014.)

[139] In *School Security Drill Guide* (http://www.nj.gov/education/schools/security/drill/Guide.pdf) and *School Security Drill Law N.J.S. 18A:41-1 FAQs* (http://www.nj.gov/education/schools/security/drill/faq.pdf, accessed Sept. 9, 2014), the New Jersey Department of Education describes the various types of security drills.

Unannounced Drills

In early 2013, the New Jersey Department of Education and the Office of Homeland Security and Preparedness began "unannounced" drill assessments.

"The purpose of the unannounced visits is to provide technical assistance and support to your school security preparedness efforts and to share best practices that have been seen in other school districts. The evaluation of the drill is informational and an opportunity for collegial collaboration" explained Commissioner Cerf and Edward Dickson, director of the Office of Homeland Security and Preparedness, in a February 2013 memo to school district officials.[140] Cerf and Dickson also noted that the unannounced observations had been recommended in 2007 by the state's School Security Task Force.

A "Spot Drill Observation Checklist," posted on the Department of Education's security webpage[141], lists various factors to be considered during the drill assessments.[142] At the August 22, 2013 meeting of the NJSBA task force, Mr. Bland, recommended the following drill practices:

- Drills should be scheduled at varying times of the school day and in various weather conditions.
- Schools located within 500 feet of each other should conduct drills together and have similar responses.

The New Jersey SAFE Task Force recommended increasing state observation of lockdown drills, both announced and unannounced.

> ...state agencies have been proactive in conducting school security audits and observing lockdown drills, particularly since the tragedy at Newtown. Additional agency resources should be committed to allow for more visits and assessments of school compliance. Each school's security plan can only be effective if schools are able to properly carry them out.[143]

Full-Scale Exercises

Assessing the effectiveness of emergency plans and procedures is stressed through the guidance documents issued by the NJDOE and other state and federal agencies.

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[140] New Jersey Department of Education, *Unannounced Visits*, Memorandum to Chief School Administrators, Charter School Lead Persons and Nonpublic School Administrators by Christopher D. Cerf and Edward Dickson. (Trenton, N.J., February 26, 2013) (http://www.state.nj.us/education/schools/security/task/audits/UnannouncedDrillsMemo.pdf, accessed Oct. 16, 2014)

[141] New Jersey Department of Education, *Safer Schools for a Better Tomorrow: School Security Audits*. (Trenton, N.J.) (http://www.nj.gov/education/schools/security/task/audits/, accessed July 9, 2014)

[142] New Jersey Department of Education, *Spot Drill Observation Checklist*. (Trenton, N.J., February 2013). (http://www.state.nj.us/education/schools/security/task/audits/UnannouncedDrillObservationForm.pdf, accessed Sept. 10, 2014)

[143] *The New Jersey SAFE Task Force*, 81.

Whenever possible, schools should participate in full-scale, or full-field, exercises that involve police, fire, local industries and other outside agencies. "Integrating training for school personnel with training for community responders reduces the costs, broadens the training experience and facilities communication between people who may have to work together in an emergency," states the NJDOE *School Safety & Security Manual: Best Practices Guidelines.*[144]

Tabletop Exercises

Full-scale exercises can be time- and labor-intensive, and the state guidelines offer tabletop exercises as an effective, relatively inexpensive and less time-consuming alternative.

> Many schools have found tabletop exercises very useful in practicing and testing the procedures specified in their crisis plan. Tabletop exercises involve school staff and emergency responders sitting around a table discussing the steps they would take to respond to a crisis. Often, training and drills identify issues that need to be addressed in the crisis plan and problems with plans for communication and response.[145]
>
> Conducted properly, the tabletop exercise:
> - Takes little time.
> - Enables participants to act and understand the consequences of their response.
> - Highlights relationships, tests plans, and improves decision-making.
> - Creates a sense of urgency that facilitates learning since participants must think on their feet and adapt.
> - Allows leaders to observe the strengths and weaknesses of the plan and the Crisis Management Team.[146]

Federal guidelines define tabletop exercises as follows:

> ...small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.[147]

According to the Federal Emergency Management Agency (FEMA), tabletop exercises "provide an opportunity for key agencies and stakeholders to become acquainted with one another, their

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[144] New Jersey Department of Education, *School Safety & Security Manual: Best Practices Guidelines.* (Trenton, N.J., December 2006), 127. (Much of the information in the manual is considered confidential. Therefore the document is available only to designated school district officials through a password-protected portal of the New Jersey Department of Education's online School Safety Center at http://www.nj.gov/education/schools/security/safetycenter/).

[145] *Ibid*, 98.

[146] *Ibid*, 128.

[147] U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans.* (Washington, DC, 2013), 21. (http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf, accessed Sept. 11, 2014)

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interrelated roles, and their respective responsibilities."[148] The task force believes that law enforcement, fire departments, and emergency response agencies should be involved in the conducting of tabletop exercises.

When appropriate, participation by and/or communication with neighboring school districts and their corresponding law enforcement and emergency response agencies should be an element of tabletop and full-scale exercises.

Comparison of Emergency Exercises

FEMA identifies four types of emergency-preparedness exercises for organizations and institutions. Schools may consider these exercises in developing emergency response procedures.

Exercise Program Activities[149]
Drill
A coordinated, supervised activity that is normally used to test a single specific operation or function. It enables emergency planners to focus on a potential problem area.
Tabletop Exercise
A facilitated analysis of an emergency situation in an informal, stress-free environment. The tabletop exercise provides an environment for problem-solving, and preparation for functional exercises.
Functional Exercise
A fully simulated interactive exercise that tests an organization's capability to respond to simulated event. The exercise tests multiple functions of the organization's emergency response plan.
Full-Scale Exercise
Simulates a real event as closely as possible. Designed to evaluate the operational capability of emergency management systems, the full-scale exercise takes place in a highly stressful environment that simulates actual response conditions.

After-School Security

Protecting students, staff and other school occupants during the instructional day is critical. However, schools do not cease operation at 3 p.m. The typical New Jersey high school may host athletic events, student concerts and performances, meetings of booster clubs and parent organizations, board meetings and other activities in the late afternoon or evening. The task force believes that school districts should establish practices and procedures addressing building access, emergency evacuation, security personnel and emergency medical services for events and functions that take place outside the instructional day.

[148] U.S. Department of Homeland Security, Federal Emergency Management Agency, Emergency Management Institute, Independent Study Program, *IS-139 Exercise Design, Unit 2: Comprehensive Exercise Program.* (Emmitsburg, MD, 2013), 2.11. (www.training.fema.gov/EMIWeb/downloads/is139Unit2.doc, accessed Oct. 6, 2014)

[149] *Ibid*, 2.8; 2.10; 2.12; 2.15. On pages 2.18 and 2.19, the FEMA training document includes a chart, "Comparison of Key Activity Characteristics," which describes each exercise's format, leadership, participants, facilities, time of implementation, and preparation. The document, at www.training.fema.gov/EMIWeb/downloads/is139Unit2.doc, addresses emergency preparedness for a wide variety of organizations, including schools.

In its *Best Practices Guidelines*, the NJDOE cites the need for "additional safety precautions for before-school and after-school and athletic events" and recommends requesting "additional law enforcement presence at athletic events, as well as suspicious package sweeps prior to hosting the events."[150] It also cites the need for developing "procedures and protective measures for after school activities, community events, summer school, and special events," as part of an evaluation of building safety.[151]

The Uniform Memorandum of Agreement

One of the most significant documents related to school security is "A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials,"[152] which is developed under the auspices of the state Attorney General and the Commissioner of Education. The document serves as the template for the state-required[153] local arrangements. These local agreements define the obligations of the schools, police and other emergency responders during security threats, natural and man-made disasters, and unlawful activities.[154] The memorandum must be approved by the local board of education, the county prosecutor and the executive county superintendent.[155]

At the NJSBA task force meeting on August 22, 2013, Gary Vermeire, coordinator of the Safe & Supportive Schools Unit of the New Jersey Department of Education, emphasized the importance of communication between law enforcement and education officials in developing the required memorandum. He noted that the memorandum should serve as a vehicle for promoting cooperation and coordination among the two sectors. The Attorney General and Commissioner of Education are "emphatic" that education and law enforcement officials engage in an ongoing dialogue to identify safety issues and other factors that should be addressed in the memorandum, he said.

Mr. Vermeire also stressed that local boards of education should review and discuss the district's proposed MOA prior to the annual vote to approve the document.

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[150] *School Safety and Security Manual: Best Practices Guidelines*, 273.

[151] *Ibid*, 63.

[152] *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials* (http://www.state.nj.us/education/schools/security/regs/agree.pdf, accessed Sept. 9, 2014).

[153] *N.J.A.C.* 6A:16-6.2(b) 13 through 15, 92-93. (http://www.nj.gov/education/code/current/title6a/chap16.pdf)

[154] In July 2012, the Education-Law Enforcement Working Group, consisting of representatives of the Attorney General's Office, Department of Education and stakeholder groups, including the NJSBA, published a list of 30 Frequently Asked Question about the Memorandum of Agreement. The document is available at www.nj.gov/education/schools/security/regs/agreefaq.pdf (accessed Sept. 9, 2014).

[155] *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*, 48.

New Jersey first issued the Uniform Memorandum of Agreement (MOA) in 1988 and, since then, the state has revised the model document several times, including a 2011 update to address harassment, intimidation and bullying. The original document and the revisions were developed under the guidance of an Education-Law Enforcement Working Group, which includes a representative of the New Jersey School Boards Association. All local memorandums must be consistent with the state model.

> The product of 25 years of ongoing discussion, deliberation and experience, the MOA…addresses a wide range of issues of mutual concern to education and law enforcement officials. The MOA provides precise guidance on how these two professions will work together as a team, each respecting the other's roles, responsibilities and professional judgments. For example, the MOA explains that police officers entering a school will, except in an emergency, comply with the procedures established by the school for the reporting of visitors. [156]
>
> …the MOA explains in detail how law enforcement interactions with schoolchildren can be done in a way that minimizes unnecessary conflict, distraction or intimidation. [157]

The current "Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials" is a 54-page document that includes 16 articles and an addendum that address subjects ranging from "Obligation to Report Offenses and Preserve Evidence" and "School Access to Law Enforcement Information" to "School Safety and Security."[158]

The uniform agreement's chapter on School Safety and Security "recognizes that recent tragic events in the nation's schools highlight the need for developing and maintaining up-to-date school-based safety and security plans for responding to crisis situations of all kinds, natural and man-made. The section requires discussion and collaboration on school drills and means for critical incident planning (e.g., lockdown, active shooter, evacuations)."[159]

Security plans identified through the memorandum can be tailored to address individual needs for perimeter checks of school grounds, surveillance of buildings and grounds, communication with local first responders, and emergency alert systems.

Significantly, the model states that "the chief school administrator agrees to supply law enforcement officials with current copies of blueprints and maps of all schools and school grounds."[160]

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[156] *The New Jersey SAFE Task Force*, 75.

[157] *Ibid*, 76.

[158] *A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials.*

[159] New Jersey School Boards Association, *Memorandum Re: Memorandum of Agreement Between Education and Law Enforcement Officials*, to NJSBA School Security Task Force, by Steven McGettigan, Manager, Policy, New Jersey School Boards Association. (Trenton, N.J. August 22, 2013), 2.

[160] *Ibid.*

The state model requires discussion among school officials, first responders and law enforcement on critical-incident planning, such as lockdowns and active shooter situations. It also "encourages a spirit of communication and cooperation between education and law enforcement, and participation in ongoing consultation to discuss new developments in state statute, administrative code, and court decisions. The parties also agree to discuss joint training needs to support school safety and security, including in-service programs for school staff. Other community representatives (fire officials, emergency management professionals) are encouraged to participate in school safety and security planning."[161]

Security Audits/Assessments

> *"A comprehensive needs assessment conducted prior to the development of district-wide school safety plans is essential for identifying the possible risks for all students as well as their capabilities to respond and recover from critical incidents"*[162]

Whether their background was in school security, architecture, law enforcement or school climate, the experts who consulted with the NJSBA task force stressed the value of pre-incident planning through security audits and community engagement.

At the August 12, 2013 meeting of the NJSBA task force, Brian J. Klimakowski, chief of police in Manchester Township, Ocean County, and the New Jersey State Association of Chiefs of Police representative to the Governor's K-12 School Security Task Force, emphasized the importance of assessments to –

- Analyze capabilities and potential hazards
- Determine the degree of vulnerability to the facility, and
- Locate weaknesses in defense and to determine the degree of protection required.[163]

The task force also heard a presentation by James Hyslop, president of SSC Consulting, Inc., a firm that advises school districts, other public entities and private firms on security procedures and facility enhancements. Mr. Hyslop, who has also been involved in training more than 1,000 school resource officers[164], outlined the factors to be considered in a security assessment, including access

[161] *Ibid.*

[162] *School Safety & Security Manual: Best Practices Guidelines*, 21.

[163] Brian J. Klimakowski, "School Security: 2013 and Beyond" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

[164] James Hyslop, "Who Is an SRO?" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

to buildings, interior design, the surrounding neighborhood, the need for surveillance, and identification of procedures and technology needed to secure the school.

In December 2006, the New Jersey Department of Education published a revised edition of the *School Safety and Security Manual: Best Practices Guidelines*.[165] The 426-page document serves as a comprehensive guide that identifies effective practices in areas, such as prevention, preparedness, response, recovery, long-range planning and evaluation, rapid response in emergencies, risk management and assessment, and crisis management. The 2006 revision "incorporates information on…site-specific vulnerability assessments, the incident command system, crisis response, target hardening/mitigation measures, communication protocols, gang awareness and pandemic influenza planning."[166]

The NJDOE guide, developed in collaboration with the state's Domestic Security Preparedness Task Force and the Office of Homeland Security and Preparedness, advises school districts to consider numerous factors as part of their needs assessments. These factors include proximity to water, trees, power lines, highways, airports, hazardous materials, facilities and railroads; providing school blueprints to emergency responders; the distance from the school, and the capabilities of law enforcement, fire departments and other emergency responders.[167]

The document provides specific guidance on assessing the following factors:

- Resources to implement the crisis and emergency management plan
- Vulnerability to hazardous materials
- Communications, including dealing with rumors, use of technology and internal signals
- Crowd control
- Traffic control
- Relations with the news media
- Role of the student
- Mutual aid with public safety and emergency medical services agencies
- Procedures for individuals with special needs
- Training
- Future planning

[165] Much of the information in the manual is considered confidential. Therefore the document is available only to designated school district officials through a password-protected portal of the New Jersey Department of Education's online School Safety Center at http://www.nj.gov/education/schools/security/safetycenter/).

[166] New Jersey Department of Education, *Memorandum Re: Revised School Safety and Security Manual: Best Practice Guidelines and Available Training*, to Chief School Administrators, Charter School Leader Persons and Nonpublic School Administrators, by Lucille E. Davy. (Trenton, N.J., January 9, 2007).

[167] *School Safety and Security Manual: Best Practices Guidelines*, 21-22.

- Cyber-security
- Natural disasters

The U.S. Department of Education in its 2013 *Guide for Developing High-Quality School Emergency Operations Plans*, published in cooperation with several other federal agencies, lists four types of assessments essential for school security: Site Assessment; Culture and Climate Assessment; School Threat Assessment (internal); and Capacity Assessment (the resources available within the school district and the community).[168] The guide describes Site Assessment as follows:

> A site assessment examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds. This assessment includes, but is not limited to, a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, compliance with applicable architectural standards for individuals with disabilities and others with functional and access needs, and emergency vehicle access.

In April, Governor Christie's NJ SAFE Task Force recommended that school districts "conduct vulnerability audits to identify flaws in existing security and communication systems to ensure that every school district is in compliance with the policies and protocols of this State."[169] The Governor's task force noted that the New Jersey Department of Education and the Office of Homeland Security and Planning do not have the capacity to audit each of the state's school districts.

Engaging the Full Community

Several experts who spoke before the NJSBA task force stressed the importance of engaging the school community and outside interests in developing security plans, identifying security enhancements and building a healthy school climate.

- Anthony Bland, coordinator of the NJDOE Office of School Preparedness and Emergency Planning, stressed the importance of communication with stakeholders during the planning stage.[170]
- William D. (Ted) Hopkins, III, AIA, of the firm Fraytak Veisz Hopkins Duthie PC, recommends the creation of a "Security Preparation Team" consisting of board members, the building principal, teachers, maintenance staff, students, local construction code officials, public safety personnel, and professional consultants, such as architects, engineers and information technology experts, and members of the community.[171]

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[168] *Guide for Developing High-Quality School Emergency Operations Plans*, 9-10.

[169] *The New Jersey SAFE Task Force*, 82.

[170] Anthony Bland, "Keeping New Jersey's Schools Safe: School Preparedness Briefing," August 23, 2013.

[171] William D. (Ted) Hopkins, III, AIA, "Security Challenges on the Educational Campus" (presentation to the NJSBA School Security Task Force, Trenton, N.J., April 30, 2013).

- On July 18, the task force heard a presentation by one of the nation's leading experts in school climate and social and emotional learning, Maurice J. Elias, Ph.D.[172] He emphasized the importance of an assessment of school climate and culture and the meaningful inclusion of students, staff, and parents in the assessment process, as well as in the stages of planning a respectful culture of learning.[173]

  In *School Climate: Building Safe, Supportive and Engaging Classrooms & Schools*, Dr. Elias and Jonathan Cohen, Ph.D., recommend a six-step preparation and planning stage that includes the formation of "a School Climate Improvement Leadership Team" consisting of "representatives from different members of the school community..." The effort should also involve building "support among the community and foster[ing] 'buy in' for the school climate improvement process."[174]

- Anne Gregory, Ph.D., of the Rutgers University Graduate School of Professional and Applied Psychology, advised that "School security needs to be considered in terms of how schools build community and supportive relationships."[175]

The NJSBA task force also took note of the Project Guardian Program in the Burlington Township Public Schools. A key element of this comprehensive school safety program brings all stakeholders to the table to secure critical input and constituent support for the plan. At NJSBA's January 2013 Safe and Secure Schools Forum, Dr. Chris Manno, then Burlington Township schools superintendent[176], described the initiative.

> "While we have invested significantly in Burlington Township to develop a strong infrastructure for security, we realize that 'safety and security' is not only about the systems and the hardware we purchase," Manno said. "We have also fostered a broad-based community partnership."
>
> Eight years ago, Burlington Township developed...its Emergency Preparedness Task Force. The group includes school administrators; police, fire and emergency medical personnel; school resource officers; representatives from the board of education and the town's governing body; risk management professionals; security experts; officials from the county's Office of Emergency Management; the district's student assistance coordinator; its anti-bullying

[172] Dr. Elias is director of clinical training, Rutgers University Department of Psychology, director of the Rutgers Social and Emotional Learning Laboratory, and director of the Collaborative, Rutgers' Center for Community-Based Research, Service and Public Scholarship.

[173] Maurice J. Elias, Ph.D., "Proven and Practical Approaches to Understanding and Improving Your School Climate and Culture for School Safety and Achievement" (presentation to NJSBA School Security Task Force, Trenton, N.J., July 18, 2013).

[174] Jonathan Cohen, Ph.D. and Maurice J. Elias, Ph.D., *School Climate: Building Safe, Supportive and Engaging Classrooms & Schools* (Port Chester, New York: Dude Publishing, National Professional Resources, Inc., 2011), 2.

[175] Anne Gregory, Ph.D. "Fostering a Sense of Community in High Schools" (presentation to the NJSBA School Security Task Force, Trenton, N.J., July 18, 2013).

[176] Dr. Manno currently serves as the superintendent of the Burlington County Special Services School District and the Burlington County Institute of Technology.

specialist; its construction management personnel; and representatives from the local YMCA, which runs before- and after-school programs for students.

The group meets three times a year to identify safety concerns … and to propose actions. The group members have a clear idea of everyone's roles, key priorities and initiatives.

"We regularly conduct joint exercises using various scenarios that represent possible threats that are identified at the table. Together we have improved and refined our emergency management plans and critical response plans and our partnership had contributed to a major safety and security initiative…, which includes technological infrastructure upgrades," explained Manno.[177]

The U.S. Department of Education strongly advises the creation of community-wide planning teams in the development of security procedures:

Lessons learned from experience indicate that operational planning is best performed by a team. Case studies reinforce this concept by pointing out that the common thread found in successful operations is that participating organizations have understood and accepted their roles.

The core planning team should include representatives from a wide range of school personnel, including, but not limited to, administrators, educators, school psychologists, nurses, facilities managers, transportation managers, food personnel, and family services representatives. It should also include student and parent representatives, and individuals and organizations that serve and represent the interests of students, staff, and parents with disabilities, and others with access and functional needs, as well as racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. In addition, the core planning team should include community partners such as first responders, local emergency management staff, and others who have roles and responsibilities in school emergency management before, during, and after an incident. This includes local law enforcement officers, emergency medical services (EMS) personnel, school resource officers, fire officials, public and mental health practitioners, and local emergency managers….

The planning team should be small enough to permit close collaboration with first responders and other community partners, yet large enough to be representative of the school, its families, and its community. It should also be large enough as to not place an undue burden on any single person.[178]

Finally, in the School Safety and Security Manual: Best Practices Guidelines, the New Jersey Department of Education recommends the formation of a districtwide emergency and crisis management planning team that should include the following:

- School district leadership (e.g., chief school administrator, board of education)
- Security, safety and risk-management staff
- School board attorney

[177] Janet Bamford, "Making New Jersey's Schools Safe and Secure," *New Jersey School Leader*, Vol.43, No.4 (January 2013): 29-30. (http://www.njsba.org/news/school-leader/01022013/making-nj-schools-safe-and-secure.php).

[178] *Guide for Developing High-Quality School Emergency Operations Plans*, 5-6.

- School business administrator
- County terrorism coordinator
- Student support services staff (e.g., school psychologist, school social worker, school counselor, substance awareness coordinator)
- Medical service providers (e.g., school nurse, school physician, hospital staff)
- Facilities management staff
- Parent groups, other community organizations and businesses
- District public information staff
- Law enforcement officials
- Health and social services providers
- Municipal government
- Local and regional emergency management personnel
- Health and public works officials
- American Red Cross and other volunteer agencies[179]

[179] *School Safety & Security Manual: Best Practices Guidelines*, 100-101.

POLICY AND PLANNING: RECOMMENDATIONS

Based on its research, including consultation with experts in the areas of school climate, security and law enforcement, the NJSBA School Security Task Force makes the following recommendations in the area of Policy and Planning:

Local School District/Community

16. The local board of education should ensure that the school district has completed assessments of physical security, threats, capacity and school climate. The assessments, or audits, should be conducted in concert with local law enforcement and emergency responders, should follow guidelines published in the *New Jersey School Safety & Security Manual: Best Practices Guidelines* (2006) and should draw on the work of experts in the areas of school climate, security, and building design.

17. Local board of education members should familiarize themselves with the terms of the Memorandum of Agreement between the local school district and the local law enforcement agency.

18. Local school districts should form committees representing all stakeholders (staff, parents, administrators, emergency responders, law enforcement, community members, etc.) as part of their efforts to develop school security plans, to assess the plans on an ongoing basis, and to identify necessary enhancement of school security protocols, equipment, and staffing.

19. Local school districts should ensure ongoing, periodic review of the school security plan, the Memorandum of Agreement, administrative response procedures, and protocols governing security drills.

20. School district security policies and regulations should address administrators' responsibilities, building and site access (including after-hours use of facilities), and distribution of keys and access cards.

21. School districts should stage state-required security drills at varying times and days of the week and under different weather conditions. Drills should involve numerous crisis scenarios, so that school officials and law enforcement can evaluate their effectiveness, make necessary adjustments in procedures, identify safety weaknesses and make recommendations for additional training.

22. School districts should make tabletop exercises a regular part of the security protocol, especially when full-scale exercises and testing of crisis response is not feasible. Tabletop exercises should involve law enforcement, fire departments, and emergency response agencies.

23. Local boards of education should review their policies related to school security, including those that address violence and vandalism, student conduct, emergencies/disaster preparedness, and weapons/firearms, to ensure that they are compliant with current statute and regulation and reflect district-specific factors and concerns. (Appendix F of this report contains relevant NJSBA model policies and samples.)

24. School boards should ensure that practices and procedures are in place to address building access, emergency evacuation, security personnel and emergency medical services for events and functions that take place after the instructional day.

State

25. The New Jersey Department of Education should ensure that the manual, *School Safety and Security Manual: Best Practice Guidelines*, last published in 2006 is updated as needed to incorporate the most recent developments in school security strategies and procedures, emergency equipment and technology.

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IV. COMMUNICATIONS

Research clearly indicates that these attacks are rarely sudden impulsive acts. In most cases, others knew of the attacks or ideas prior to them occurring. Most of the attackers engaged in some behavior prior to the incident that caused concern to others.[180]

– Brian J. Klimakowski
Chief of Police, Manchester Township
Member, Governor's School Security Task Force

Trust, Timeliness, Technology

Effective communication is vital to a safe and secure school and requires trust, openness, timely notification of community members, and the use of multiple methods, the NJSBA task force found.

Section II of this report, "School Climate," cites the importance of building trusting relationships among students, faculty, other school staff and parents. In addition, it stresses the need for an atmosphere in which students, friends, acquaintances or relatives feel comfortable to discuss potential threats.

Section IV of this report, "Policy and Planning," addresses the importance of involving the community at-large in school security planning. As the NJSBA task force found, two-way communication is essential for boards of education to achieve the following objectives:

- Build support for school security plans;
- Clarify the responsibilities of students, parents, teachers, administrators and community members;
- Implement and update the plans as needed, and
- Keep various constituent groups informed in the case of an emergency.

The experts from higher education, law enforcement and the security field who spoke to the NJSBA task force not only emphasized the importance of school security procedures, but also stressed the need for *timely notification* of any changes in those practices. Such communication should ensure that school staff, parents and the public are aware of visitor access protocols, student drop-off procedures, and after-hours use of, and access to, schools. Community members should also know about their responsibility to report unusual behavior around school grounds or bus stops to the appropriate school or law enforcement authority.

The NJSBA School Security Task Force collected information on communications programs that would facilitate notification of the community in emergencies and, critically important, the reporting of suspicious behavior to authorities. Two concepts stood out: anonymous tip lines, and wide-platform emergency notification systems.

[180] Brian J. Klimakowski, "School Security: 2013 and Beyond" (presentation to the NJSBA School Security Task Force, Trenton, N.J., August 12, 2013).

Anonymous Tip Lines

In the majority of school shootings, members of the school community, usually students, were aware of the plan prior to the incident, according to Brian Klimakowski, Manchester Township chief of police and the New Jersey State Association of Chiefs of Police representative to the Governor's School Security Task Force.[181]

A 2004 report by the U.S. Secret Service and U.S. Department of Education analyzes school shootings and provides relevant statistics about prior knowledge of the events:

> In most cases, other people knew about the attack before it took place. In over three-quarters of the incidents, at least one person had information that the attacker was thinking about or planning the school attack... In nearly two-thirds of the incidents, more than one person had information about the attack before it occurred... In nearly all of these cases, the person who knew was a peer—a friend, schoolmate, or sibling... Some peers knew exactly what the attacker planned to do; others knew something "big" or "bad" was going to happen, and in several cases knew the time and date it was to occur. *An adult had information about the idea or plan in only two cases.*[182] (Emphasis added.)

"We must find ways to solicit information that may indicate a potential threat or impending attack," Mr. Klimakowski told the NJSBA task force. He recommends the use of an anonymous tip line that can receive phone, email and text messages and relay the information in real time to school administration and law enforcement personnel.

Citing the position of the police chiefs' association on the matter, Mr. Klimakowski said that such a tip line should be established on a statewide basis, be well-marketed, and be "funneled through a 24/7 manned fusion center..."

The Report of the NJ SAFE Task Force, the select study group appointed by the governor after the Newtown tragedy, also endorses a statewide anonymous tip line.

> New Jersey should have a toll-free reporting system that allows students to *anonymously* call or text message tips to law enforcement about incidents of bullying, violence, assaults, suicide threats and other issues that may pose a risk to the health, safety or security of students, families or their communities.[183]

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[181] *Ibid.*

[182] U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program, and U.S. Secret Service, National Threat Assessment Center, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, by Bryan Vossekuil, Robert A. Fein, Ph.D., Marisa Reddy, Ph.D., Randy Borum, Psy.D., and William Modzeleski (Washington, D.C: Education Public Center, U.S. Department of Education, 2004), 25. (http://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf, accessed Sept. 10, 2014)

[183] New Jersey Office of the Attorney General, *The New Jersey SAFE Task Force on Gun Protection, Addiction, Mental Health and Families, and Education Safety*, by Peter G. Verniero, John J. Degnan, Manuel Guantez, James Romer, Evelyn Sullivan, Brian Zychowski, Lee Vartan, Ron Susswein, Paul Salvatoriello, and Joseph Fanaroff. (Trenton, N.J., April 10, 2013), 79. (http://nj.gov/oag/newsreleases13/NJSAFE-REPORT-04.10.13-WEB.pdf, accessed Sept. 10, 2014)

Local school districts currently have available a number of anonymous tip line services. Two systems were brought to the NJSBA task force's attention. The 400 school district and charter school members of the New Jersey Schools Insurance Group have access to a free anonymous service, called "We Tip." In addition, at the task force's May 23, 2013 meeting, Mark B. Miller, vice president for educational technology for Nixle, described an anonymous tip line component of the company's emergency notification service. He indicated that it provides information that can be reviewed, investigated and acted upon and, therefore, prevent incidents of violence.

In its April 2013 report, the NJ SAFE Task Force references a tip line service established in Colorado in the wake of the 1999 Columbine shootings. Since 2004, the service, called Safe2Tell®, has received nearly 10,000 calls and messages, opened 415 formal investigations, provided 359 counseling referrals, had 324 potential suicide interventions, resulted in 74 arrests, and prevented 28 school attacks.[184]

Emergency Notification Systems

Forty-six days before the Newtown tragedy, New Jersey was struck by Superstorm Sandy, which placed a severe strain on community infrastructure, including schools, law enforcement, and first responders throughout the state. The lessons learned from the weather event point to the value of coordinated emergency notification systems for school districts and their corresponding law enforcement/first-response agencies and municipal governments.

At a March 22, 2013 NJSBA-sponsored forum, "School Leadership during a Crisis: Lessons Learned from Sandy," superintendents and other officials from severely impacted school districts stressed the importance of using multiple communication methods to reach the community in emergencies.[185] These mechanisms may include district websites, reverse 911 or all-call systems, social media, and wide-platform notification systems. Relying on only one form of communication is not a recommended best practice. As experienced by many Sandy-impacted school districts, some communication platforms will not operate during an emergency and community members may not have access to a particular system, they cautioned.

The New Jersey State Police and several local law enforcement agencies use the multi-platform mass notification system. Such products are currently available to school districts.

A June 2013 report by six federal agencies, including the U.S. Departments of Education and Homeland Security, cites communication strategy as a critical element of school security plans.

> The planning team should consider the following when developing its goals, objectives, and courses of action:
>
> - How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).

[184] *Ibid*, 79.

[185] "School Leadership during a Crisis: Lessons Learned from Hurricane Sandy" (video), New Jersey School Boards Association, created March 22, 2013, http://www.youtube.com/watch?v=w3-CO8ahNxQ.

- How to ensure that relevant staff members can operate communications equipment.
- How the school will communicate with students, families, and the broader community before, during, and after an emergency.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.[186]

[186] U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans.* (Washington, DC, 2013), 30. (http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf, accessed Sept. 10, 2014)

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COMMUNICATIONS: RECOMMENDATIONS

The NJSBA School Security Task Force makes the following recommendations in the area of communications:

Local School District/Community

26. As part of their school security plans, local boards of education should (a) ensure that staff, students, parents and members of the community are informed of changes in school security procedures in a timely manner and (b) convey the importance of reporting to school or law enforcement authorities unusual incidents or behavior in or around school facilities.

27. To ensure communication with all members of the school community, law enforcement and emergency responders, school districts should implement multi-platform emergency notification systems that use telephone, email, text messaging, website and other methods of communication.

28. Because of the proven effectiveness of anonymous tip lines in preventing incidents of violence and promoting the health and safety of students, school districts should explore the use of such networks and take advantage of the systems that are currently available.

State

29. The NJ SAFE Task Force recommendation to establish a statewide anonymous tip line should be pursued by the state Departments of Education, Community Affairs, and Law and Public Safety, as well as the Office of Homeland Security and Preparedness and other agencies.

V. TRAINING IN SCHOOL SECURITY

Security technology is a supplement to, but not a substitute for, the human factor. And if I had to pick between a well-trained, highly alert staff and student body versus *a few hundred thousand dollars-worth of equipment, I'd take the people anytime because the equipment standing alone will fail. The people standing strong will keep schools safe.*[187]

– Kenneth S. Trump
School Security Consultant

Employee Training

New Jersey statute (*N.J.S.A.* 18A:41-7) requires that all full-time teaching staff members receive training in school security that includes instruction on security drills. The training must be provided within 60 days of their employment.[188] Regulations to implement the statute indicate that such training must be "consistent with the district board of education's plans, procedures and mechanisms for school safety and security..."[189] The in-service program must also be reviewed annually and updated, as appropriate.[190]

Guidelines on emergency operations plans, developed by federal education, law enforcement and emergency management agencies, stress the importance of training for the *entire* school community. "Everyone involved in the plan needs to know her or his roles and responsibilities before, during, and after an emergency," the document states in a section discussing the implementation of the plan.[191]

> Staff will be assigned specific roles in the plan and positions supporting the Incident Command System (ICS) that will require special skills, such as first aid, threat assessment, and provision of personal assistance services for students with disabilities, and others with access and functional needs. Also, substitute teachers must be trained on the plan and their roles in the plan.
>
> The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property.[192]

[187] PBS, *The Path to Violence*, February 20, 2013 (http://www.pbs.org/program/path-to-violence/, accessed Oct. 16, 2014). Kenneth Trump is the president of National School Safety and Security Services.

[188] *P.L.* 2009, c. 178 (http://www.njleg.state.nj.us/2008/Bills/PL09/178_.HTM); *N.J.S.A.* 18A:41-7.

[189] *N.J.A.C.* 6A:16-5.1(d), 53-54. (http://www.nj.gov/education/code/current/title6a/chap16.pdf)

[190] *Ibid*, 54.

[191] U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans.* (Washington, DC, 2013), 20. http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf, accessed Sept. 11, 2014)

[192] *Ibid*, 21.

In its *Best Practices Guidelines*, the New Jersey Department of Education recommends providing staff with the information and resources needed to response to crises. "Prepare response kits for secretaries, nurses, and teachers so they have easy access to the supplies.... A teacher's kit might include a crisis management reference guide, as well as an updated student roster."[193]

The NJSBA Task Force finds that information, preparation and training for all individuals in charge of students at any given time—including full-time staff, part-time staff, substitute teachers, aides and volunteers—is critical for school safety. In addition to state-required distribution of the district's safety and security plan, other information efforts could include reference guides that would ensure that staff members are familiar with their roles in emergency plans.

Training Resources[194]

There are multiple high quality and often under-utilized training resources available at the local, county, state, and federal level. These resources range from introductory online classes to advanced resident courses, making relevant information available for individuals of different backgrounds, including educators, school administrators, security personnel, and board members. With some exceptions, these resources are offered at no cost to school districts and first responder agencies.

This section outlines training online and in-person resources related to school security planning, response, and mitigation. It is important to note that this is not an exhaustive list, but rather contains the most relevant no-cost resources.

– Brandon J. Pugh, Member
NJSBA School Security Task Force

Online Training

FEMA Independent Study Program

The Federal Emergency Management Agency (FEMA) through its Emergency Management Institute (EMI) offers free online "self-paced courses designed for people who have emergency management responsibilities."[195] The Independent Study Program offers over 186 courses that vary in scope and length and which can be completed at the individual's convenience.[196] Courses

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[193] New Jersey Department of Education, *School Safety & Security Manual: Best Practices Guidelines.* (Trenton, N.J., December 2006), 98. (Much of the information in the manual is considered confidential. Therefore the document is available only to designated school district officials through a password-protected portal of the New Jersey Department of Education's online School Safety Center at http://www.nj.gov/education/schools/security/safetycenter/).

[194] The compilation of training resources was provided by Brandon J. Pugh, a member of the NJSBA School Security Task Force.

[195] U.S. Department of Homeland Security, Federal Emergency Management Agency, Emergency Management Institute, *Independent Study Program* (Emmitsburg, MD). http://training.fema.gov/is, accessed Sept. 12, 2014.

[196] *Ibid.*

consist of interactive lectures and videos, followed by a post test. An electronic certificate is issued for individuals who satisfactorily complete a course.

Descriptions of five relevant courses for schools are provided below. A full listing of courses is available at http://training.fema.gov/IS.

- Introduction to the Incident Command System for Schools (IS-100.SCA)
  Description: This three-hour course provides Kindergarten through high school personnel an overview of the Incident Command System (ICS), including ICS application in schools, organizational principles, and planning guidance. ICS is a standardized on-scene incident management concept used by responders to handle incidents of varying complexities.[197] For those who may manage an incident, further ICS training is recommended, including ICS 200, 300, 400, and NIMS (National Incident Management System) 700 and 800.

  Course Access: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.SCa

- Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship (IS-360):
  Description: This three-hour course provides best practices for schools and other community organizations in "developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents."[198]

  Course Access: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-360

- Multi-Hazard Emergency Planning for Schools (IS-362.A):
  Description: This three-hour course "covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP)." This course is designed for teachers, substitute teachers, counselors, parent volunteers, and students, among others.

  Course Access: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-362.a

- Active Shooter: What You Can Do (IS-907):
  Description: This one-hour course provides non-law enforcement personnel with guidance on how to prepare and respond to an active shooter situation.

  Course Access: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-907

- Emergency Management for Senior Officials (IS-908):
  Description: This one-hour course provides senior officials, including board members, with an introduction to emergency management, including emergency management responsibilities and incident management.

  Course Access: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-908

[197] U.S. Department of Labor, Occupational, Safety & Health Administration, *What is an Incident Command System?* (Washington, D.C.), https://www.osha.gov/SLTC/etools/ics/what_is_ics.html. Accessed Sept. 12, 2014.

[198] U.S. Department of Homeland Security, Federal Emergency Management Institute, "IS-360" (Emmitsburg, MD, June 24, 2013), http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-360 , accessed Sept. 12, 2014.

New Mexico Tech: Energetic Materials Research and Testing Center

EMRTC is the Department of Homeland Security's partner in providing energetic material training to first responders, including in-person training with live explosives, online training, and mobile classroom training. One course is designed specifically for schools and is offered at no cost. More information is available at www.emrtc.nmt.edu.

- Understanding and Planning for School Bombing Incidents
  Description: This four-hour course discusses bomb threats faced by schools, ways to respond, methods to recognize explosives, and how to develop preventive measures. This course can also be offered in a classroom setting.

  Course Access: http://www.emrtc.nmt.edu/training/upsbi.php

Transportation Security Administration

This program was developed in "conjunction with the National Association of State Directors of Pupil Transportation Services, the National Association of Pupil Transportation and the National School Transportation Association. Its purpose is to provide much needed security awareness, information and training to the school transportation industry."[199]

- *School Transportation Security Awareness*
  Description: This course is designed to provide "school bus drivers, administrators, and staff members with information that will enable them to effectively identify and report perceived security threats related to school buses, as well as the skills to appropriately react and respond to a security incident if one should occur."[200]

  Course Access: http://www.tsa.gov/stakeholders/school-transportation-security-awareness

New Jersey Training Resources

Local, County and Other Training Partners

School security training and assistance is offered throughout New Jersey by various partners via conferences, lectures/presentations, and multi-day courses. To find resources near you, contact your local municipality or police department, the county sheriff, county prosecutor's office, and/or county fire/police academy, among others. Opportunities vary widely across the state, so it is advisable also to check other counties' offerings. Usually, multiple entities will offer school security training and/or related training at no cost to school districts and first responders.

[199] U.S. Department of Homeland Security, Transportation Safety Administration, *School Transportation Safety Awareness* (Washington, D.C., August 14, 2013), http://www.tsa.gov/stakeholders/school-transportation-security-awareness. Accessed Sept. 12, 2014.

[200] *Ibid.*

For example, for the past eight years, the Prosecutors' Offices of Burlington, Camden, Gloucester, Salem, Cumberland, Atlantic and Cape May Counties have offered a School Safety and Security Conference at no cost. Also, the Middlesex County Police Academy has provided school security courses, including the Federal Bureau of Investigation's "Identifying Warning Signs of School Violence."

New Jersey Department of Education: School Preparedness & Emergency Planning

The NJDOE Office of School Preparedness and Emergency Planning offers a range of training services to school districts as outlined below.

- *Crisis and Emergency Plan Development Presentations:* The NJDOE provides information to districts on how to develop emergency plans that are aligned with the stages of crisis management.
- *School Security Briefing:* The NJDOE will "provide a condensed informational briefing on current or evolving school security issues and trends" at a meeting, training, and/or conference.[201]
- *School Security Roundtable:* The NJDOE will answer questions that school staff may have regarding school safety and security enhancements.
- *Custom Training/Presentations:* The NJDOE will "customize a presentation or training event specific to the safety and security needs of a particular school or district."[202]

Information on training, available assistance, and submitting requests can be found at http://www.state.nj.us/education/schools/security/training/topics.htm.

New Jersey Office of Emergency Management

The state Office of Emergency Management offers a variety of courses related to emergency management, emergency preparedness, mitigation, and response. Content tends to be advanced, and would be most appropriate for school security personnel and/or administrators. There is no cost to attend the course, but the district must pay for travel and incidental expenses. Most courses are held at the New Jersey State Police Regional Operations and Intelligence Center (ROIC) in West Trenton.

Course schedules and application information are available at http://www.state.nj.us/njoem/programs/training-schedule.html.

[201] New Jersey Department of Education, *School Preparedness and Emergency Planning* (Trenton, N.J.). http://www.state.nj.us/education/schools/security/training/topics.htm. Accessed Sept. 12, 2014.

[202] *Ibid.*

New Jersey Office of Homeland Security and Preparedness

The state Office of Homeland Security and Preparedness offers courses on topics related to homeland security, including response, management, and preparedness. Subject content and level tend to be advanced and would be most appropriate for school security personnel and/or responders who interact with schools. There is no cost to attend the course, but the district usually must pay for travel/incidental expenses.

Course schedules and application information is available at http://www.njhomelandsecurity.gov/cgi-bin/homelandsecurity/calendar.cgi?month.

In-Person Training

FEMA Emergency Management Institute

The Emergency Management Institute (EMI), located in Emmitsburg, Maryland, is the "emergency management community's flagship training institution, and provides training to Federal, State, Local, ... and private sector officials to prepare for, protect against, respond to, recover from, and mitigate the potential effects of all types of disasters and emergencies on the American people."[203] EMI offers a variety of resident/on-campus courses, including several directly related to schools. For districts, FEMA reimburses transportation expenses and pays for lodging and course costs. More information, including course schedules, is available at http://training.fema.gov/emi, and interested individuals can apply by following the directions at http://training.fema.gov/apply.

- Multi-Hazard Emergency Planning for Schools (E361/E364)
  Description: This four-day course provides schools with the "knowledge, skills, and tools needed to review, enhance, and sustain an all-hazard school emergency plan (EOP)."[204] Specific components include developing school security procedures, annexes, plans, and training/exercise plans. This course can be completed by school district teams, or by an individual from the school district.

  Course Information: http://training.fema.gov/emicourses/crsdetail.asp?cid=E361&ctype=R
  (Current dates can be found on the course schedule.)

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[203] Department of Homeland Security, Federal Emergency Management Agency, *Emergency Management Institute Mission* (Emmitsburg, MD, March 19, 2012). (http://training.fema.gov/EMI/emi.asp, accessed Sept. 12, 2014)

[204] Department of Homeland Security, Federal Emergency Management Agency, Emergency Management Institute, *E361 - Multi-Hazard Emergency Planning for Schools* (Emmitsburg, MD, February 20, 2013). (http://training.fema.gov/emicourses/crsdetail.asp?cid=E361&ctype=R, accessed Sept. 12, 2014)

- Train-the-Trainer for Multi-Hazard Emergency Planning for Schools (E362):
  Description: This course covers the same material as "Multi-Hazard Emergency Planning for Schools," but an emphasis is on teaching the material to others. This course prepares an individual to be a course trainer of G364, which is E364 on a state level.
  Course Information: http://www.training.fema.gov/EMICourses/crsdetail.asp?cid=E362&ctype=R
  (Current dates can be found on the course schedule.)

- Integrated Emergency Management Course: Community Specific (E930)
  Description: Participants in this course would include all elements of the community—law enforcement, fire, schools, and elected officials, among others—who gather to practice responses to the various types of emergencies they may face through simulations.

  Course Information: http://training.fema.gov/EMICourses/crsdetail.asp?cid=E930&ctype=R

National Domestic Preparedness Consortium

The National Domestic Preparedness Consortium (NDPC) is a "partnership of several nationally recognized organizations whose membership is based on the urgent need to address the counter-terrorism preparedness needs of the nation's emergency first responders within the context of all hazards."[205] NDPC normally offers no-cost training, including transportation, lodging, food, and course costs. (However, the no-cost status can change due to budgetary constraints, but students would know this prior to applying.)

In some cases, training will be too advanced for most school personnel, but district staff tasked with school security responsibilities might find these courses beneficial. Courses are offered in person (resident), through delivery in an individual district (mobile), and online. Districts wishing to bring training partners to their communities typically will not need to cover any expenses.

The various members of NDPC are listed below, along with the type of training and methods they offer. More information on NDPC and its members can be found at www.ndpc.us.

- *Center for Domestic Preparedness (Anniston, Alabama):* Resident and indirect training offered on incidents of a Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) nature.
- *New Mexico Tech Energetic Materials and Testing Center (Socorro, New Mexico):* Resident, mobile, and online training on explosives.
- *National Center for Biomedical Research and Training (Baton Rouge, Louisiana):* Online and mobile delivery courses on weapons of mass destruction and matters relating to homeland security.

[205] U.S. Department of Homeland Security, Federal Emergency Management Agency, National Domestic Preparedness Consortium (Honolulu, HI). https://www.ndpc.us/About.aspx, accessed Sept. 12, 2014.

- *Texas A&M Engineering Extension Service (College Station, Texas):* Resident, online, and mobile training on a variety of topics, including hazardous materials, incident command, and threat and risk assessment, among other areas.
- *Counter-Terrorism Operations Support: Center for Radiological/Nuclear Training (Las Vegas, Nevada):* Resident, online, and mobile training on radiological and nuclear emergencies.
- *National Disaster Preparedness Training Center (Honolulu, Hawaii):* Online and mobile training primarily on natural disasters and flooding.
- *National Center for Emergency Response for Surface Transportation (Pueblo, Colorado):* Resident, online, and mobile courses on hazardous materials, weapons of mass destruction, and transportation.

SECURITY TRAINING: RECOMMENDATIONS

Based on its research, the NJSBA School Security Task Force makes the following recommendations in the area of Security Training:

Local School District/Community

30. To ensure that all school staff members have the appropriate knowledge to improve security and help prevent and respond to emergencies, local school districts should (a) provide on-going training, and (b) utilize the varying no-cost training resources available to them at the local, county, state and federal levels.

31. Training provided to district staff should vary in scope and should address specific threats that a district might face, along with general school security and safety principles.

32. Training on security plans and response procedures should involve any individual in charge of students at a given time, including full-time staff, part-time staff, substitute teachers, and volunteers. Districts should ensure that all individuals in charge of students receive information on their role in emergencies.

33. When conducting training, school districts should involve appropriate outside response entities, including personnel who would respond to the schools in an emergency. Districts should also encourage representatives of outside entities to visit schools and familiarize themselves with the facilities and their layouts as part of training exercises, such as active shooter drills for law enforcement personnel.

VI. PHYSICAL SECURITY

... there is a difference between being a soft target and a hard target. Districts can help themselves by making the intruder know that there will be some resistance when they approach a school if they choose that venue to harm others. From there, if they won't be deterred, we have to slow down and detain an intruder. Now this could include secure vestibules, self-locking corridor doors, intrusion locksets, additional security personnel. Staff must prepare by being diligent in their behaviors dealing with visitors and guests. This will be the new normal.

– William D. (Ted) Hopkins, AIA[206]

...schools can no longer be as open as we'd like them to be. We used to want them to be warm and welcoming to both students and their families, but I realized that you need both the hardware and the cultural things to find that right balance of safety. Everyone wants a quick fix, but you need that balance.

– Michael Wanko, Ph.D.[207]

Deter, Slow, Detain

The Sandy Hook Elementary School had security equipment and procedures in place to control visitor access. The assailant, however, was able to penetrate the building by shooting through the glass panel adjacent to the entry doors in the school vestibule; he gained access to classrooms in a matter of seconds.

In his presentation to the NJSBA Task Force, architect William D. (Ted) Hopkins III provided his research on school shootings and shared his communication with law enforcement, equipment manufacturers and school officials, including Dr. Janet Robinson, the superintendent of schools in Newtown, Connecticut.

> Under the conditions described by the superintendent of Newtown, we've learned that minutes count. She said that the entire incident was over in four minutes...four minutes. This didn't last for half an hour or an hour. It happened in four minutes.[208]

Whether they represented architectural firms, law enforcement or state government, the experts who appeared before the NJSBA Task Force emphasized a version of "deter, slow, and detain" as

[206] William D. (Ted) Hopkins III, AIA, LEEDap, principal, Fraytak Veisz Hopkins Duthie PC, "Security Challenges on the Educational Campus" (presentation to the NJSBA School Security Task Force, Trenton, N.J., April 30, 2013).

[207] John Mooney, "School Killing Informs Educator's Passion for School Safety," *NJ Spotlight*, January 22, 2013, http://www.njspotlight.com/stories/13/01/21/school-killing-informs-educator-s-passion-for-school-safety/. Accessed Sept. 10, 2014. Dr. Michael Wanko is currently the interim superintendent for the Manchester Regional and Haldeon School Districts in Passaic County. At the time of his interview in *NJSpotlight* and his participation in NJSBA's January 2013 Safe and Secure Schools Forum, he was the Piscataway High School principal.

[208] Hopkins, "Security Challenges on the Educational Campus," April 30, 2013.

the major tenet that guides physical security enhancements, procedures and staffing. George R. Duthie, a principal of the same architectural firm as Mr. Hopkins, offered a variation on the "deter, slow and detain" theme in an article for NJSBA's *School Leader* magazine:

- Discern: Identify anyone who wants to enter your building by requiring everyone to enter the building at locations where they can be screened. In most schools, this is the main office. Some schools may use a lobby check-in station, entry kiosk, or other means to screen visitors to a school.
- Delay: Install measures that slow down an intruder's movement into and through your building.
- Disrupt: Provide a way to notify law enforcement of an intruder as quickly as possible. Employing delay measures may frustrate and thus disrupt an intruder. The goal is to slow down an intruder and speed up law enforcement response time.[209]

Target Hardening

Securing a school site not only means making it more difficult to penetrate, but also sending a clear message to a potential violator, according to the NJDOE *Best Practices Guidelines*.

> ... countering the perception of schools as easy "soft targets" through target hardening not only support[s] physical security of the school site but also send[s] an instantly recognizable message that the school campus is well protected.[210]

Target hardening is a long-standing principle of crime prevention.

> The philosophical perspective behind the concept is "opportunity reduction". The goal is to strengthen the defenses of a school site and deter criminal activity by increasing the perceived risk to an offender. The perception of difficulty or presence of obstacles to complete a criminal act promotes deterrence. Escalating the time required to conduct an illicit action increases the likelihood of apprehension thereby deeming the target undesirable.[211]

The NJDOE *Guidelines* provide school officials with extensive advice on target hardening, as well as threat-specific recommendations and information on retrofitting existing school buildings.[212]

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[209] George R. Duthie, AIA, PP, Fraytak Veisz Hopkins Duthie PC. "Building Better School Security," *School Leader*, Vol.43, No.6, May/June 2013, 33. (https://www.njsba.org/news/school-leader/05062013/building-better-school-security.php)

[210] New Jersey Department of Education, *School Safety & Security Manual: Best Practices Guidelines* (Trenton, N.J., December 2006), 58. (This document is available only to designated school district officials through a password-protected portal at http://www.nj.gov/education/schools/security/safetycenter/).

[211] *Ibid*, 58.

[212] *Ibid*, 58-70.

The Importance of Planning

In 1999, the New Jersey School Boards Association estimated the average age of the state's public school buildings at 47 years, with some structures in use since the first decade of the 20th Century or earlier. Even with the increase in new school construction made possible by the 2000 Educational Facilities Construction and Financing Act, today's 2,492 public school buildings[213] encompass a wide range of ages, sizes, configurations, settings, and access points—factors that underscore the need to identify security enhancements locally, case-by-case and with careful planning.

> How schools are secured, built and maintained is an integral part of school safety and emergency planning. Every school building is unique by virtue of its design, location, students and the surrounding community. That is why mitigating hazards in school facilities should be planned and implemented by those who know the school and community best.[214]

During a presentation at NJSBA's annual conference, Workshop 2013, Scott Downie of the Spiezle Architectural Group, recommended that school boards plan holistically, achieving specific goals to reduce the likelihood of emergencies over time. He stressed that a single solution, such as installation of security cameras, should not become a replacement for a comprehensive plan.[215]

Security Preparation Team

Similar to the consultants from law enforcement, school security and school climate, architect Hopkins stressed the importance of creating a school- or district-based team to provide guidance on security solutions and identify physical and technological alterations. "The solution will not be solved in a vacuum or by one person. Together, we need to solve the problem," he advised the NJSBA Task Force.[216]

A security preparation team, he said, should represent central administration; the board of education; building principals; instructional staff; maintenance staff; students; local code officials; law enforcement, fire department and other emergency responders; professional consultants, such as architects, engineer, and information technology specialists; and members of the community.[217]

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[213] New Jersey Department of Education, *New Jersey Public Schools Fact Sheet, 2012-2013*, (Trenton, N.J.), http://www.nj.gov/education/data/fact.htm. Accessed Sept. 10, 2014.

[214] New Jersey Department of Education, Office of School Preparedness and Emergency Planning , *School Safety and Security Plans: Minimum Requirements*, (Trenton, N.J., August 2011), 18. (http://www.nj.gov/education/schools/security/req/req.pdf, accessed Sept. 10, 2014).

[215] Scott Downie, AIA, LEEDap, Principal, Spiezle Architectural Group, Inc., "School Security: Success depends on more than lock & key" (presentation at Workshop 2013, NJSBA annual conference, Atlantic City, N.J., October 22, 2013).

[216] Hopkins, "Security Challenges on the Educational Campus," April 30, 2013.

[217] *Ibid.*

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Long-Range Facility Plans

Mr. Hopkins pointed to the usefulness of the state-required Long Range Facility Plans (LRFP) in identifying security enhancements. "Recognizing and solving this problem at one time may be difficult for any budget. Planning for the projects in future years is probably the best approach, and we would suggest that the LRFP update may be the best place to start that strategy," he said.

"Long-range plans are required every five years on the anniversary date of the final determination letter from the 2005 submission. The LRFP update is a great tool in planning for these security needs."[218]

State law[219] requires school districts to update their long-range facility plans at least once every five years. Regulations to implement the statute require that local boards of education approve submission of the update to the NJDOE Office of School Facilities through resolution. In addition to information such as enrollment projections, an inventory of existing space, assessment of functional capacity and analysis of building systems, the Long Range Facility Plan must include the "district's proposed school facilities projects and other capital projects and preliminary scopes of work" and its "proposed plans for new construction and renovation of other facilities."[220]

Standards, Equipment, Enhancements

Security upgrades can be costly; they must be chosen wisely. Architectural changes and the purchase of new equipment represent the juncture at which threat/risk assessment, community desires and school budgets often collide.

Homeland Security Standards

Mr. Hopkins recounted Office of Homeland Security new school construction standards that were established approximately seven years ago. These standards illustrate steps necessary to safeguard students, staff and structures from a variety of threats:

- Installation of bollards or other physical barriers to block vehicles from school entrances.
- Location of principal/vice-principal offices out of sight from public areas.
- Creation of two emergency control centers in each school.

[218] *Ibid.*

[219] *N.J.S.A.* 18A:7G-4, "Long-range facilities plan; facilities efficiency standards; time lines".

[220] *N.J.A.C.* 6A:26-2.1 *et seq.*, "Long-Range Facilities Plans," (http://www.nj.gov/education/code/current/title6a/chap26.pdf, 16-26). **The New Jersey Department of Education recently adopted a revised LRFP and Project application process.** Additional information about the new procedure is available from the NJDOE Office of School Facilities at http://www.nj.gov/education/facilities/lrfp/guidelines.pdf (accessed Sept. 10, 2014).

- Placement of utility rooms (electric panels, phone systems, alarm systems) away from the main entrance and parking areas and secured from unauthorized access.
- Location of mailboxes, trash bins and package pick-up/drop-off locations at least 33 feet from the main entrance.
- Installation of exterior perimeter lighting.
- Installation of lockable and alarmed roof-level access doors and hatches.
- Installation of locks and alarms on mechanical spaces housing HVAC equipment.[221]

While the Homeland Security standards apply to new school construction, the NJSBA Task Force believes that they should be considered for renovation of existing structures. Some of these standards are not complex, while others may involve extensive renovation and costs that will need to be carefully evaluated by the local school district.[222]

Choices and Costs

Available physical security upgrades range from electronic access systems and door hardware to major renovations and additions. For local school officials, the key is to evaluate the cost-benefit of each item in view of long-term effectiveness and financial resources.

Below is a listing of various security enhancements and their costs. Except where otherwise noted, the cost estimates were provided by Ted Hopkins.[223]

- **Ballistic film** – $10 to $16 per square foot installed (approximately $2,000 to $8000 for a vestibule, depending on the amount of glass and type of film). Ballistic film is a protective layer placed over one side of an existing window. It is available from several manufacturers in various thicknesses and strengths. A shatterproof shield, which would prevent the type of entry that took place in Newtown, would cost approximately $10 to $16 per square foot installed. Ballistic film is among the "threat specific recommendations" contained in the 2006 NJDOE *Best Practices Guidelines*.[224]

- **Building addition/alteration** to bring visitors directly to the principal's office without passing classrooms – $1 million to $5 million.

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[221] Hopkins, "Security Challenges on the Educational Campus," April 30, 2013.

[222] The NJDOE's *School Safety & Security Manual: Best Practice Guidelines* includes a section, "Security Standards for Schools under Construction or Planning for Construction," that addresses site layout, building layout, standards for lighting, access, HVAC, mechanical rooms, fire protection, emergency control centers/communication, and security surveillance. These guidelines reflect both Homeland Security Standards for Educational Facilities and those found in a *Safety Manual* that was published by the Schools Construction Corporation, the predecessor agency of the New Jersey Schools Development Authority.

See: *School Safety & Security Manual: Best Practices Guidelines*, NJDOE, December 2006, 215-218. (Document is available only to designated school district officials through a password-protected portal at http://www.nj.gov/education/schools/security/safetycenter/).

[223] Hopkins, "Security Challenges on the Educational Campus," April 30, 2013.

[224] *School Safety & Security Manual: Best Practices Guidelines*, 67.

- **Bullet-proof glass** – $300 per square foot (approximately $100,000 for a vestibule with glass doors and large sidelights).
- **Classroom Door Hardware/Mortise Locks,** $350 per door.
- **Door contacts/entry buzzers** – $2,000 per door, plus software. These devices provide screening at the vestibule and other entryways.
- **Entryway redesign** with additional security doors/walls – $50,000 to $100,000. The alteration would restrict visitors to a waiting area until they were cleared for entry into the schools.
- **Identification badges** for all students, staff, visitors and vendors – $1,000 or less.
- **Lockable hallway partitions** to restrict access to certain parts of the school building – $1,000 to $2,500 each.
- Metal-detecting **handheld wands** – $250 to $1,000 per unit.
- **Metal detectors** – $4,000 to $35,000 for stationery units.
- **Panic alarm systems**/emergency lights connected to police – $2,500 per school, according to the state Office of Legislative Services.
- **Proximity card readers** for entry doors – $750 per door.
- Quick-lock **magnetic strips** for interior classroom doors – $3 to $7 per piece.
- **Security gate and guard station** – $8,000 for gate and $15,000 to $35,000 for guard house.
- **Surveillance Cameras** – $2,500 per unit (from $150,000 to $250,000 for a complete system).

During his presentation, Mr. Hopkins noted that additional personnel costs would be associated with some of the security enhancements, and he cautioned that school districts must be aware of unintended consequences.

> Not to be lost is the human element of security. Almost all of these measures require a person in the office to screen visitors, to review and monitor cameras, to check IDs or to use the metal detectors.
>
> Be careful not to solve one problem and create another. There are interventions that may impact fire code or place students in jeopardy. I suggest discussing any potential changes with your design professionals or local code officials.[225]

[225] Hopkins, "Security Challenges on the Educational Campus," April 30, 2013.

'Best Bang for the Buck'

With limited resources, school districts will have to pick and choose—carefully—among various types of physical alterations, renovations and security equipment. When asked by the NJSBA Task Force to identify the three security enhancements that would provide the most value, Mr. Hopkins identified the following:

1. **Classroom door hardware** – The upgrade could be performed over time, starting with those classroom doors closest to the front entrance.
2. **Entryway redesign** through the addition of security doors/partitions – This upgrade will detain visitors in vestibules until security clearance is granted and/or will direct individuals to the principal's office and away from classrooms. The result of the security enhancement would be "very effective," according to Mr. Hopkins.
3. **Ballistic film**.[226]

Low-Cost, No-Cost Enhancements

Hand-in-hand with any physical security upgrades are review and improvement of procedures. Options that school districts might wish to explore include the following:

- **Re-designation of entrances** for students, staff and visitors;
- **The use of visitor/vendor escorts**, and
- **Key distribution protocol** – "Analyzing and auditing key control will be a must," Ted Hopkins told the NJSBA Task Force. "Who gets a key, what type of key, and making sure that all keys are returned at the end of the school year. That's a simple thing, but it's very important."[227]

Not all physical security enhancements come with a big price tag. Security consultants provided the NJSBA Task Force with a list of maintenance and preventative measures. Those cited by Mr. Hopkins include the following:

- Trim trees and shrubbery, eliminate hiding places, and provide clear lines of sight;
- Eliminate climbing devices that could allow access to windows or the roof;
- Secure roof hatches, HVAC equipment doors and access doors;
- Routinely inspect and make immediate repairs to perimeter of buildings, including windows, exterior door hardware, and security lighting;
- Fence off areas that may create niches and blind spots;
- Slow traffic by adding stop signs, pavement markings, walkways and speed bumps;
- Limit the number of entry points to the school;
- Number doors and rooms so that emergency responders can locate rooms quickly;

[226] *Ibid.*

[22] *Ibid.*

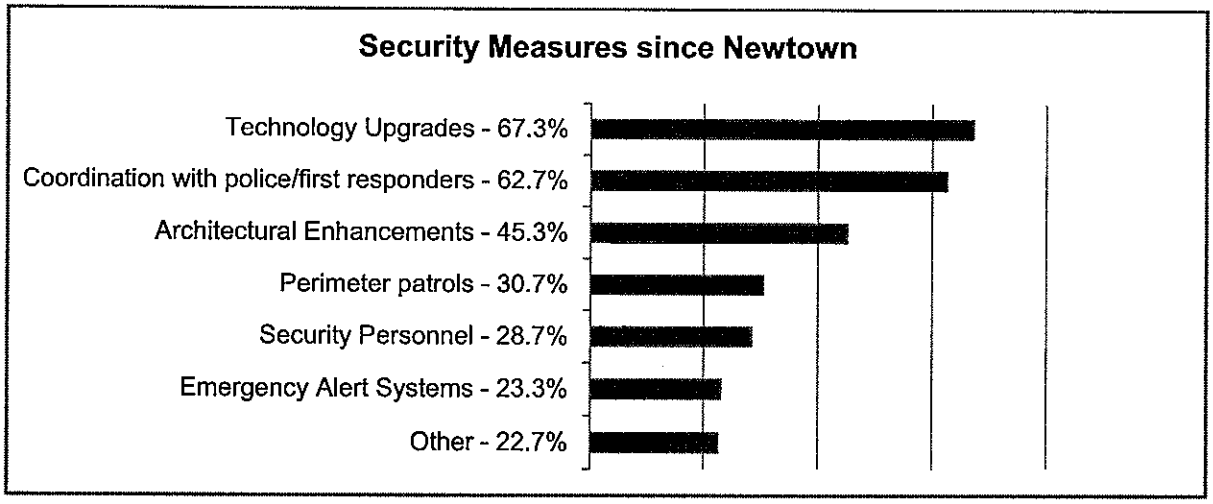
- Label room numbers on the exterior so emergency responders can locate them;
- Ensure that emergency evacuation maps are current;
- Install panic or duress alarm within the main office area to alert key staff and local law enforcement, and
- Restrict access to all rooms and spaces containing wiring, equipment and controls.[228]

Current Focus

New Security Measures

Since the Newtown tragedy, a majority of school districts have implemented new security measures, according to the NJSBA Task Force survey of local school officials. Over 85% of respondents answered "yes" to the question, "Has your school district implemented new security measures since the December 14, 2012 incident in Newtown, Connecticut?"[229] Physical security factored prominently.

Of the districts that have implemented new security measures, over two-thirds identified "Technology upgrades," such as electronic access systems and closed-circuit cameras, represented the most frequently cited enhancement. Over 45% cited "Architectural changes," such as building alterations, changes to windows and doors, and outdoor alterations." Just under one-quarter indicated they had implemented "Emergency alert systems."



[228] *Ibid.*

[229] The electronic survey was administered July 25 through September 26, 2013 to local school board presidents and school business administrators. Two hundred seventy-three local school officials participated in the survey.

PHYSICAL SECURITY: RECOMMENDATIONS

The NJSBA School Security Task Force makes the following recommendations in the area of physical security:

Local School District/Community

34. Local boards of education and school administrators should use the state-required updates to their district's Long Range Facility Plan as an opportunity to ensure that security needs are met in an effective, consistent and financially prudent manner.

35. Local school boards should ensure that school security planning includes consultation with professionals in the areas of architecture, engineering and information technology, as well as construction and fire code officials.

36. For schools with extensive windows and glass doors, particularly at ground level, districts should implement the most effective and economical method to prevent penetration through the use of firearms.

37. Through the use of security planning teams, school districts should (a) regularly review the effectiveness of protocols governing visitor entry, key distribution, and student, staff, vendor and visitor access to school buildings and (b) identify improvements to these processes.

38. To the extent possible, school districts should incorporate the Homeland Security Standards for new construction and the NJDOE "Security Standards for Schools under Construction" into renovations and alterations of existing facilities.

39. School districts should routinely evaluate and review the condition of their buildings and identify maintenance issues (e.g., repair of door locks, doors and windows, alarm systems, public address systems, utility room access, etc.) in need of attention.

40. School districts should ensure the effectiveness of revised school security procedures, new equipment or building improvements/alterations through a careful review of threat/risk assessment and consideration of community desires and norms, and local budget constraints.

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VII. FINANCING SCHOOL SECURITY

Our state aid cap and our budget cap have made it impossible to work with our municipality to rehire School Resource Officers or to pay for other upgrades. [230]

— School Business Administrator, Atlantic County

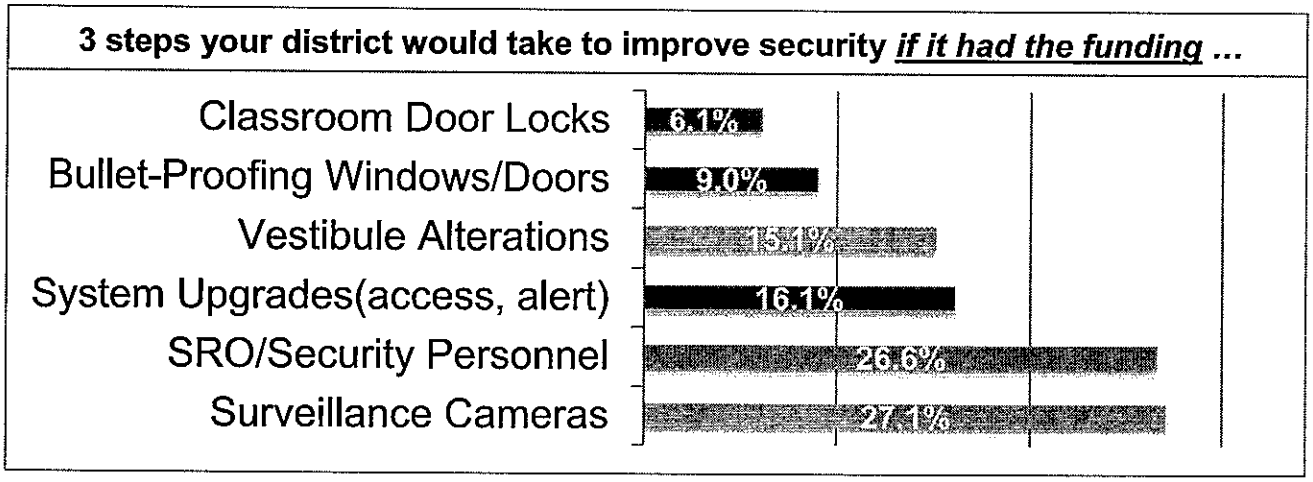
Given the situation related to security in our communities, the state needs to increase funding for our schools. ... new windows, enhancements to cameras, electronic warning systems and check-in systems, etc., all cost money - a lot of money in some cases.[1]

— School Board President, Bergen County

Current Status

Ensuring a safe school environment can be costly, especially when the effort involves additional personnel, architectural changes, or systems installation and upgrades, according to research by the NJSBA School Security Task Force reported in Sections I, IV and VI. A key charge to the task force involved collecting information on how districts have funded security and identifying possible changes in school financing that would facilitate security upgrades.

Needs exceed resources. In the NJSBA Task Force survey, school officials identified desirable security enhancements that their districts were unable to implement due to funding. Over one-quarter of the respondents identified the high-cost enhancements of surveillance cameras and the employment of school resource officers (SROs). Concern over securing the perimeter of school property was likely a factor in the identification of cameras, while the limited funding available for SROs, played a role in the responses. (See Section I, pages 8 through 14, for a discussion of financial challenges and other considerations in assigning security personnel.)



[230] Comments from NJSBA School Security Task Force survey, administered July 25-September 26, 2013 to local school board presidents and school business administrators. Two hundred seventy-three (273) officials participated.

In the survey, the local school officials most frequently cited the state's 2 percent tax levy cap as a challenge in financing security enhancements. Limited state and federal financial support was the second most frequent response.

The survey also showed that most districts (55.1%) fund security enhancements through their operating budgets. A smaller proportion cited state construction grants or bond proceeds as sources of funding.

Current Methods to Fund Security Enhancements	
Operating budget	55.1%
Reallocation of funds within budget	16.8%
Capital reserve	10.2%
Grants[231]	9.7%
Construction bond proceeds	4.6%
Municipal budget support for SRO	3.6%

Approximately one-third of the responding school officials indicated that their districts had sought grant funding[2] for security enhancements in the past. Of those that obtained grants, the state's school construction grant program (commonly called "ROD" grants for "regular operating districts") was the most frequently cited source, followed by funding through the district's insurance carrier.[232] Also cited were cooperative arrangements with municipal governments, police departments and county governments. Many of these cooperative arrangements involve funding SRO positions. For a number of school districts, however, the curtailment of a federal grant program for SRO employment in 2005 eliminated their ability to implement this effective security and educational program.

Since the Newtown tragedy, only four districts have asked voters to spend above the 2 percent levy cap to fund security measures. In April 2013, such proposals were approved in Secaucus and the School District of the Chathams. Separate security expenditures were rejected by voters in Ridgefield and Dunellen in November 2013.[233]

More recent developments show an increase in the use of construction funding for security purposes. For example, during the March 11, 2014 special school election[234], five of the 13 districts presenting

[231] Current information on the availability of federal grants is available through the U.S. Department of Education at http://www2.ed.gov/fund/grants-apply.html. Accessed Sept. 10, 2014.

[232] Information about the New Jersey Schools Insurance Group's 2014 School Safety Grant program is available at http://www.njsig.org/news/News@NJSBAIG%20Issue%2029%20October%2010.pdf. Accessed Sept. 10, 2014.

[233] New Jersey School Boards Association, "Voters Decide Seven Ballot Questions," *School Board Notes*, November 6, 2013, Vol.XXXVII, No.13 (http://www.njsba.org/news/sbn/20131106/voters-decide-2013-school-ballot-questions.php); "Voters Approve 92% of School Budgets, All Additional Questions," *School Board Notes*, Vol. XXXVI, No. 37 (http://www.njsba.org/news/sbn/20130423/voters-approve-92-percent-of-school-budgets-all-additional-questions.php)

[234] *P.L.* 2001, c.98 (http://www.njleg.state.nj.us/2000/Bills/PL01/98_.HTM), or *N.J.S.A.* 19:60-2, allows school districts to present voters with construction bond proposals during special elections which may take place on any of four dates: the fourth Tuesday in January; the second Tuesday in March; the last Tuesday in September, and the second Tuesday in December. In addition, a school district may also present bond issues during its annual school board election, which takes place either at the November General Election or on the third Tuesday in April.

construction bonds to voters included security enhancements in their plans.[235] (Four of the proposals were approved.) In the September 2014 special school election, at least 12 of the 21 proposals on the ballot had security components. Voters approved 10 of the 12 proposals.[236] Earlier this year, the New Jersey Schools Development Authority, the agency that administers state school construction grants, identified the funding of recent projects involving security.[237]

State Construction Grants

In December 2013, the New Jersey Department of Education, which determines which school construction projects will receive state construction grants, announced the commitment of $507.7 million for projects in 331 school districts.[238] The money came from the $1 billion replenishment[239] of the grant program in 2008. The grants were originally established by the 2000 Educational Facilities Construction and Financing Act (*P.L.* 2000, c.72). That statute allows regular operating districts ("RODs," formerly known as "non-Abbott" districts) to receive state funding equivalent to at least 40 percent of the eligible costs of school construction.

The remaining money, the "local share" of school construction costs, is most frequently provided through locally financed bonds, which require voter or board of school estimate approval. Districts may also use capital reserve or other sources, such as a lease-purchase agreement of five years duration or less. The local share must be secured before the Schools Development Authority will release the ROD grants.

Awarding of state construction grants is based on priorities set by the commissioner of education.[240] "Security and communications systems," such as building entrance security, are among the projects placed at the highest of three levels. They are grouped with other "level 1" projects, for example, roof and window replacements, HVAC upgrades, hazardous material

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[235] New Jersey School Boards Association, "Voters Approve $116 Million in School Construction," *School Board Notes*, March 11, 2014, Vol.XXXVII, No.30. (http://www.njsba.org/news/sbn/20140311/voters-in-13-districts-to-act-on-construction-proposals-on-march-11.php

[236] New Jersey School Boards Association, "Voters Approve $300.2 Million in School Construction Projects," *School Board Notes*, Sept. 30, 2014, Vol.XXXVIII, No.9. (http://www.njsba.org/news/sbn/20140930/voters-approve-300-point-2-million-in-school-construction-projects.php)

[237] New Jersey Schools Development Authority, "Christie Administration Visits Allendale School District to Highlight the Distribution of Grant Funding for School Improvements," April 15, 2014 (http://www.njsda.gov/Archive/2014/04/04.15.14/nr_04.15.14.pdf, accessed Sept. 10, 2014) and "Christie Administration Announces Tuckerton Borough to Receive $45,468 in Grant Funding from Schools Development Authority," February 11, 2014 (http://www.njsda.gov/Archive/2014/02/02.11.14/nr_02.11.14_2.pdf, accessed Sept. 10, 2014).

[238] New Jersey Department of Education, "Christie Administration Approves More Than $507 Million in School Facilities Grants," December 4, 2013. (http://www.nj.gov/education/news/2013/1204grant.htm, accessed Sept. 10, 2014)

[239] *P.L.* 2008, c.39, "An Act concerning State support for school facilities projects and amending and supplementing *P.L.* 2000, c.72," *N.J.S.A.* 18A: 7G-1 *et seq.* (http://www.njleg.state.nj.us/2008/Bills/PL08/39_.HTM)

[240] *P.L.* 2008, c.39, *N.J.S.A.* 18A:7G-5.

abatement, code compliance, ADA upgrades, site drainage, elementary playgrounds, and special population needs. Exterior enhancements, such as security lighting, are placed at level 2.[241]

Only a fraction of funding remains from the $1 billion replenishment of the grant fund program. An additional amount or previously committed funds may also be returned the grant pool if, after 18 months, recipient districts are unable to gain voter approval of locally financed bonds or to secure other funds for the local share.

School Security Aid

New Jersey K-12 education funding is based on the School Funding Reform Act of 2008, although the formulas designed to drive that finance system have not operated as intended due to state revenue issues. The SFRA included a new category of funding—school security aid—which remains in place.[242] For the school year 2014-2015, security aid totals $195.4 million, or $143 per pupil on average. All school districts receive various amounts of the funding.

Use of the funds, however, is not prescriptive—that is, school districts are not required to apply the money to school security. As with other elements of the SFRA, the account was based on the concept of what an average district might spend on certain functions, in this case, school security. Over the years, the amount of school security aid provided to districts has faced the same limitation as other state school funding programs.

Standards for Receipt of State Aid

In addition to the 2 percent tax levy cap on school and municipal budgets, state administrative code may present obstacles to the funding of security enhancements.

The state's Accountability Regulations establish *standards for the receipt of state aid*, which the Executive County Superintendents use when reviewing proposed school budgets and districts' requests to seek voter permission to spend above the tax levy cap.[243] Many of these benchmarks are based on median statewide expenditures in several areas, including "Operations and Maintenance"—the account that includes most security expenditures.[244]

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[241] New Jersey Department of Education, Office of Facilities, *Grant Program for School Facilities Projects*, (Trenton, NJ, September 3, 2013), 2-3. (http://www.nj.gov/education/facilities/projectapplication/rod/guidelinesFAQ.pdf, accessed Sept. 10, 2014)

[242] *P.L.* 2007, c.260, "School Funding Reform Act of 2008," *N.J.S.A.* 18A:7F-56. (http://www.njleg.state.nj.us/2006/Bills/PL07/260_.HTM)

[243] *N.J.A.C.* 6A:23A, "Fiscal Accountability, Efficiency and Budgeting Procedures," 133-137. (http://www.nj.gov/education/code/current/title6a/chap23a.pdf)

[244] New Jersey Department of Education , *Taxpayers' Guide to Education Spending 2014*, (Trenton, N.J., 2014), 9. (http://www.nj.gov/education/guide/2014/intro.pdf, accessed Oct. 14, 2014)

In a 2009 NJSBA survey, a large number of responding school business administrators sharply criticized the standards related to school facilities, noting that they do not take into consideration the age, condition and configuration of buildings.[245]

Although it did not directly address the standard relating Operations and Maintenance, the Governor's Transformation Task Force, charged with identifying burdensome education statute and regulation, recommended elimination of several other benchmarks used for the executive county superintendents' budget review, finding that they have in fact become an "unintended norm" for all districts. "In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators should have greater flexibility with regard to the nature of their expenditures," states the group's final report.[246]

Legislative Proposals

As the Senate and Assembly reconvened following their summer recess, 12 school security-related proposals had been introduced in the Legislature. Several of the bills address financing and are currently at the committee level. These proposals would provide the following:

- The exclusion of increases in school security expenditures from the tax levy cap for school districts, municipalities and counties.[247]
- The financing of school security improvements through proceeds from bonds issued by the Economic Development Authority.[248]
- A School Safety and Security Fund, financed through assessments placed on criminal offenders.[249]

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[245] New Jersey School Boards Association, *Accountability Regulations: The Cost to Local School Districts*, June 2009, 10. (http://www.njsba.org/accountabilityact/survey-summary-report09.pdf)

[246] New Jersey Department of Education, *Education Transformation Task Force: Final Report* by Dave Hespe, *et al.*. (Trenton, N.J., September 5, 2012), 138. (http://www.state.nj.us/education/reform/ETTFFinalReport.pdf, accessed Sept. 10, 2014)

[247] A-1505 (DeAngelo), http://www.njleg.state.nj.us/2014/Bills/A2000/1505_I1.HTM; A-1506 (DeAngelo), http://www.njleg.state.nj.us/2014/Bills/A2000/1506_I1.HTM; and S-824 (Beach, Van Drew), http://www.njleg.state.nj.us/2014/Bills/S1000/824_I1.HTM.

[248] A-1472 (Diegnan, Coughlin), http://www.njleg.state.nj.us/2014/Bills/A1500/1472_I1.HTM.

[249] A-3189 (Lagana), http://www.njleg.state.nj.us/2014/Bills/A3500/3189_I1.HTM.

FINANCING SCHOOL SECURITY: RECOMMENDATIONS

Based on its research, the NJSBA School Security Task Force makes the following recommendations in the area of finance.

Local School District/Community

41. Local school districts and municipalities are encouraged to share costs to enable the assignment of School Resource Officers.

State and Federal Government

42. The Commissioner of Education should amend state regulation (*N.J.A.C.* 6A:23A) to eliminate "Operation and Maintenance of Plant cost per pupil equal to or less than the State median" as a standard for receipt of state aid when reviewing proposed school district budgets or requests to seek voter approval to exceed the tax levy cap.

43. The state should designate additional construction grant funding for the express purpose of enhancing school security.

44. The legislature should provide additional options to enable school districts to hire and retain appropriately trained security personnel.

45. The federal government should restore grant funding to support the assignment of School Resource Officers.

Appendix A: SUMMARY OF RECOMMENDATIONS

Based on its research, the New Jersey School Boards Association School Security Task Force makes a total of 45 recommendations in the following areas: Security Personnel; School Climate; Policy and Planning; Communications; Training in School Security; Physical Security, and Financing.

I. SECURITY PERSONNEL

Local School District/Community

1. Because of significant variations in the size of school districts and local law enforcement agencies, building lay-outs, student populations and community attitudes, the decision on whether or not to employ security personnel—armed or un-armed, police or non-police—must rest exclusively with the local school district and should not be dictated by the state.

2. A School Resource Officer (SRO) can provide a critical safety factor and valuable counseling and support services for students. The employment of SROs is the "preferred" model for a law enforcement presence in a school building.

3. In assigning SROs or other law enforcement officers to schools, local law enforcement agencies must consider fully the qualifications and aptitude of the individual, including his or her capability as a first responder and ability to relate to students. Additionally, the training of SROs must stress conflict resolution, restorative justice and stationhouse adjustment practices, as well as awareness of gang and drug abuse activities.

4. School districts should ensure that all security personnel (a) receive training appropriate for employment in the school environment and (b) have in-depth understanding of local emergency protocols.

5. In developing the Memorandum of Agreement, school districts/charter schools and local law enforcement should clearly address the intersection of school policy/disciplinary code, Criminal Code and the Juvenile Justice Code. They must ensure that student behavior that is in violation of school codes of conduct be addressed by school officials and not be imposed on police. Based on federal and state law and school policy, such guidance should ensure the following: immediate response to crises; protection of the safety and interests of students affected by violent acts; the appropriate avenues of discipline and referral for student offenders; and the recognition of state requirements in areas such as student possession of firearms and weapons on school grounds, and harassment, intimidation and bullying.

State and Federal

6. The state and federal governments, respectively, should provide and increase grant funding to support the assignment of law enforcement officers as School Resource Officers.

Appendix A: SUMMARY OF RECOMMENDATIONS

7. The Legislature and the Governor should enact legislation to establish a new category of law enforcement officers, such as Special Law Enforcement Officer Level III, who are specially trained in working with students and assigned to protect our schools. Such law enforcement personnel can provide an additional school security option to school districts. The legislation should also relieve current limits on working hours for special officers when they are assigned to schools and should ease the restrictions on the number of such officers employed by a municipality.

8. The New Jersey Department of Education and the Office of the Attorney General should revise *The New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community*, which was published in 1998, so that the document reflects recent developments in the areas of security, funding and programming.

II. SCHOOL CLIMATE

Local School District/Community

9. Local school districts should engage in school climate assessments and develop and implement plans to ensure that students have safe, secure and supportive learning environments that provide meaningful communication and involvement with caring adults on the school staff. (A list of climate assessment resources is found on page 30 of this report.)

10. Not all student groups experience school safety and the school climate in the same manner. To enable students to learn in supportive environments at each grade level, local school boards should adopt policies that recognize the importance of social-emotional learning, character development, restorative practices and community building. In addition, the Task Force recommends that school boards review the information on social-emotional learning, supportive practices, and authoritative disciplinary structures in Section II of this report, School Climate.

11. To build a respectful school climate that enables the advancement of student achievement, local boards of education and school administrators should ensure that the principles of social-emotional learning and character development skill-building are infused into academic instruction in a coordinated manner and that there is a consistent application of discipline.

12. Local boards of education should ensure that the School Safety Teams, required by the Anti-Bullying Bill of Rights, are not only reviewing reports of harassment, intimidation and bullying, but are also focusing on practices and processes related to school climate, so as to inform the school boards in their periodic review of HIB and related policies.

Appendix A: SUMMARY OF RECOMMENDATIONS

13. To ensure their School Safety Teams have a positive impact on school climate, local boards of education should consider requiring the teams to meet more than the twice-yearly minimum.

State

14. As recommended by the NJ SAFE task force, the state should form an "interagency working group" comprised of various departments, including education, law and public safety, and health and human services, to address policy and programs on early intervention and mental health services at the community level. A similar state-level approach (the Education-Law Enforcement Working Group) has had a positive impact on local policy and procedures through the state's Uniform Memorandum of Agreement.

15. To clarify the role of the School Safety Teams in improving school climate, the New Jersey State Board of Education should amend administrative code (***N.J.A.C.* 6A:16**) to rename these bodies "School Safety/Climate Teams," as recommended by the state's Anti-Bullying Task Force.

III. POLICY AND PLANNING

Local School District/Community

16. The local board of education should ensure that the school district has completed assessments of physical security, threats, capacity and school climate. The assessments, or audits, should be conducted in concert with local law enforcement and emergency responders, should follow guidelines published in the *New Jersey School Safety & Security Manual: Best Practices Guidelines* (2006) and should draw on the work of experts in the areas of school climate, security, and building design.

17. Local board of education members should familiarize themselves with the terms of the Memorandum of Agreement between the local school district and the local law enforcement agency.

18. Local school districts should form committees representing all stakeholders (staff, parents, administrators, emergency responders, law enforcement, community members, etc.) as part of their efforts to develop school security plans, to assess the plans on an ongoing basis, and to identify necessary enhancement of school security protocols, equipment, and staffing.

19. Local school districts should ensure ongoing, periodic review of the school security plan, the Memorandum of Agreement, administrative response procedures, and protocols governing security drills.

Appendix A: SUMMARY OF RECOMMENDATIONS

20. School district security policies and regulations should address administrators' responsibilities, building and site access (including after-hours use of facilities), and distribution of keys and access cards.

21. School districts should stage state-required security drills at varying times and days of the week and under different weather conditions. Drills should involve numerous crisis scenarios, so that school officials and law enforcement can evaluate their effectiveness, make necessary adjustments in procedures, identify safety weaknesses and make recommendations for additional training.

22. School districts should make tabletop exercises a regular part of the security protocol, especially when full-scale exercises and testing of crisis response is not feasible. Tabletop exercises should involve law enforcement, fire departments, and emergency response agencies.

23. Local boards of education should review their policies related to school security, including those that address violence and vandalism, student conduct, emergencies/disaster preparedness, and weapons/firearms, to ensure that they are compliant with current statute and regulation and reflect district-specific factors and concerns.

24. School boards should ensure that practices and procedures are in place to address building access, emergency evacuation, security personnel and emergency medical services for events and functions that take place after the instructional day.

State

25. The New Jersey Department of Education should ensure that the manual, *School Safety and Security Manual: Best Practice Guidelines*, last published in 2006 is updated as needed to incorporate the most recent developments in school security strategies and procedures, emergency equipment and technology.

IV. COMMUNICATIONS

Local School District/Community

26. As part of their school security plans, local boards of education should (a) ensure that staff, students, parents and members of the community are informed of changes in school security procedures in a timely manner and (b) convey the importance of reporting to school or law enforcement authorities unusual incidents or behavior in or around school facilities.

Appendix A: SUMMARY OF RECOMMENDATIONS

27. To ensure communication with all members of the school community, law enforcement and emergency responders, school districts should implement multi-platform emergency notification systems that use telephone, email, text messaging, website and other methods of communication.

28. Because of the proven effectiveness of anonymous tip lines in preventing incidents of violence and promoting the health and safety of students, school districts should explore the use of such networks and take advantage of the systems that are currently available.

State

29. The NJ SAFE Task Force recommendation to establish a statewide anonymous tip line should be pursued by the state Departments of Education, Community Affairs, and Law and Public Safety, as well as the Office of Homeland Security and Preparedness and other agencies.

V. SECURITY TRAINING

Local School District/Community

30. To ensure that all school staff members have the appropriate knowledge to improve security and help prevent and respond to emergencies, local school districts should (a) provide on-going training, and (b) utilize the varying no-cost training resources available to them at the local, county, state and federal levels.

31. Training provided to district staff should vary in scope and should address specific threats that a district might face, along with general school security and safety principles.

32. Training on security plans and response procedures should involve any individual in charge of students at a given time, including full-time staff, part-time staff, substitute teachers, and volunteers. Districts should ensure that all individuals in charge of students receive information on their role in emergencies.

33. When conducting training, school districts should involve appropriate outside response entities, including personnel who would respond to the schools in an emergency. Districts should also encourage representatives of outside entities to visit schools and familiarize themselves with the facilities and their layouts as part of training exercises, such as active shooter drills for law enforcement personnel.

Appendix A: SUMMARY OF RECOMMENDATIONS

VI. PHYSICAL SECURITY

Local School District/Community

34. Local boards of education and school administrators should use the state-required updates to their district's Long Range Facility Plan as an opportunity to ensure that security needs are met in an effective, consistent and financially prudent manner.

35. Local school boards should ensure that school security planning includes consultation with professionals in the areas of architecture, engineering and information technology, as well as construction and fire code officials.

36. For schools with extensive windows and glass doors, particularly at ground level, districts should implement the most effective and economical method to prevent penetration through the use of firearms.

37. Through the use of security planning teams, school districts should (a) regularly review the effectiveness of protocols governing visitor entry, key distribution, and student, staff, vendor and visitor access to school buildings and (b) identify improvements to these processes.

38. To the extent possible, school districts should incorporate the Homeland Security Standards for new construction and the NJDOE "Security Standards for Schools under Construction" into renovations and alterations of existing facilities.

39. School districts should routinely evaluate and review the condition of their buildings and identify maintenance issues (e.g., repair of door locks, doors and windows, alarm systems, public address systems, utility room access, etc.) in need of attention.

40. School districts should ensure the effectiveness of revised school security procedures, new equipment or building improvements/alterations through a careful review of threat/risk assessment and consideration of community desires and norms, and local budget constraints.

VII. FINANCING SCHOOL SECURITY

Local School District/Community

41. Local school districts and municipalities are encouraged to share costs to enable the assignment of School Resource Officers.

Appendix A: SUMMARY OF RECOMMENDATIONS

State and Federal Government

42. The Commissioner of Education should amend state regulation (*N.J.A.C.* 6A:23A) to eliminate "Operation and Maintenance of Plant cost per pupil equal to or less than the State median" as a standard for receipt of state aid when reviewing proposed school district budgets or requests to seek voter approval to exceed the tax levy cap.

43. The state should designate additional construction grant funding for the express purpose of enhancing school security.

44. The legislature should provide additional options to enable school districts to hire and retain appropriately trained security personnel.

45. The federal government should restore grant funding to support the assignment of School Resource Officers.

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APPENDIX B: Works Cited/Resources *continued*

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New Jersey Collaborative Mental Health Care Pilot Program

Funded through a grant from the New Jersey Department of Children and Families (DCF) Office of Child and Family Health (OCFH), the **Collaborative Mental Health Care Pilot Program** was initiated by Meridian Health (now Hackensack Meridian Health) in partnership with Cooper University Health Care. The unique partnership between leading pediatric and behavioral health organizations involved the development and implementation of an integrated child mental health/pediatric delivery system. This best practice model will ensure appropriate screening, assessment, diagnosis, and treatment of children, youth, and young adults presenting in pediatric primary care settings with behavioral health and mental health concerns and/or disorders.

Participating pediatric primary care providers conduct mental health screenings during well-visits and refer patients with identified mental health concerns to a behavioral health team located within one of the program's "Hub" facilities provided through Hackensack Meridian Health or Cooper University Health. The Hub behavioral health consultation services include team-based psychiatric consulting, care coordination, and, if needed, face-to face evaluation by the Hub Child and Adolescent Psychiatrist. In addition to direct patient care, other key features of this integrated healthcare approach include:

- timely access to psychiatric consultation for primary care pediatricians;
- medication consultations with the pediatricians;
- care coordination to support engagement with specialty care and collaborative treatment planning; and
- primary care pediatrician (PCP) education on best practice to implement and sustain a collaborative mental health care partnership in pediatric primary care settings.

The Collaborative Mental Health Care Pilot Program originally covered four counties (Monmouth, Ocean, Camden, and Burlington). In its second year, it expanded to seven additional counties (Middlesex, Mercer, Atlantic, Cape May, Cumberland, Gloucester, and Salem). During the second year, the initial group of 155 participating pediatricians increased to **372 across a total of 11 counties**. Now in its third year, there will be 8 Hubs covering 20 counties across the State. The Hackensack University Medical Center, Palisades Medical Center, Morristown Medical Center, and Newton Medical Center are our new sites for the Hubs.

To Date:

- Participating pediatricians report having **screened 67,931 patients** for behavioral health disorders.
- **Mental health consultation services provided to 3,588 patients** of participating pediatric primary care providers.

> "Yes, we've had a couple of patients who've been able to be seen right away by [the Child and Adolescent Psychiatrist] who has come back with some recommendations for us and resources for the family. But the biggest thing has been having that availability from the psychiatrists." *-Participating Pediatrician*

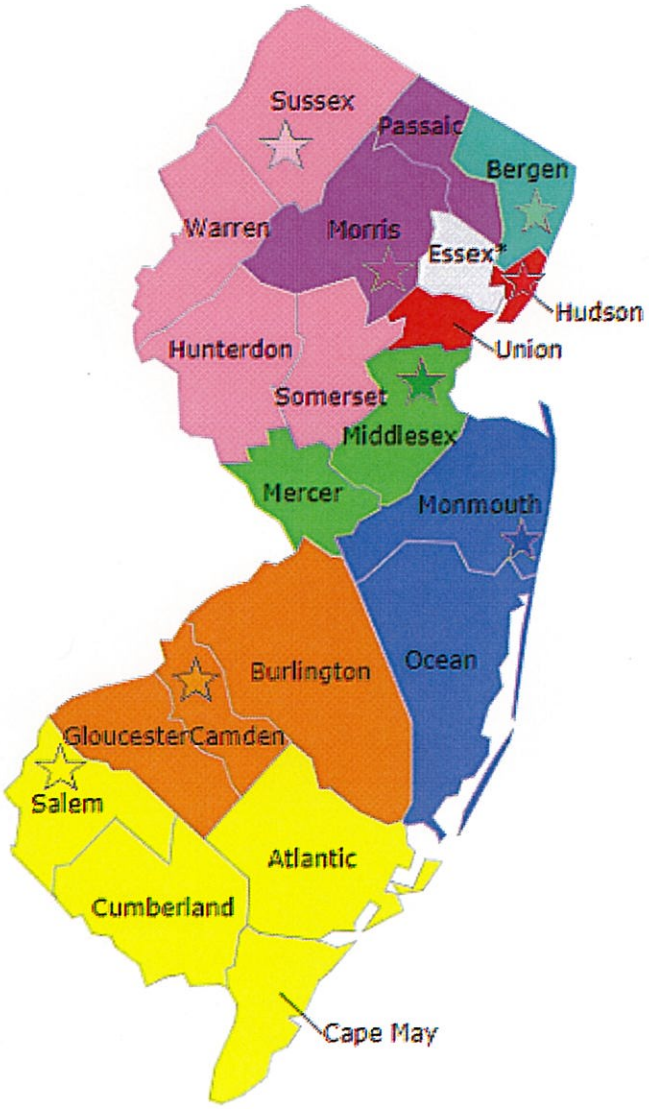
Program Evaluation Findings:
According to the results of a program evaluation survey conducted among participating pediatricians (50% response rate) at the end of the second year:

- **Nearly 90%** of participating pediatricians reported being either *very satisfied* or *satisfied* with the **quality of support** they received from the Collaborative.
- **Over 80%** of participating pediatricians reported that the program behavioral health team **responded to their initial request in a timely manner.**
- **Nearly 85%** of participating pediatricians reported that their patients had either *a great deal more access* or *somewhat more* ***access to psychiatric care*** compared to before they joined the Collaborative.
- **Nearly 85%** of participating pediatricians reported that, as a result of the Collaborative, they are able to provide **more effective and appropriate referrals** to their patients.

> "The biggest benefit is becoming much more familiar with the screening tools—this was a whole education in itself. Becoming familiar with the medications was also a big benefit. On the other side, my patients are getting better care from me because I am more comfortable with the screening, I can offer them more options when there's a positive screen. Access to care for the patients in general has improved." *-Participating Pediatrician*

Pediatric Psychiatry Collaborative

Regional Hubs



Legend

- **AtlanticHealth Hub @ Newton**
- **AtlanticHealth Hub at Goryeb**
- **Hackensack University Medical Center Hub**
- **Hackensack Meridian Hub @ Palisades**
- **Meridian Hub @ Saint Peter's**
- **Meridian Hub @ Jersey Shore**
- **Cooper Hub @ Camden**
- **Cooper Hub @ Pennsville**

Essex County served by Rutgers University Behavioral Health Care

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Overall Program
(Includes All Target Service Areas: Atlantic/Cape May/Cumberland/Gloucester/Salem; Bergen; Burlington/Camden; Hudson/Union; Hunterdon/Somerset/Sussex/Warren; Mercer/Middlesex; Monmouth/Ocean; & Morris/Passaic Counties)

January 2018

Submitted February 18, 2018

I. Program Enrollment and Engagement

A. Pediatrician Enrollment

PPC: Pediatrician Enrollment by Grant Year (N=349)

Target Service Area	Hub Site	Grant Year 1	Grant Year 2	Grant Year 3	Total
Monmouth/Ocean	Jersey Shore University Medical Center	71	12	2	**85**
Bergen	Hackensack University Medical Center	*	*	21	**21**
Hudson/Union	Palisades Medical Center	*	*	5	**5**
Mercer/Middlesex	Saint Peter's University Hospital	6	67	5	**78**
Burlington/Camden	Cooper University Hospital, Camden	57	31	8	**96**
Atlantic/Cape May/ Cumberland/ Gloucester/Salem	Cooper Pennsville	1	17	1	**19**
Hunterdon/Somerset/ Sussex/Warren	Newton Medical Center	*	*	12	**12**
Morris/Passaic	Morristown Medical Center	*	*	33	**33**
Total		**135**	**127**	**87**	**349**

Data Source: NJAAP program participation list. *Notes:* [1]Does not include 62 non-pediatrician participants (ie nurses, physician assistants, and other staff). [2]In Grant Year One, pediatricians in Mercer/Middlesex (n=6) and Atlantic/Cape May (n=1) joined the collaborative at the end of the grant year but are considered by program staff to be part of the Grant Year Two cohort. [3]This table includes 4 pediatricians who have since left the collaborative.

B. Participating Practices

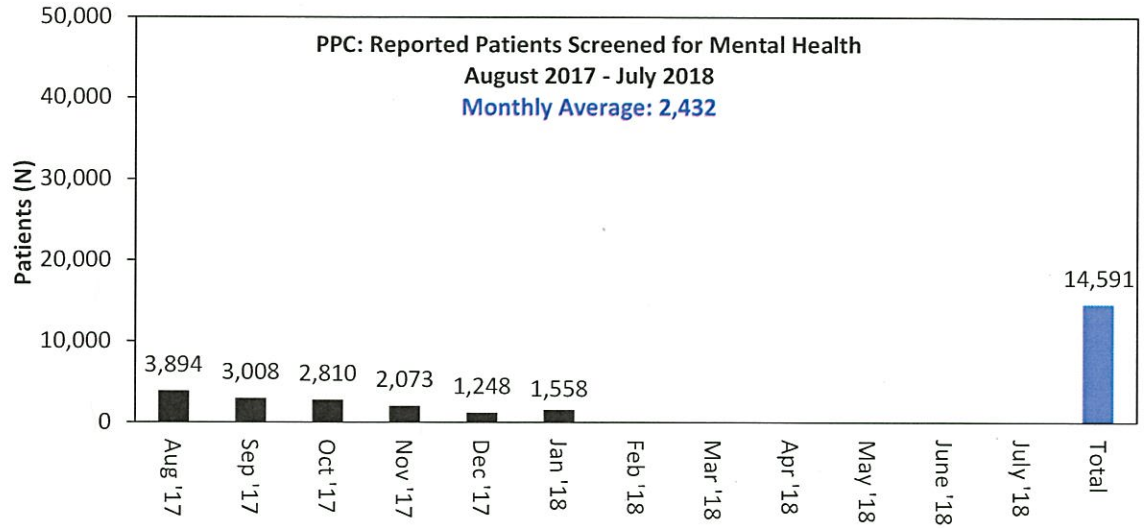
PPC: Participating Practices by Grant Year (N=130)				
Target Service Area	Hub Site	Grant Year 1	Grant Year 2	Grant Year 3
Monmouth/Ocean	Jersey Shore University Medical Center	25	29	31
Bergen	Hackensack University Medical Center	*	*	6
Hudson/Union	Palisades Medical Center	*	*	4
Mercer/Middlesex	Saint Peter's University Hospital	6	28	30
Burlington/Camden	Cooper University Hospital, Camden	15	28	30
Atlantic/Cape May/ Cumberland/ Gloucester/Salem	Cooper Pennsville	*	7	7
Hunterdon/Somerset/ Sussex/Warren	Newton Medical Center	*	*	7
Morris/Passaic	Morristown Medical Center	*	*	15
Total		**46**	**92**	**130**

Data Source: NJAAP program participation list.

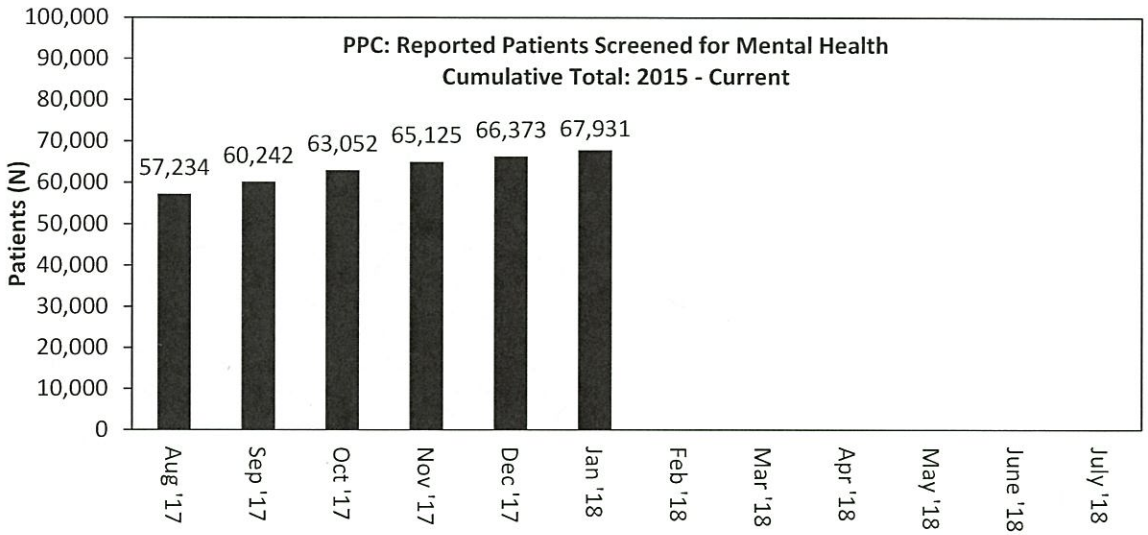
II. Screening and Referrals

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

1. Current Year



2. Cumulative Running Total (2015 – Current)

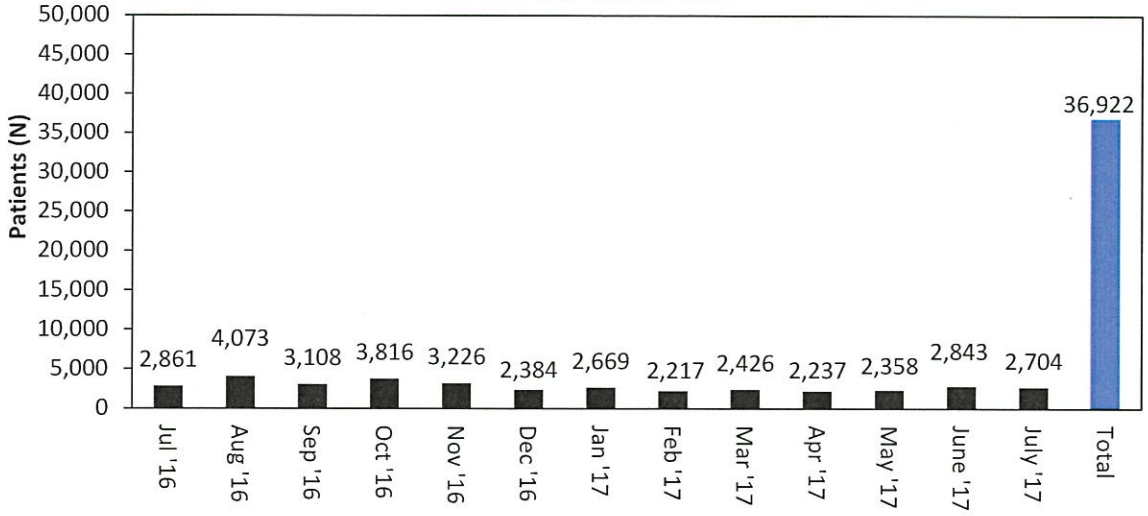


[1] Data Source: PCP screening logs.

3. Past Years

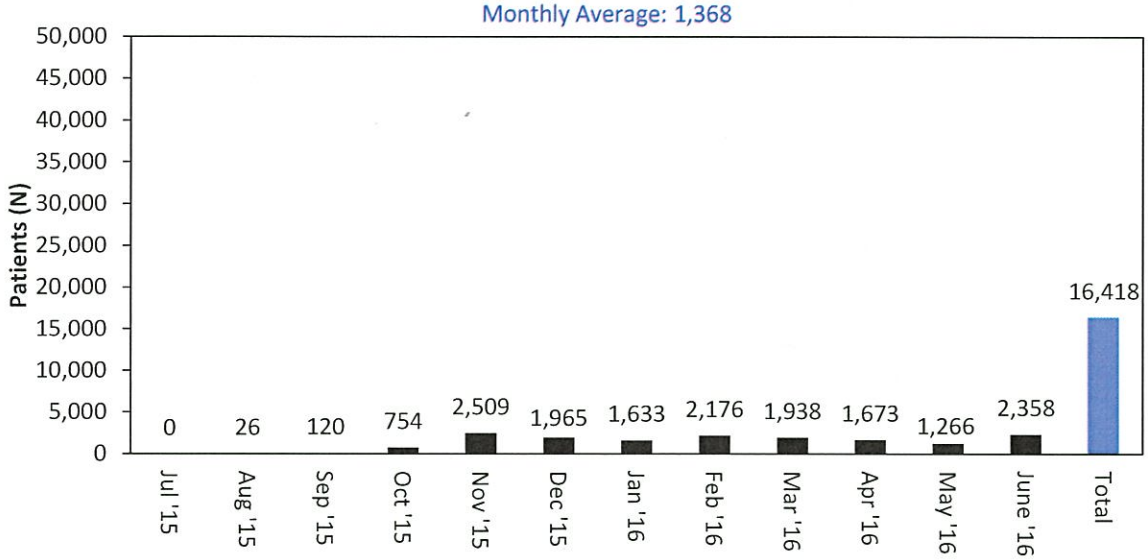
a. 2016 – 2017

PPC: Reported Patients Screened for Mental Health
July 2016 - July 2017
Target Service Areas: Atlantic/Cape May/Cumberland/Gloucester/Salem, Burlington/Camden, Mercer/Middlesex, & Monmouth/Ocean Counties
Monthly Average: 2,840



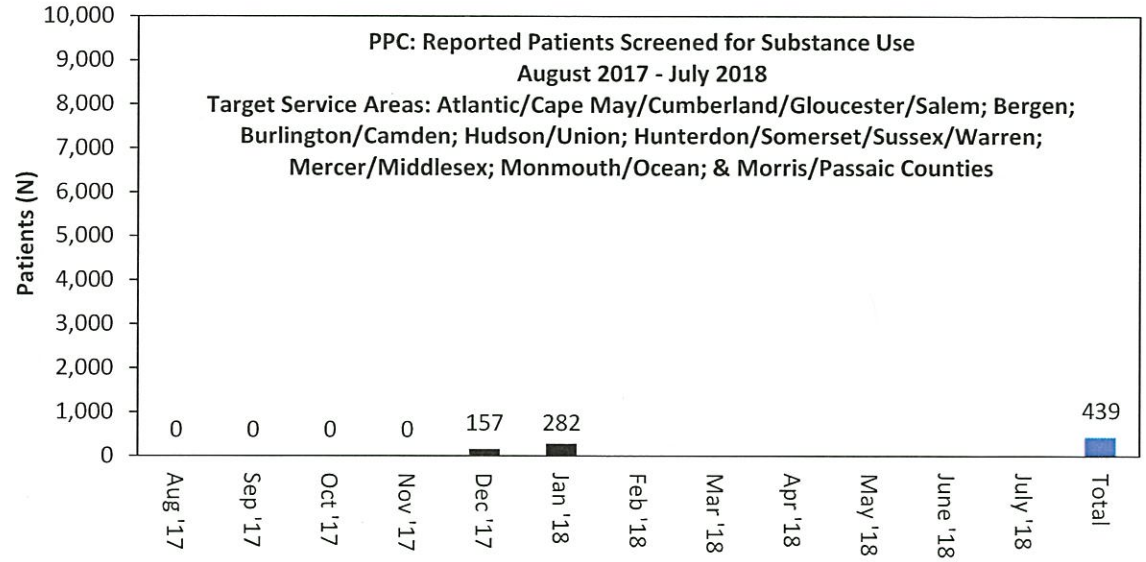
b. 2015 – 2016

PPC: Reported Patients Screened for Mental Health
July 2015 - June 2016
Target Service Areas: Burlington/Camden, & Monmouth/Ocean Counties
Monthly Average: 1,368



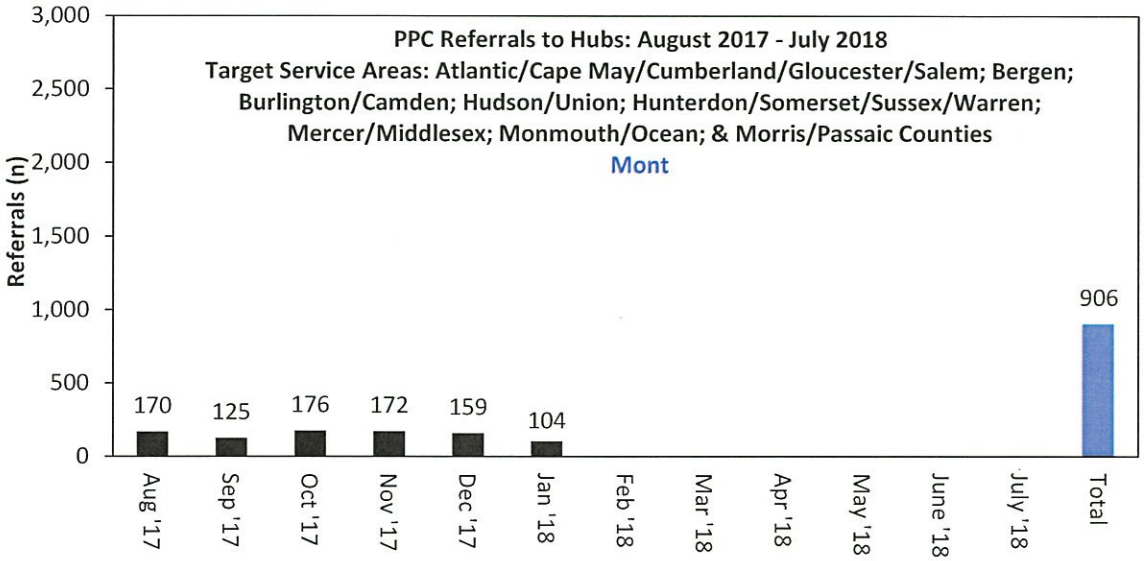
B. Reported Patients Screened for Substance Use by Participating PCPs[2]

1. Current Year



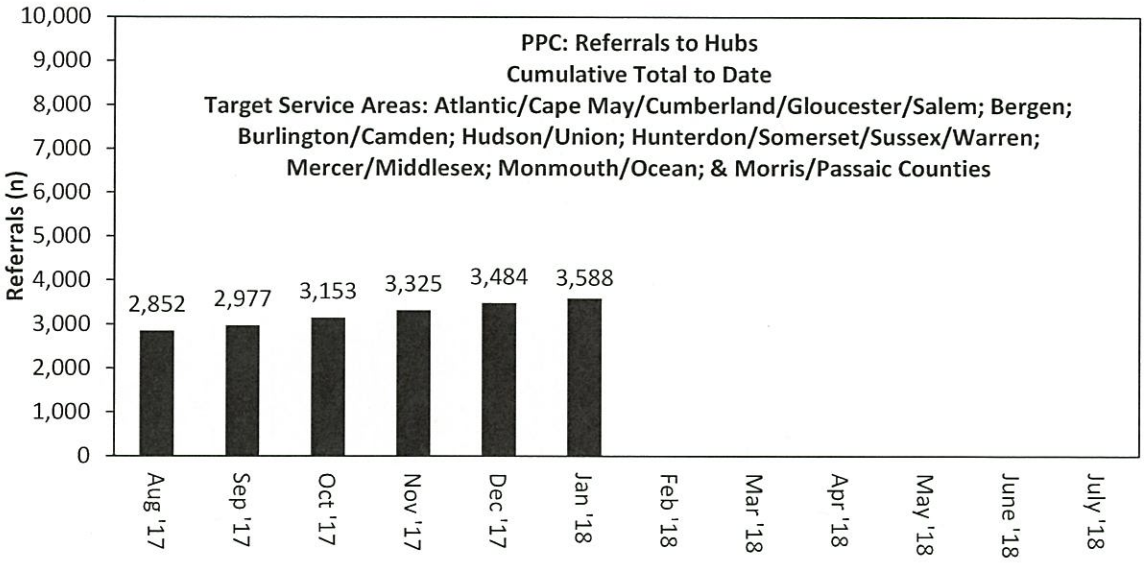
C. Referrals to Hubs[3]

1. Current Year



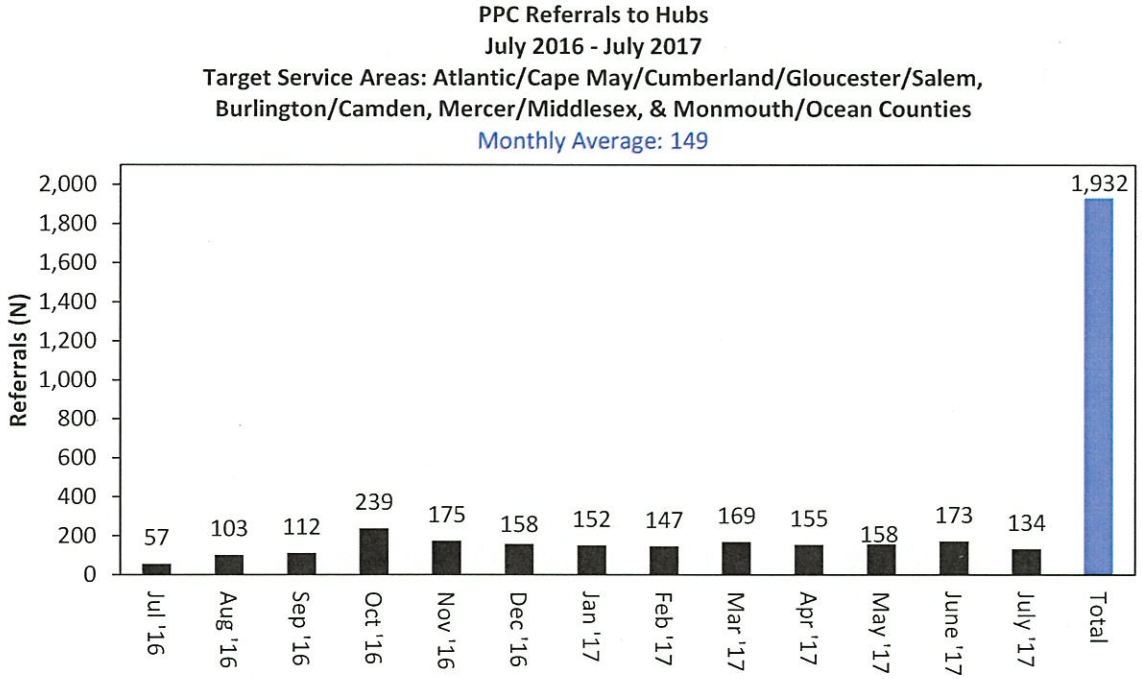
[2] Data Source: PCP screening logs.
[3] Data source: Hub databases.

2. Cumulative Running Total (2015 - Current)

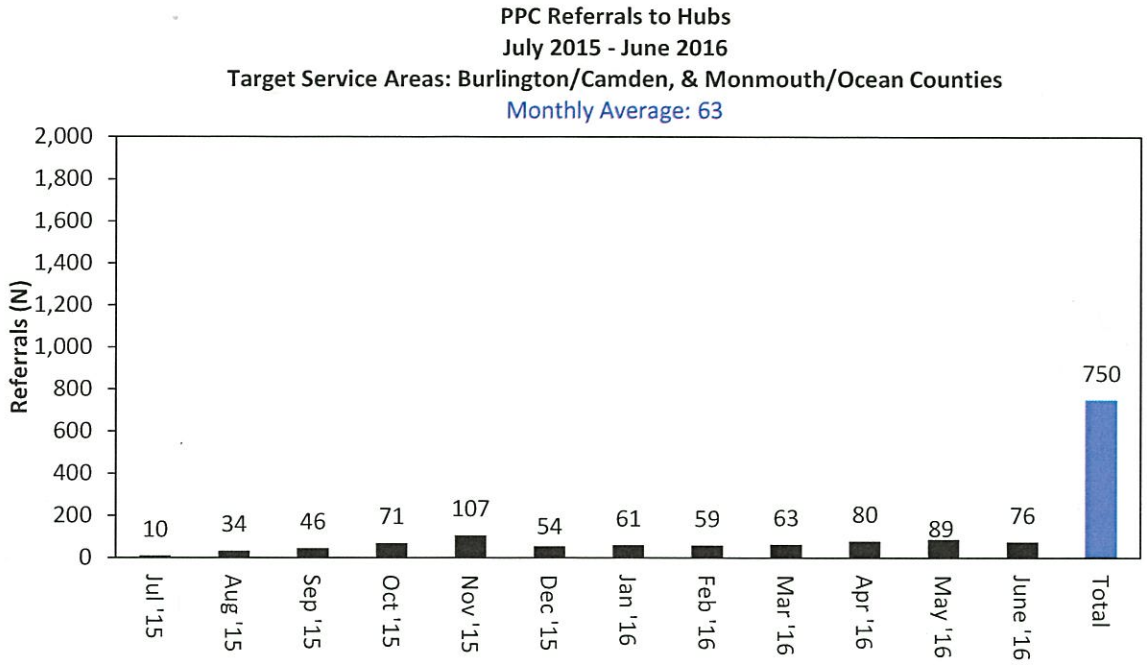


3. Past Years

a. 2016 – 2017



b. 2015 – 2016



4. PCPs Reasons for Contacting Hub

PCPs Reasons for Contacting Hub August 2017 – January 2018 (Total Referrals = 906)		
	n	%
Behavioral health Treatment consult	736	81.2
Parent guidance	229	25.3
Community referral	200	22.1
Medication consult	195	21.5
Diagnostic Clarification	136	15.0
School guidance	117	12.9
Collateral Contact	88	9.7
Diagnosis	57	6.3
Crisis	45	5.0
Follow-up	45	5.0
Second MH opinion	40	4.4
Screening question	7	0.8
First Follow-up	1	0.1
Other	95	10.5

Note. Individual patients may be referred for more than one reason; therefore, column percentages may sum to greater than 100%.

5. Patient Referral Problems

Patient Referral Problems August 2017 – January 2018 (Total Referrals = 906)		
	n	%
Anxiety	440	48.6
Depression	303	33.4
School issues	197	21.7
Attention issues	192	21.2
Disruptive Behavior	190	21.0
Aggression	183	20.2
Mood problems	142	15.7
Hyperactivity	90	9.9
Social issues	90	9.9
Sleep problems	64	7.1
Suicidal ideation	47	5.2
Changes in appetite/weight	40	4.4
School refusal	40	4.4
Self-injurious behavior	31	3.4
Emotional abuse	21	2.3
Substance abuse	19	2.1
Phobias	16	1.8
Enuresis/Encopresis	15	1.7
Physical Abuse	9	1.0
Sexual abuse	8	0.9
Motor/vocal tics	7	0.8
Family conflict	6	0.7
Homicidal ideation	6	0.7
Legal problems	5	0.6
Psychotic/delusional thinking	[a]	[a]
Medication Side Effects	[a]	[a]
Other	176	19.4

Note. Individual patients may be referred for more than one referral problem; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

6. Patient Diagnoses

Patient Diagnoses August 2017 – January 2018 (Total Referrals = 906)		
	n	%
No Psychiatric Diagnosis	526	58.1
ADHD	163	18.0
Anxiety Disorder	103	11.4
Depressive Disorder	75	8.3
Autism Spectrum Disorder	28	3.1
Impulse Control, ODD, CD	28	3.1
Intellectual, Social, Learning Disability	15	1.7
PTSD/Trauma	11	1.2
Mood Disorder NOS	10	1.1
OCD	10	1.1
Adjustment Disorder	9	1.0
Bipolar Disorder	[a]	[a]
Eating Disorder	[a]	[a]
Substance Use Disorder	[a]	[a]
Tic Disorder	[a]	[a]
Psychotic Disorder	0	0.0
Personality Disorder/Traits	0	0.0
Other	44	4.9

Note. Individual patients may have more than one diagnosis; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

7. Medication Activity

Medication Activity August 2017 – January 2018 (Total Referrals = 906)		
	n	%
Not applicable	676	74.6
Start medication	27	3.0
No change to medication	16	1.8
Add medication to treatment plan	4	0.4
Change medication	4	0.4
Restart medication	2	0.2
Stop medication	2	0.2
Monitor labs	1	0.1
Increase medication	0	0.0
Taper off medication	0	0.0
Discontinued by Patient	0	0.0

Note. Individual patients may have more than one medication activity type.

8. Patient Disposition

Patient Disposition August 2017 – January 2018 (Total Referrals = 906)		
	n	%
Refer to therapy (new)	313	34.5
No Family Follow-Through	97	10.7
Refer to Psychiatry (HUB Face-to-face)	50	5.5
Refer to Psychiatry (new)	42	4.6
No referral/ Tx	34	3.8
Refer to care coordinator	32	3.5
Refer to Therapy (existing)	32	3.5
Family Guidance	22	2.4
Refer to children's mobile response	20	2.2
Refer to therapy (HUB)	14	1.5
Stay with PCP as prescriber	14	1.5
Refer to IOP/DTP	10	1.1
Refer to PHP (other)	[a]	[a]
Refer to Psychiatry (existing)	[a]	[a]
Refer to DCF	[a]	[a]
PCP as bridge prescriber	0	0.0
Refer to ER/crisis/inpatient	0	0.0
Other	80	8.8

Note. Individual patients may have more than one disposition; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts

9. Timeliness of Hub Response

Timeliness of Hub Response August 2017 – January 2018 (Total Referrals = 882)		
	n	%
Within 1 day	158	17.9
1 to 3 days	724	82.1
Total	882	100.0

Note: Does not include missing data.

10. Demographics of Patients Referred to Hub

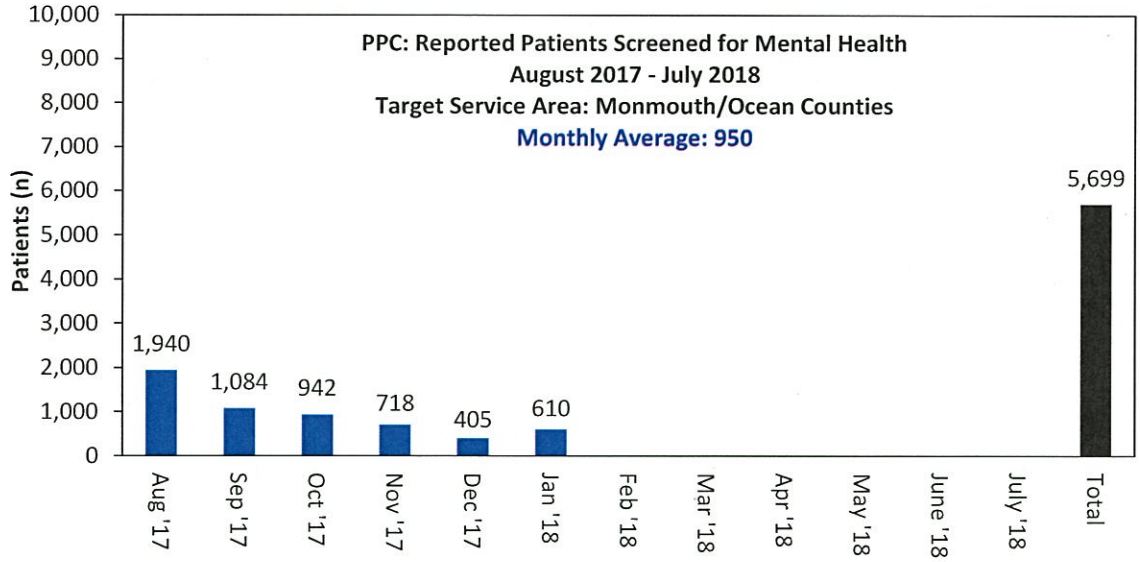
Demographics of Patients Referred to Hubs August 2017 – January 2018 (Total Referrals = 906)		
	n	%
Gender		
Female	476	53.0
Male	422	47.0
Total	898	100.0
Race		
White	488	66.3
Black	175	23.8
Asian	17	2.3
Other	56	7.6
Total	736	100.0
Ethnicity		
Hispanic	191	21.2
Not Hispanic	712	78.8
Total	903	100.0
Primary Language		
English	779	87.4
Spanish	105	11.8
Other	7	0.8
Total	891	100.0
Age Group (yrs)		
0 – 5	84	9.4
6 - 10	245	27.3
11 - 15	376	41.9
16+	192	21.4
Total	897	100.0
Mean Age (yrs)		11.8
Education Services		
None	233	61.2
IEP	100	26.2
504 Plan	32	8.4
Other	16	4.2
Total	381	100.0
Medicaid Status		
Yes	427	58.3
No	305	41.7
Total	732	100.0
Medicaid Missing /Unknown	174	19.2

Note. Does not include missing data, unless indicated.

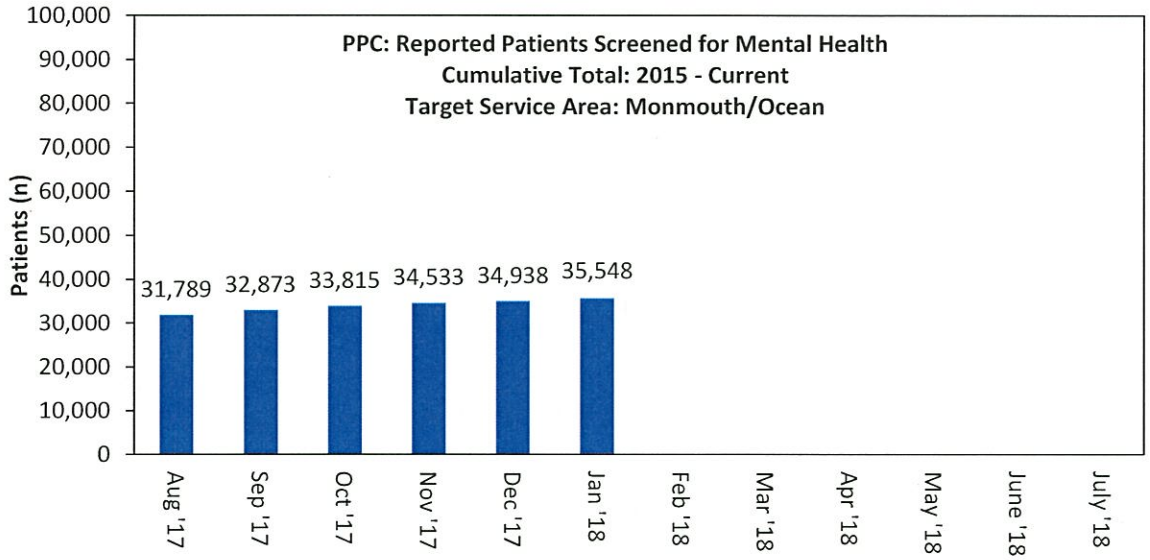
New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Monmouth & Ocean Counties
Hub Site: Jersey Shore University Medical Center (Hub #100)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

1. Current Year



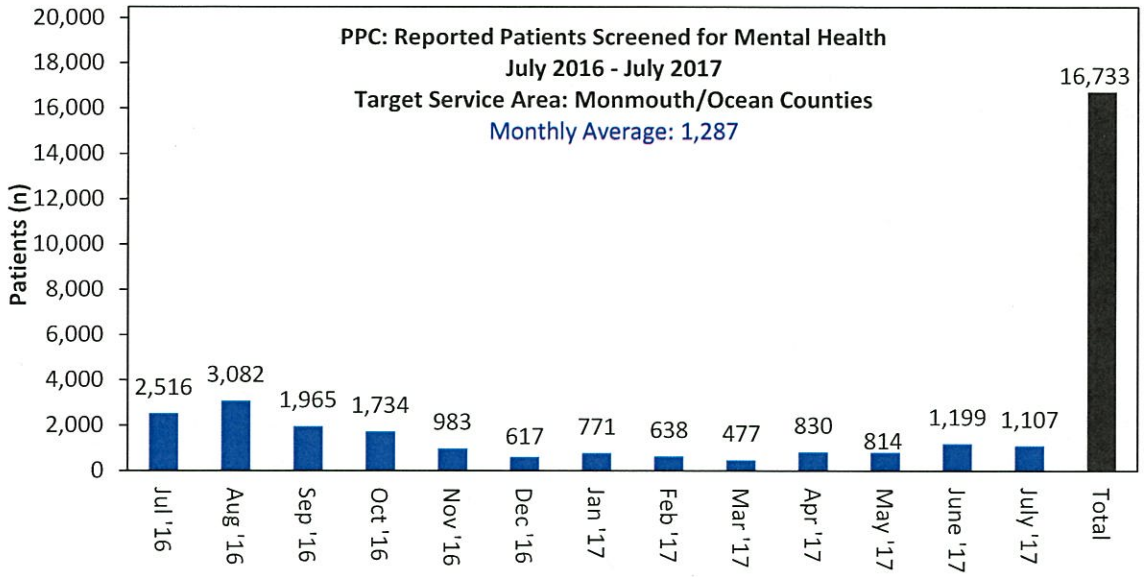
2. Cumulative Running Total (2015 – Current)



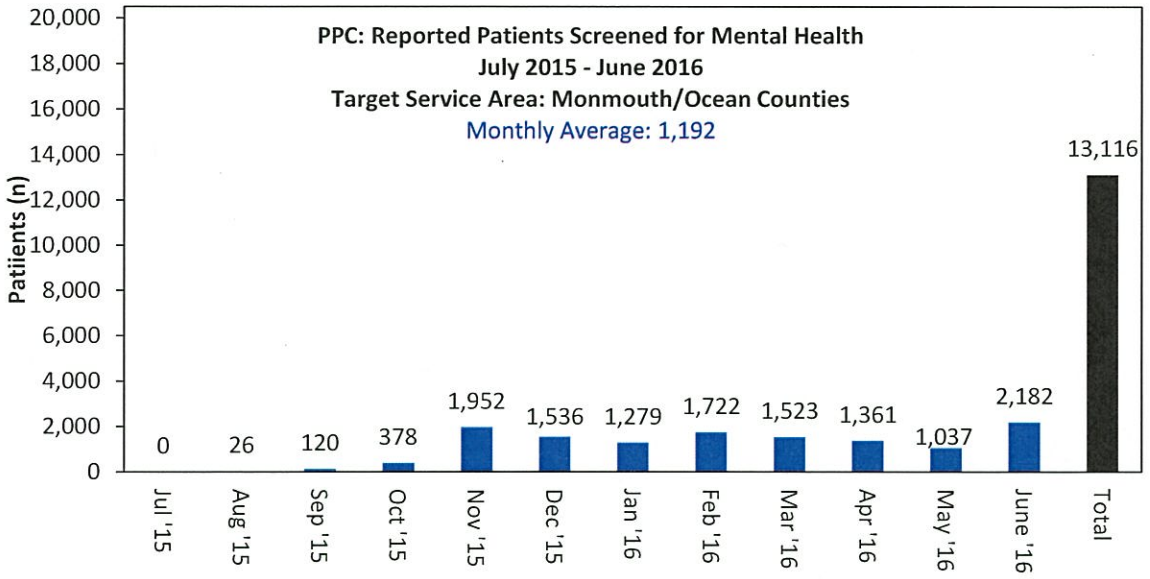
[1] Data Source: PCP screening logs.

3. Past Years

a. 2016 – 2017

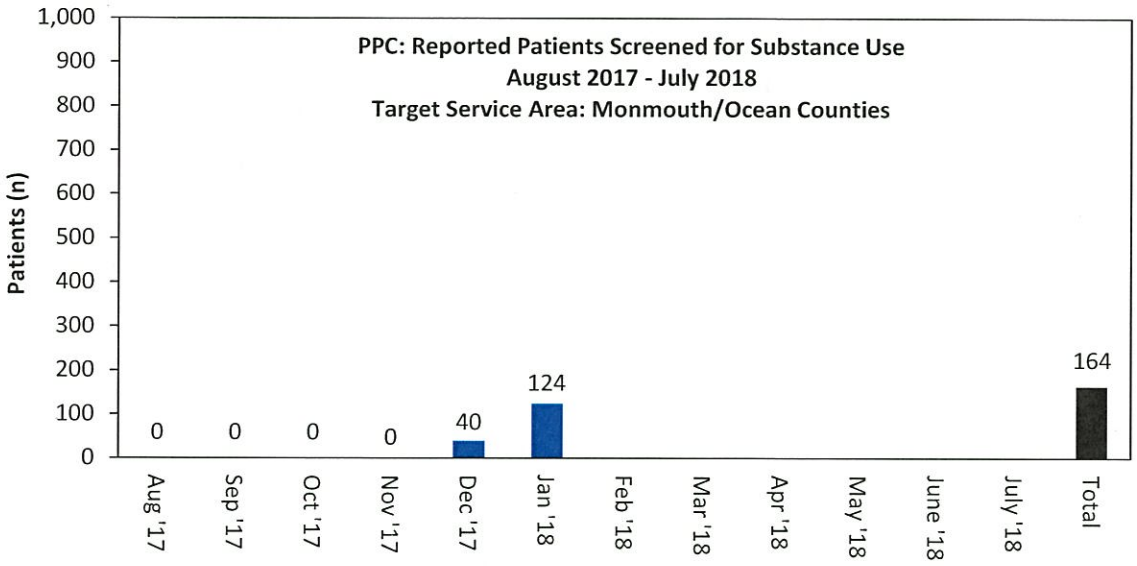


b. 2015 – 2016



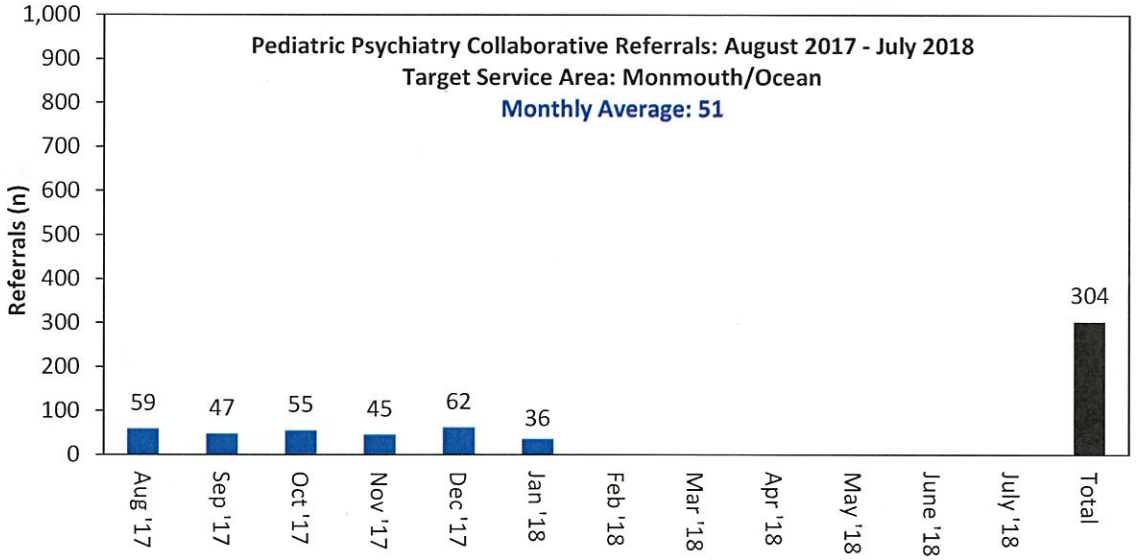
B. Reported Patients Screened for Substance Use by Participating PCPs[2]

1. Current Year



C. Referrals to Hub[3]

1. Current Year

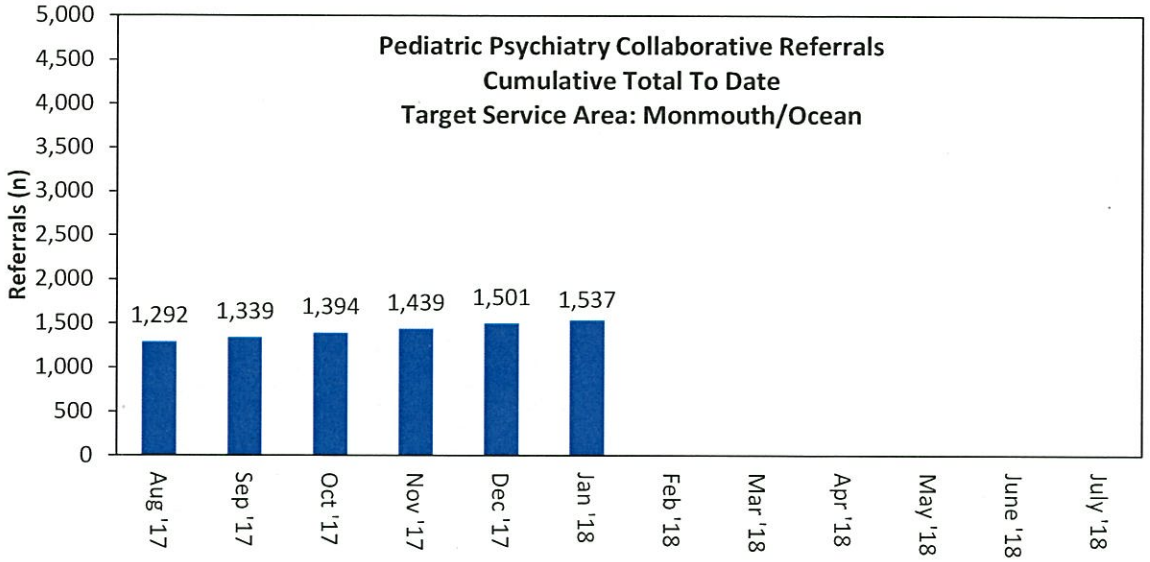


[2] Data Source: PCP screening logs.

[3] Data Source: Hub Database.

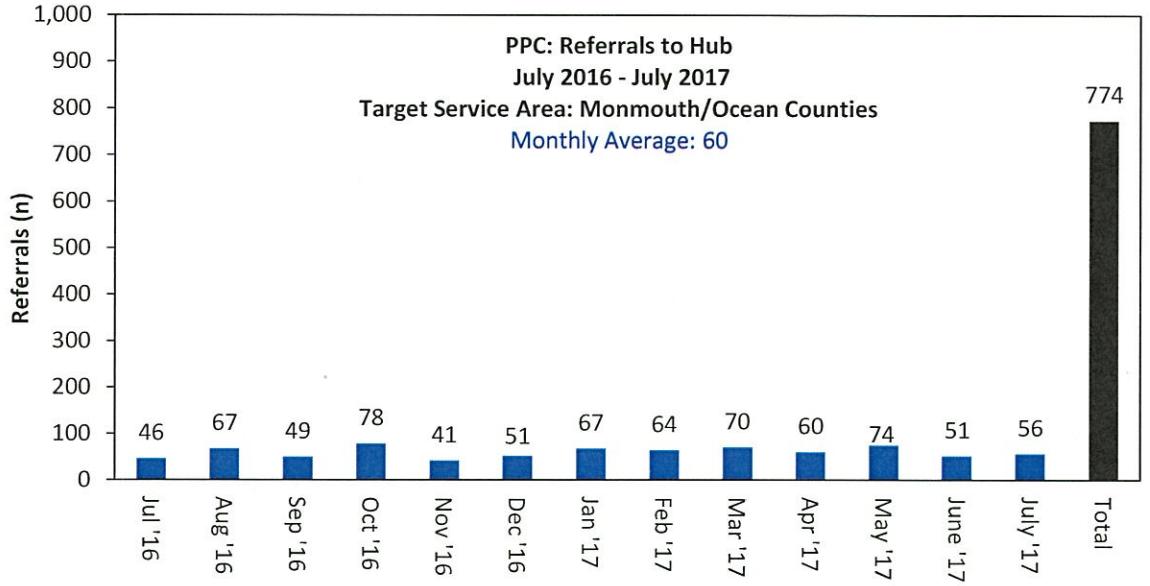
45x

2. Cumulative Running Total (2015 - Current)

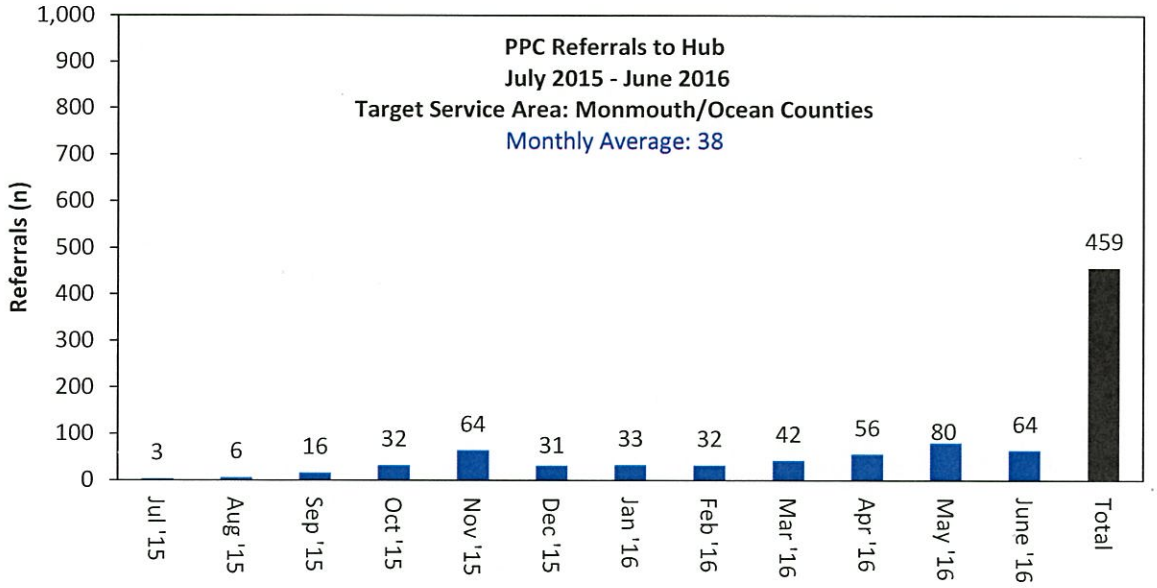


3. Past Years

a. 2016 – 2017



b. 2015 – 2016



4. PCPs Reasons for Contacting Hub

PCPs Reasons for Contacting Hub August 2017 – January 2018 (Total Referrals = 304)		
	n	%
Behavioral health treatment consult	263	86.5
Diagnostic Clarification	46	15.1
Parent guidance	45	14.8
Community referral	30	9.9
Medication consult	30	9.9
School guidance	23	7.6
Collateral Contact	7	2.3
Second MH opinion	7	2.3
Crisis	6	2.0
Screening question	3	1.0
Follow-up	1	0.3
Diagnosis	0	0.0
Other	22	7.2

Note. Individual patients may be referred for more than one reason; therefore, column percentages may sum to greater than 100%.

5. Patient Referral Problems

Patient Referral Problems August 2017 – January 2018 (Total Referrals = 304)		
	n	%
Anxiety	157	51.6
Depression	101	33.2
Attention issues	61	20.1
School issues	52	17.1
Disruptive Behavior	51	16.8
Aggression	46	15.1
Mood problems	44	14.5
Social issues	30	9.9
Hyperactivity	25	8.2
Sleep problems	24	7.9
Changes in appetite/weight	15	4.9
School refusal	14	4.6
Suicidal ideation	10	3.3
Emotional abuse	6	2.0
Self-injurious behavior	6	2.0
Family conflict	5	1.6
Phobias	5	1.6
Substance abuse	5	1.6
Motor/vocal tics	[a]	[a]
Homicidal ideation	[a]	[a]
Enuresis/Encopresis	[a]	[a]
Physical Abuse	[a]	[a]
Psychotic/delusional thinking	[a]	[a]
Sexual abuse	[a]	[a]
Legal problems	0	0.0
Other	53	17.4

Note. Individual patients may be referred for more than one referral problem; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

6. Patient Diagnoses

Patient Diagnoses August 2017 – December2017 (Total Referrals = 304)		
	n	%
No Psychiatric Diagnosis	211	69.4
ADHD	43	14.1
Anxiety Disorder	30	9.9
Depressive Disorder	23	7.6
Impulse Control, ODD, CD	7	2.3
OCD	7	2.3
Autism Spectrum Disorder	5	1.6
Adjustment Disorder	[a]	[a]
Mood Disorder NOS	[a]	[a]
Eating Disorder	[a]	[a]
Substance Use Disorder	[a]	[a]
Bipolar Disorder	[a]	[a]
PTSD/Trauma	[a]	[a]

Intellectual, Social, Learning Disability	0	0.0
Psychotic Disorder	0	0.0
Personality Disorder/Traits	0	0.0
Tic Disorder	0	0.0
Other	9	3.0

Note. Individual patients may have more than one diagnosis; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

7. Medication Activity

Medication Activity August 2017 – January 2018 (Total Referrals = 304)		
	n	%
Not applicable	289	95.1
No change to medication	5	1.6
Start medication	4	1.3
Restart medication	2	0.7
Add medication to treatment plan	1	0.3
Change medication	1	0.3
Increase medication	0	0.0

Note. Individual patients may have more than one medication activity type.

8. Patient Disposition

Patient Disposition August 2017 – January 2018 (Total Referrals = 304)		
	n	%
Refer to therapy (new)	101	33.2
Refer to Psychiatry (HUB Face-to-face)	18	5.9
No Family Follow-Through	15	4.9
Refer to Psychiatry (new)	15	4.9
Refer to Therapy (existing)	13	4.3
No referral/ Tx	12	3.9
Refer to children's mobile response	[a]	[a]
Refer to care coordinator	[a]	[a]
Refer to therapy (HUB)	[a]	[a]
Refer to IOP/DTP	[a]	[a]
Refer to PHP (other)	[a]	[a]
Refer to Psychiatry (existing)	[a]	[a]
Stay with PCP as prescriber	[a]	[a]
PCP as bridge prescriber	0	0.0
Refer to DCF	0	0.0
Refer to ER/crisis/inpatient	0	0.0
Other	15	4.9

Note. Individual patients may have more than one disposition; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts

9. Timeliness of Hub Response

Timeliness of Hub Response August 2017 – January 2018 (Total Referrals = 296)		
	n	%
Within 1 day	44	14.9
1 to 3 days	252	85.1
Total	296	100.0

Note: Does not include missing data.

10. Demographics of Patients Referred to Hub

Demographics of Patients Referred to Hub August 2017 – January 2018 (Total Referrals = 304)		
	n	%
Gender		
Female	168	56.2
Male	131	43.8
Total	299	100.0
Race		
White	207	77.8
Black	47	17.7
Asian	5	1.9
Other	7	2.6
Total	266	100.0
Ethnicity		
Hispanic	22	7.3
Not Hispanic	279	92.7
Total	301	100.0
Primary Language		
English	274	92.3
Spanish	21	7.1
Other	2	0.7
Total	297	100.0
Age Group (yrs)		
0 – 5	27	9.0
6 - 10	75	25.1
11 - 15	131	43.8
16+	66	22.1
Total	299	100.0
Mean Age (yrs)		12.0
Education Services		
None	65	57.5
IEP	30	26.5
504 Plan	13	11.5
Other	5	4.4
Total	113	100.0
Medicaid Status		
Yes	115	46.2
No	134	53.8
Total	249	100.0
Medicaid Missing/Unknown	55	18.1

Note: Does not include missing data, unless indicated.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Bergen County
Hub Site: Hackensack University Medical Center (Hub #101)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

B. Reported Patients Screened for Substance Use by Participating PCPs[1]

C. Referrals to Hub[1]

PCPs Reasons for Contacting Hub August 2017 – January 2018		
	n	%
Behavioral health treatment consult	1	1
Parent guidance	1	1
Community referral	1	1
Diagnostic Clarification	1	1
Medication consult	1	1
School guidance	1	1
Second MH opinion	1	1
Collateral Contact	1	1
Crisis	1	1
Follow-up	1	1
Screening question	1	1
Other	1	1

[1] No data available at this time.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Hudson & Union Counties
Hub Site: Palisades Medical Center (Hub #102)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

B. Reported Patients Screened for Substance Use by Participating PCPs[1]

C. Referrals to Hub[1]

PCPs Reasons for Contacting Hub August 2017 – January 2018		
	n	%
Behavioral health treatment consult	1	1
Parent guidance	1	1
Community referral	1	1
Diagnostic Clarification	1	1
Medication consult	1	1
School guidance	1	1
Second MH opinion	1	1
Collateral Contact	1	1
Crisis	1	1
Follow-up	1	1
Screening question	1	1
Other	1	1

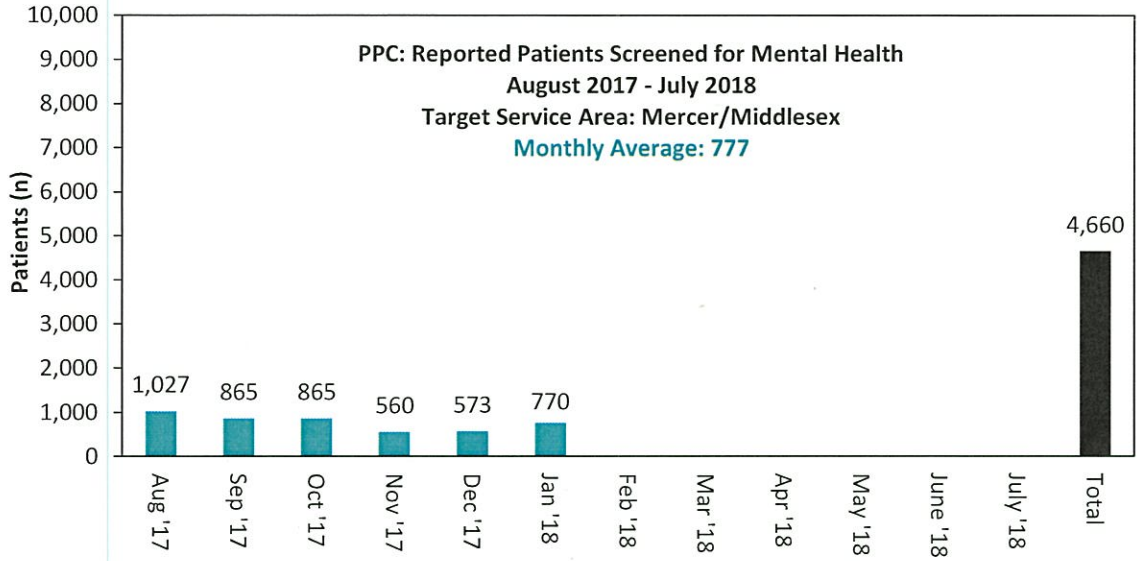
[1] No data available at this time.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Mercer & Middlesex Counties
Hub Site: Saint Peter's University Medical Center (Hub #200)
January 2018

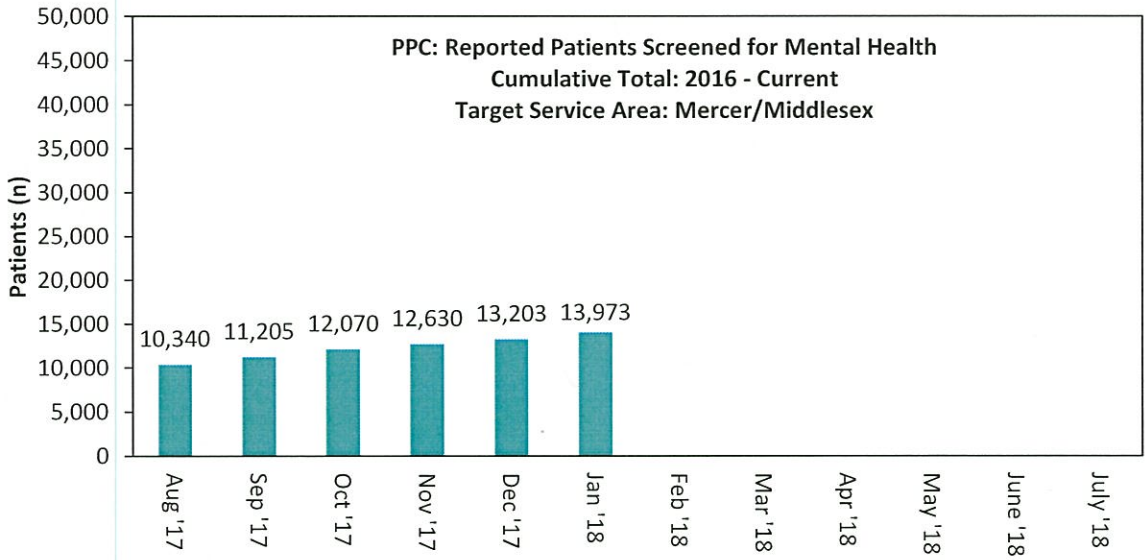
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

1. Current Year

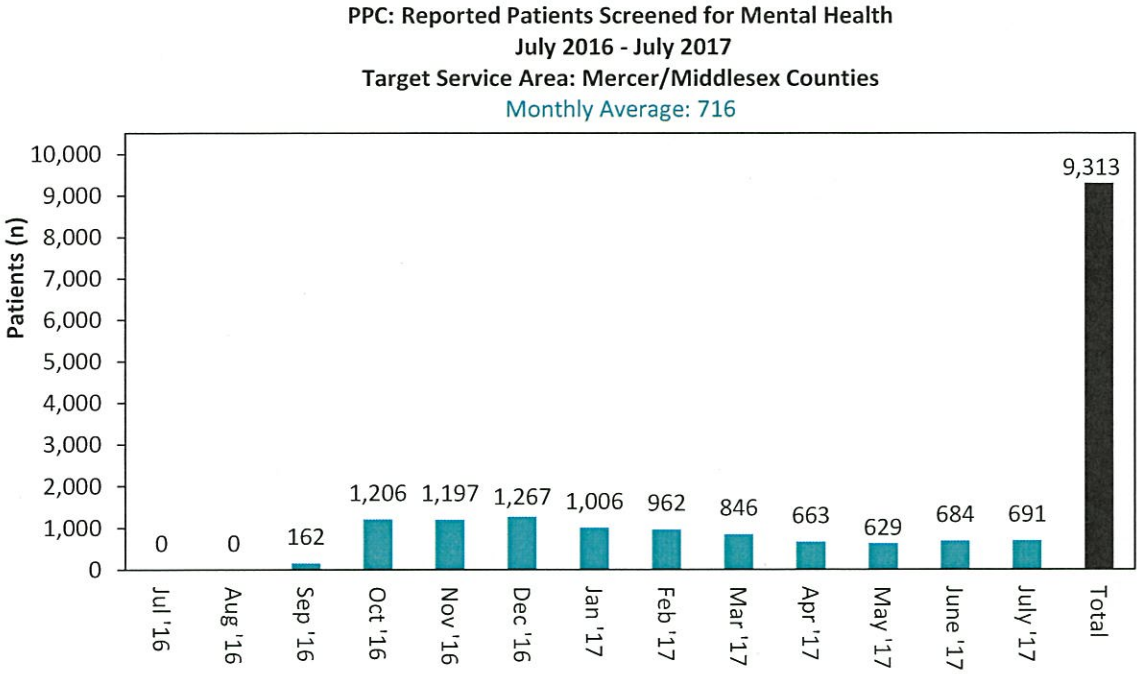


2. Cumulative Running Total (2016 – Current)

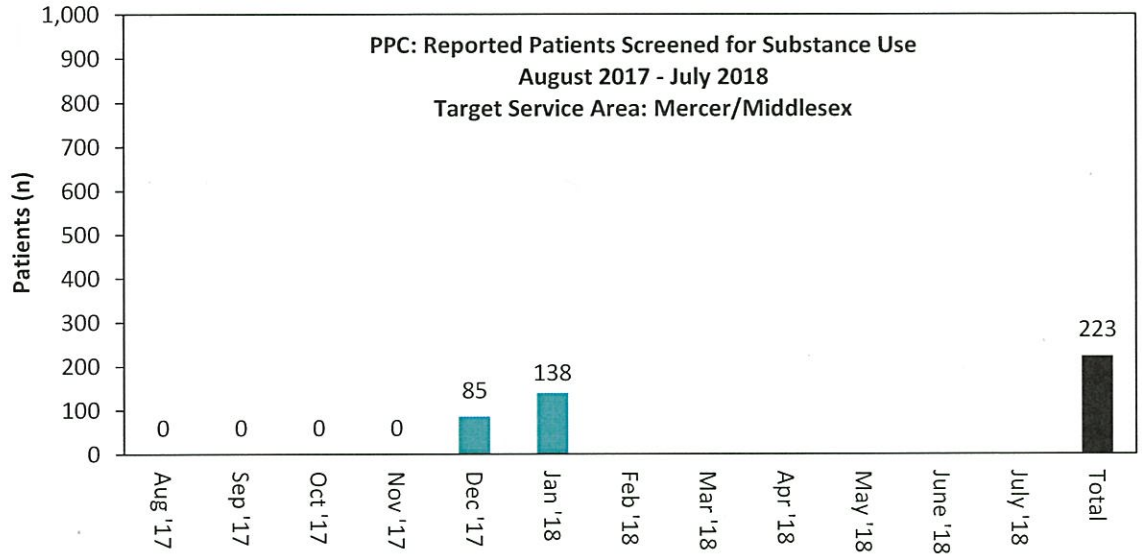


[1] Data Source: PCP screening logs.

3. Previous Year (2016 – 2017)



B. Reported Patients Screened for Substance Use by Participating PCPs[2]

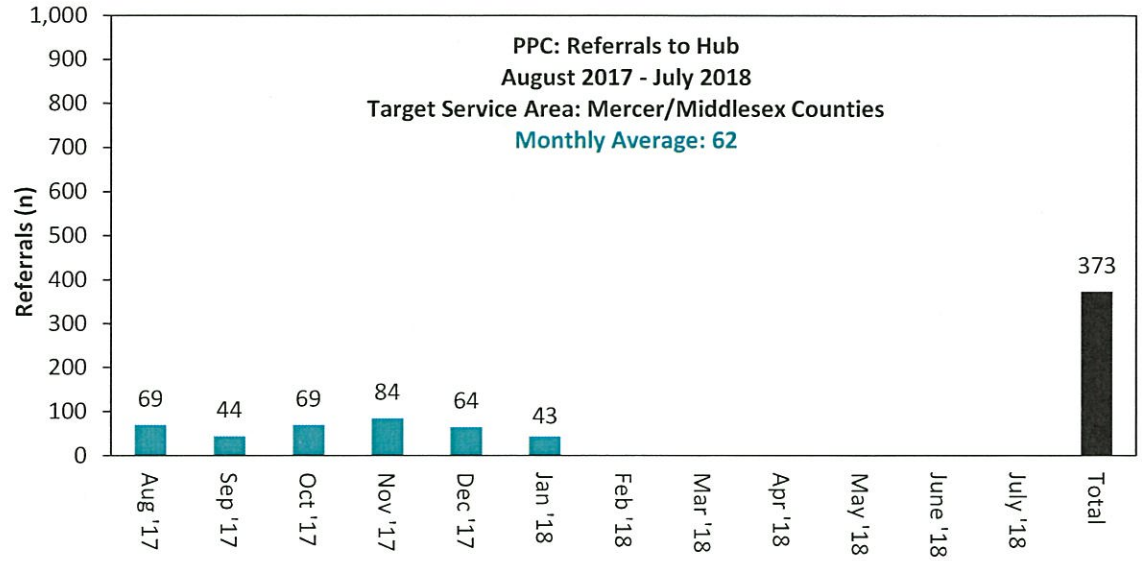


[2] Data Source: PCP screening logs.

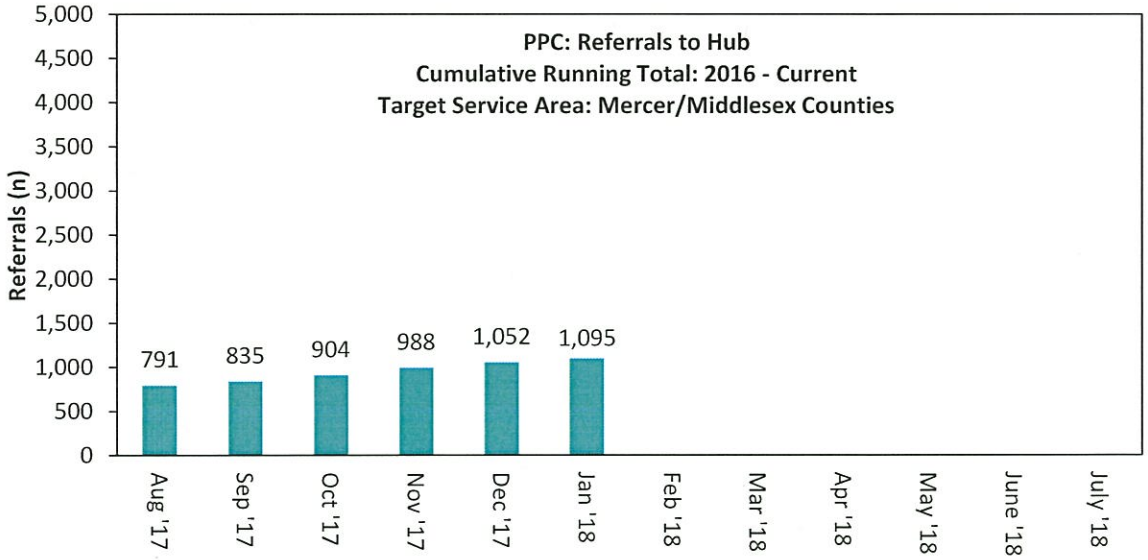
1662

C. Referrals to Hub[3]

1. Current Year

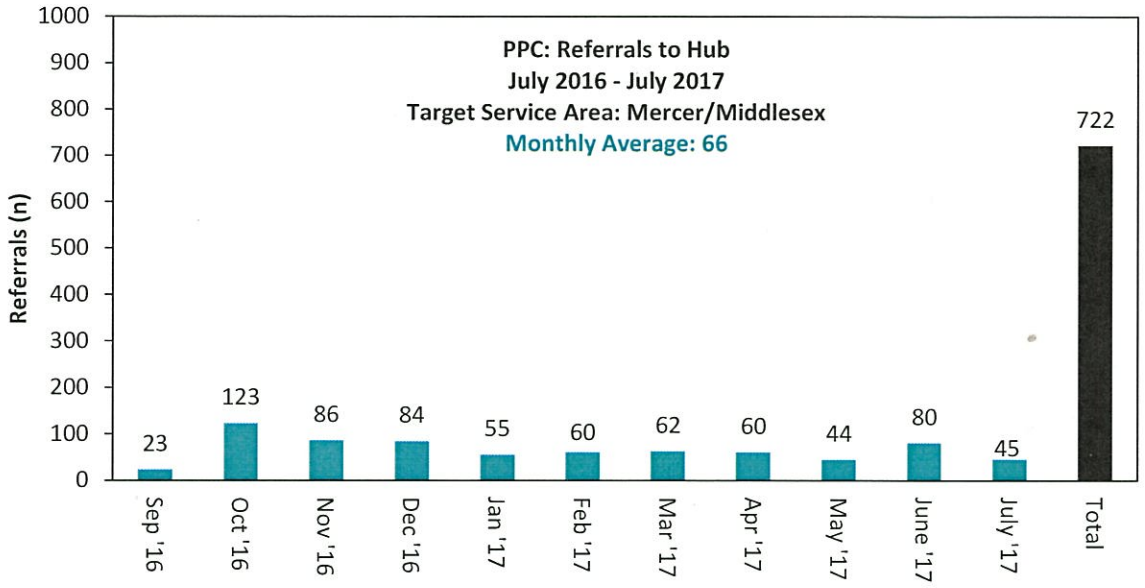


2. Cumulative Running Total (2016 - Current)



[3] Data Source: Hub Database.

3. Past Years: 2016 – 2017



4. PCPs Reasons for Contacting Hub

PCPs Reasons for Contacting Hub August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Behavioral health Treatment consult	341	91.4
Parent guidance	138	37.0
Community referral	125	33.5
Diagnostic Clarification	90	24.1
Collateral Contact	80	21.4
School guidance	75	20.1
Medication consult	51	13.7
Follow-up	38	10.2
Crisis	25	6.7
Second MH opinion	6	1.6
Screening question	4	1.1
Other	63	16.9

Note. Individual patients may be referred for more than one reason; therefore, column percentages may sum to greater than 100%.

5. Patient Referral Problems

Patient Referral Problems August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Anxiety	172	46.1
Depression	126	33.8
School issues	104	27.9
Disruptive Behavior	96	25.7
Attention issues	92	24.7
Aggression	83	22.3
Mood problems	63	16.9
Hyperactivity	48	12.9
Social issues	43	11.5
Sleep problems	27	7.2
Suicidal ideation	19	5.1
School refusal	18	4.8
Changes in appetite/weight	16	4.3
Self-injurious behavior	14	3.8
Phobias	9	2.4
Substance abuse	9	2.4
Enuresis/Encopresis	8	2.1
Emotional abuse	7	1.9
Homicidal ideation	[a]	[a]
Legal problems	[a]	[a]
Sexual abuse	[a]	[a]
Motor/vocal tics	[a]	[a]
Physical Abuse	[a]	[a]
Psychotic/delusional thinking	[a]	[a]
Family conflict	0	0.0
Other	105	28.2

Note. Individual patients may be referred for more than one referral problem; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

6. Patient Diagnoses

Patient Diagnoses August 2017 – December2017 (Total Referrals = 373)		
	n	%
No Psychiatric Diagnosis	250	67.0
ADHD	60	16.1
Anxiety Disorder	38	10.2
Depressive Disorder	27	7.2
Autism Spectrum Disorder	14	3.8
Intellectual, Social, Learning Disability	11	2.9
Impulse Control, ODD, CD	8	2.1
Adjustment Disorder	[a]	[a]
Mood Disorder NOS	[a]	[a]
PTSD/Trauma	[a]	[a]
OCD	[a]	[a]
Substance Use Disorder	[a]	[a]
Bipolar Disorder	0	0.0
Eating Disorder	0	0.0
Psychotic Disorder	0	0.0
Other	20	5.4

Note. Individual patients may have more than one diagnosis; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

7. Medication Activity

Medication Activity August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Not applicable	349	93.6
Start medication	12	3.2
No change to medication	9	2.4
Stop medication	2	0.5
Change medication	1	0.3
Add medication to treatment plan	0	0.0
Taper off medication	0	0.0

Note. Individual patients may have more than one medication activity type.

8. Patient Disposition

Patient Disposition August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Refer to therapy (new)	178	47.7
No Family Follow-Through	62	16.6
Refer to care coordinator	30	8.0
Refer to Psychiatry (HUB Face-to-face)	26	7.0
Refer to Psychiatry (new)	22	5.9
No referral/ Tx	20	5.4
Refer to Therapy (existing)	11	2.9
Refer to children's mobile response	8	2.1
Refer to IOP/DTP	7	1.9
Refer to PHP (other)	[a]	[a]
Refer to DCF	[a]	[a]
PCP as bridge prescriber	0	0.0
Refer to ER/crisis/inpatient	0	0.0
Refer to Psychiatry (existing)	0	0.0
Refer to therapy (HUB)	0	0.0
Stay with PCP as prescriber	0	0.0
Other	65	17.4

Note. Individual patients may have more than one disposition; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts

9. Timeliness of Hub Response

Timeliness of Hub Response August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Within 1 day	53	14.2
1 to 3 days	320	85.8
Total	373	100.0

10. Demographics of Patients Referred to Hub

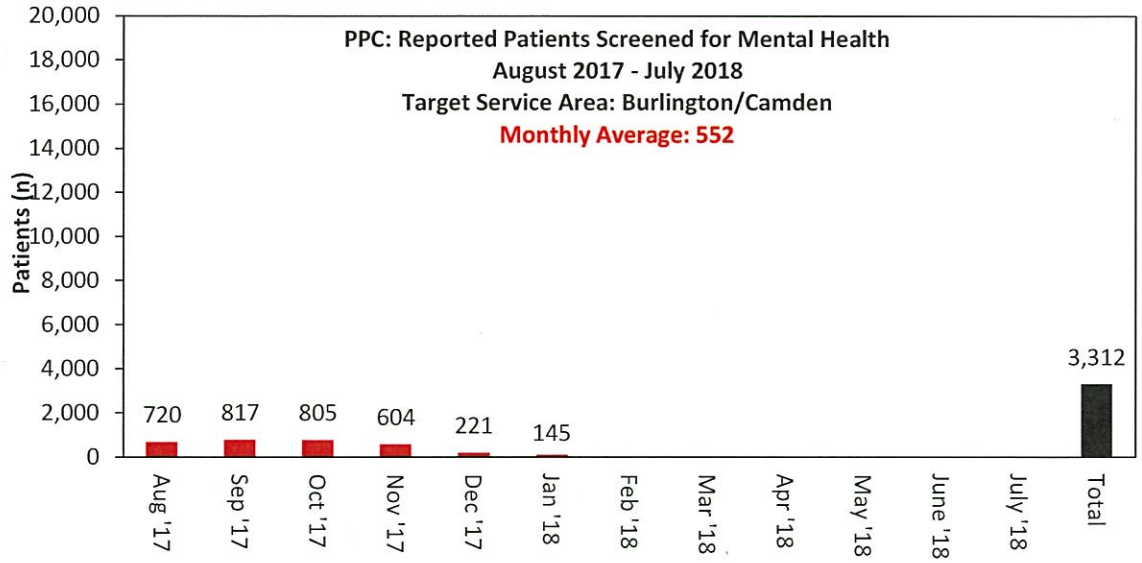
Demographics of Patients Referred to Hub August 2017 – January 2018 (Total Referrals = 373)		
	n	%
Gender		
Female	194	52.2
Male	178	47.8
Total	372	100.0
Race		
White	167	54.8
Black	89	29.2
Asian	7	2.3
Other	42	13.8
Total	305	100.0
Ethnicity		
Hispanic	150	40.2
Not Hispanic	223	59.8
Total	373	100.0
Primary Language		
English	290	78.0
Spanish	78	21.0
Other	4	1.1
Total	372	100.0
Age Group (yrs)		
0 – 5	37	9.9
6 - 10	107	28.8
11 - 15	154	41.4
16+	74	19.9
Total	372	100.0
Mean Age (yrs)		11.6
Education Services		
None	124	63.9
IEP	53	27.3
504 Plan	11	5.7
Other	6	3.1
Total	194	100.0
Medicaid Status		
Yes	208	63.4
No	120	36.6
Total	328	100.0

Notes. Does not include missing data.

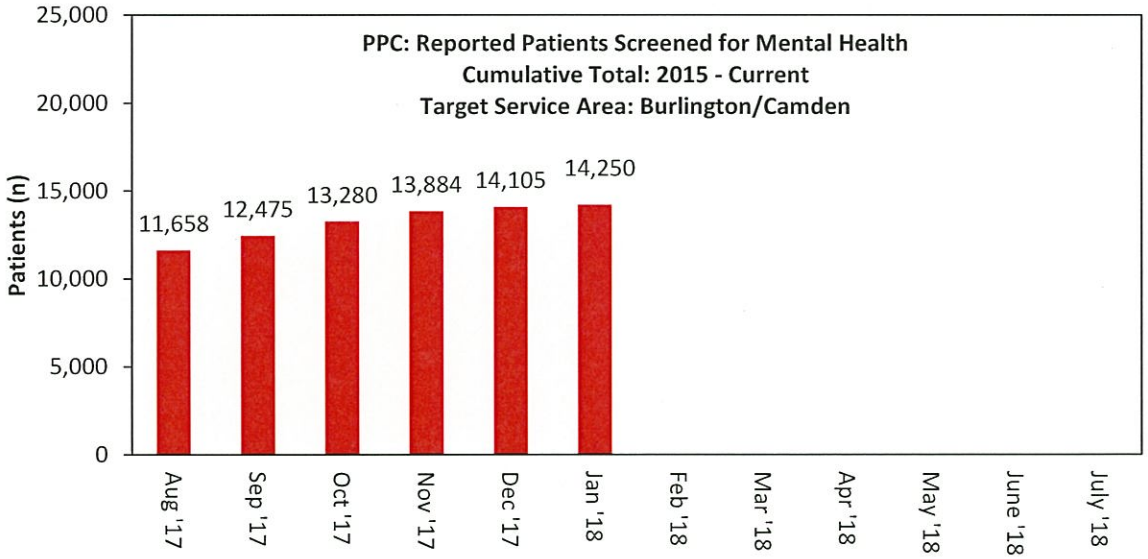
New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Burlington & Camden Counties
Hub Site: Cooper University Hospital, Camden (Hub #300)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

1. Current Year



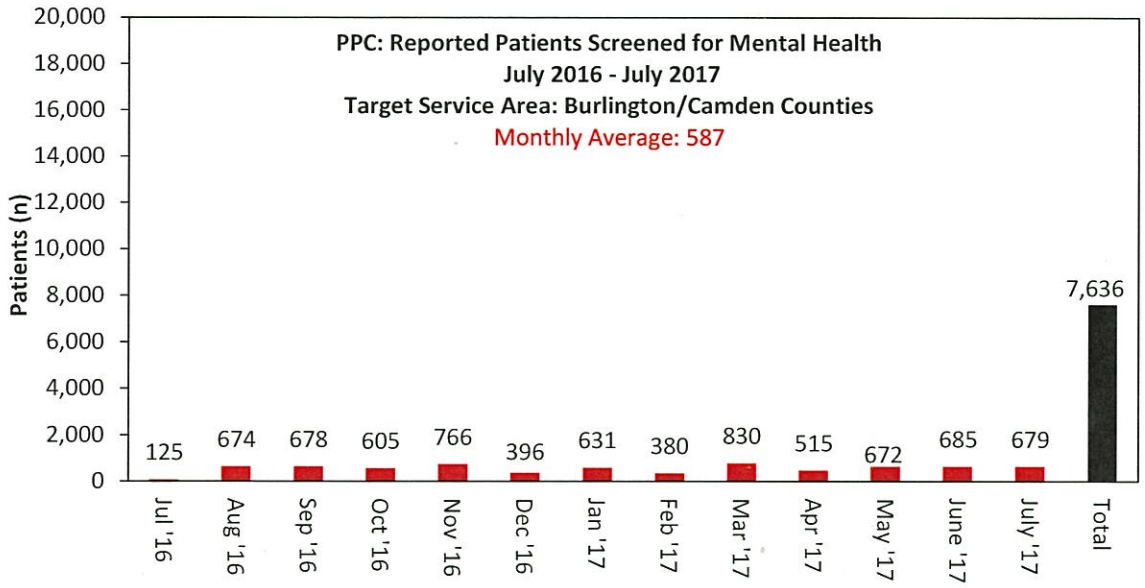
2. Cumulative Running Total (2015 – Current)



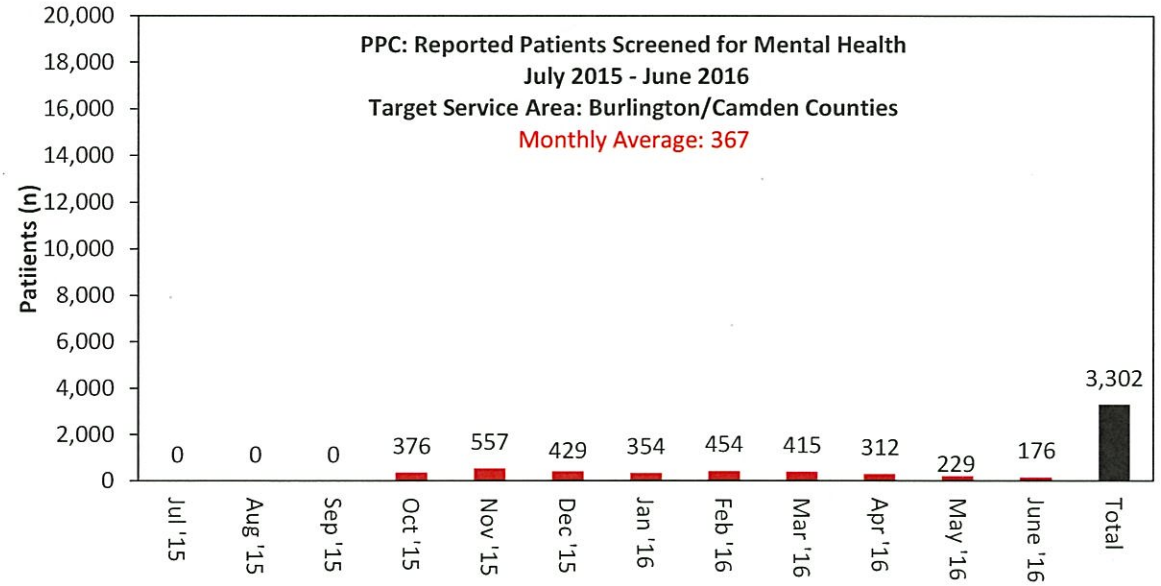
[1] Data Source: PCP screening logs.

3. Past Years

a. 2016 – 2017

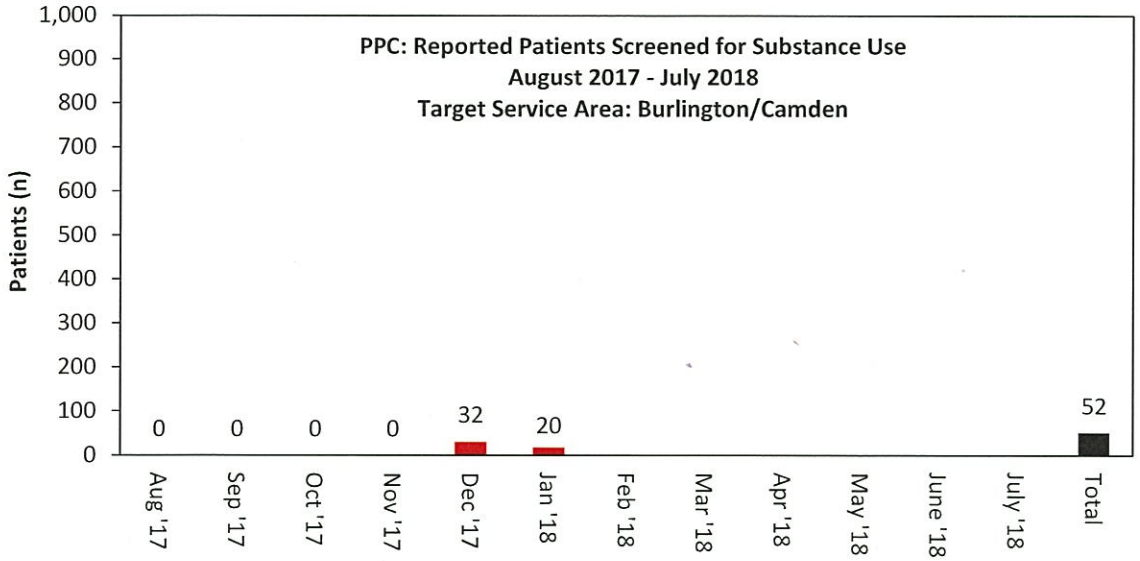


b. 2015 – 2016



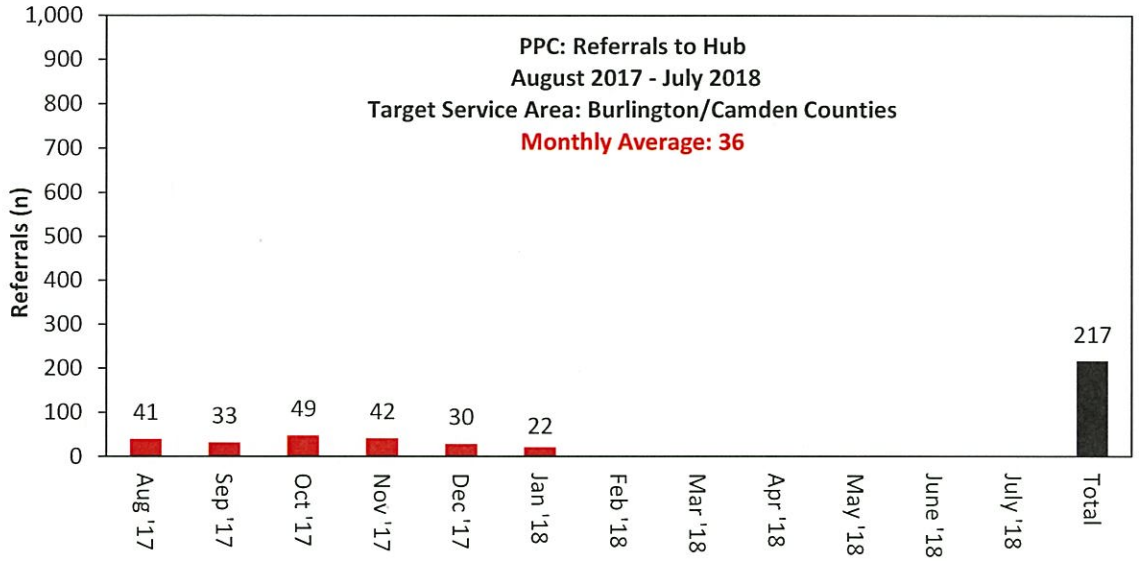
B. Reported Patients Screened for Substance Use by Participating PCPs[2]

1. Current Year



C. Referrals to Hub[3]

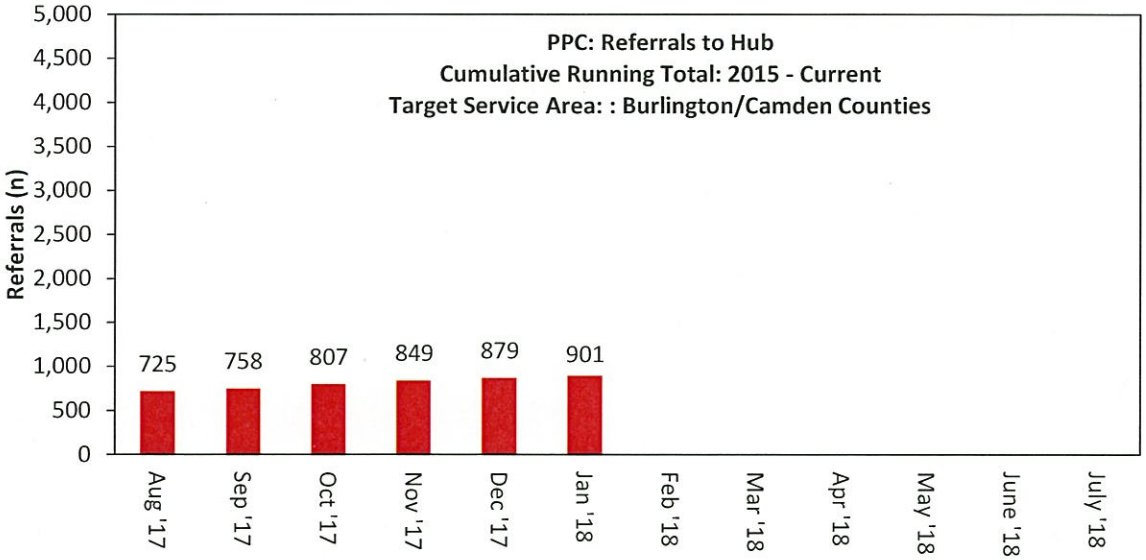
1. Current Year



[2] Data Source: PCP screening logs.
[3] Data Source: Hub Database.

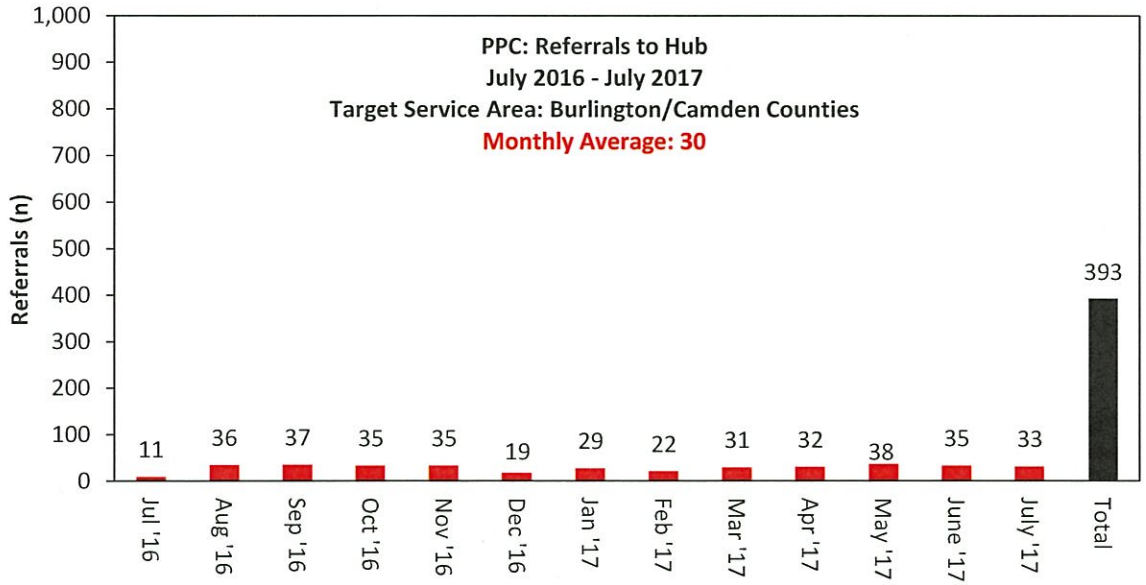
175x

2. Cumulative Running Total (2015 - Current)



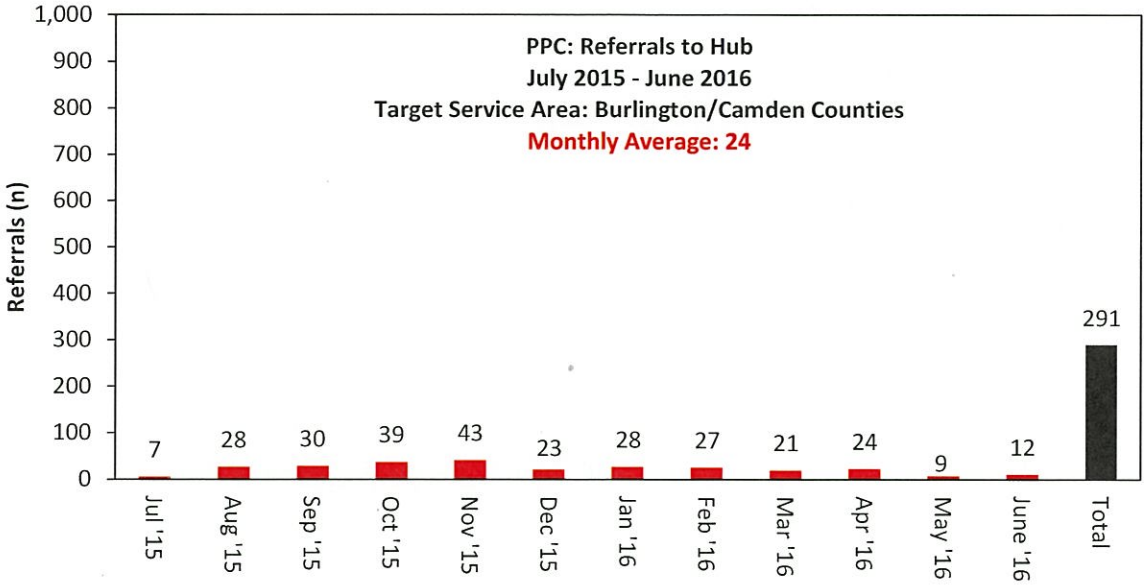
3. Past Years

a. 2016 – 2017



176x

b. 2015 – 2016



4. PCPs Reasons for Contacting Hub

PCPs Reasons for Contacting Hub August 2017 – January 2018 (Total Referrals = 217)		
	n	%
Behavioral health Treatment consult	127	58.5
Medication consult	108	49.8
Diagnosis	57	26.3
Community referral	43	19.8
Parent guidance	42	19.4
Second MH opinion	26	12.0
School guidance	19	8.8
Crisis	12	5.5
Follow-up	5	2.3
Collateral Contact	1	0.5
First Follow-up	1	0.5
Screening question	0	0.0
Other	10	4.6

Note. Individual patients may be referred for more than one reason; therefore, column percentages may sum to greater than 100%.

177x

5. Patient Referral Problems

Patient Referral Problems August 2017 – January 2018 (Total Referrals = 217)		
	n	%
Anxiety	104	47.9
Depression	74	34.1
Aggression	50	23.0
Disruptive Behavior	39	18.0
School issues	37	17.1
Attention issues	36	16.6
Mood problems	34	15.7
Social issues	17	7.8
Suicidal ideation	17	7.8
Hyperactivity	16	7.4
Sleep problems	13	6.0
Self-injurious behavior	10	4.6
Emotional abuse	8	3.7
Changes in appetite/weight	7	3.2
School refusal	6	2.8
Substance abuse	5	2.3
Enuresis/Encopresis	[a]	[a]
Physical abuse	[a]	[a]
Sexual abuse	[a]	[a]
Legal problems	[a]	[a]
Phobias	[a]	[a]
Family conflict	[a]	[a]
Medication Side Effects	[a]	[a]
Motor/vocal tics	[a]	[a]
Psychotic/delusional thinking	[a]	[a]
Homicidal ideation	0	0.0
Other	18	8.3

Note. Individual patients may be referred for more than one referral problem; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

6. Patient Diagnoses

Patient Diagnoses August 2017 – December2017 (Total Referrals = 217)		
	n	%
No Psychiatric Diagnosis	61	28.1
ADHD	57	26.3
Anxiety Disorder	32	14.7
Depressive Disorder	23	10.6
Impulse Control, ODD, CD	10	4.6
PTSD/Trauma	8	3.7
Autism Spectrum Disorder	7	3.2
Intellectual, Social, Learning Disability	[a]	[a]
Bipolar Disorder	[a]	[a]
Mood Disorder NOS	[a]	[a]
OCD	[a]	[a]
Tic Disorder	[a]	[a]
Adjustment Disorder	[a]	[a]
Eating Disorder	[a]	[a]
Personality Disorder/Traits	0	0.0
Psychotic Disorder	0	0.0
Substance Use Disorder	0	0.0
Other	15	6.9

Note. Individual patients may have more than one diagnosis; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts.

7. Medication Activity

Medication Activity August 2017 – January 2018 (Total Referrals = 217)		
	n	%
Not applicable	37	17.1
Start medication	11	5.1
Add medication to treatment plan	3	1.4
Change medication	2	0.9
No change to medication	2	0.9
Monitor labs	1	0.5
Discontinued by Patient	0	0.0
Increase medication	0	0.0
Restart medication	0	0.0
Stop medication	0	0.0
Taper off medication	0	0.0

Note. Individual patients may have more than one medication activity type.

8. Patient Disposition

Patient Disposition August 2017 – January 2018 (Total Referrals = 217)		
	n	%
Refer to therapy (new)	33	15.2
Family Guidance	20	9.2
No Family Follow-Through	20	9.2
Stay with PCP as prescriber	13	6.0
Refer to therapy (HUB Face-to-face)	12	5.5
Refer to Therapy (existing)	8	3.7
Refer to children's mobile response	6	2.8
Refer to Psychiatry (HUB)	6	2.8
Refer to Psychiatry (new)	5	2.3
No referral/ Tx	[a]	[a]
Refer to IOP/DTP	[a]	[a]
Refer to Psychiatry (existing)	[a]	[a]
Bridge Prescriber	0	0.0
Refer to care coordinator	0	0.0
Refer to DCF	0	0.0
Refer to ER/crisis/inpatient	0	0.0
Refer to PHP (other)	0	0.0
Other	0	0.0

Note. Individual patients may have more than one disposition; therefore, column percentages may sum to greater than 100%. [a] Suppressed due to small cell counts

9. Timeliness of Hub Response

Timeliness of Hub Response August 2017 – January 2018 (Total Referrals = 203)		
	n	**%**
Within 1 day	60	29.6
1 to 3 days	143	70.4
Total	203	100.0

Note: Does not include missing data.

180x

10. Demographics of Patients Referred to Hub

Demographics of Patients Referred to Hub August 2017 – January 2018 (Total Referrals = 217)		
	n	%
Gender		
Female	108	50.2
Male	107	49.8
Total	215	100.0
Race		
White	107	69.0
Black	37	23.9
Asian	4	2.6
Other	7	4.5
Total	155	100.0
Ethnicity		
Hispanic	16	7.4
Not Hispanic	201	92.6
Total	217	100.0
Primary Language		
English	204	97.6
Spanish	5	2.4
Other	0	0.0
Total	209	100.0
Age Group (yrs)		
0 – 5	18	8.4
6 - 10	59	27.6
11 - 15	86	40.2
16+	51	23.8
Total	214	100.0
Mean Age (yrs)		12.0
Education Services		
None	43	61.4
IEP	15	21.4
504 Plan	7	10.0
Other	5	7.1
Total	70	100.0
Medicaid Status		
Yes	101	67.3
No	49	32.7
Total	150	100.0
Medicaid Missing/Unknown	67	30.9

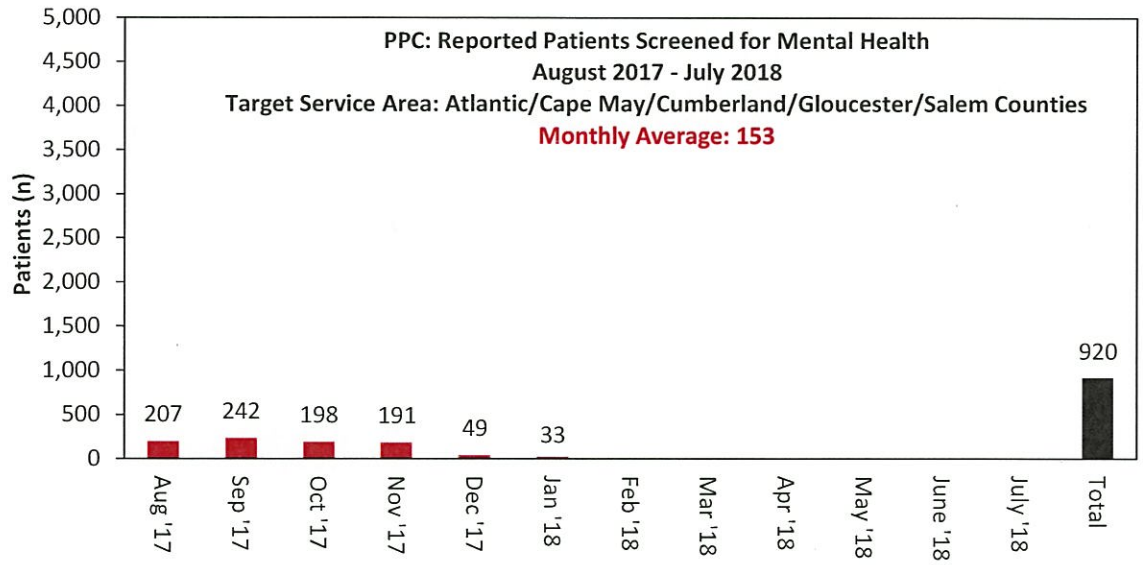
Notes. Does not include missing data, unless indicated.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Atlantic, Cape May, Cumberland, Gloucester, & Salem Counties
Hub Site: Cooper Pennsville (Hub #301)
January 2018

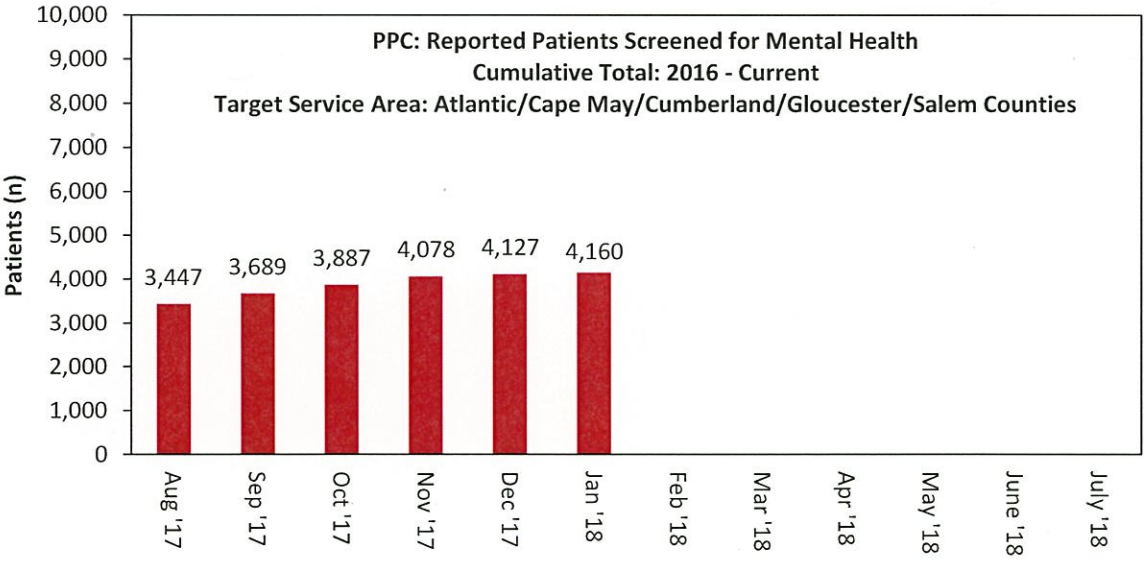
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

1. Current Year



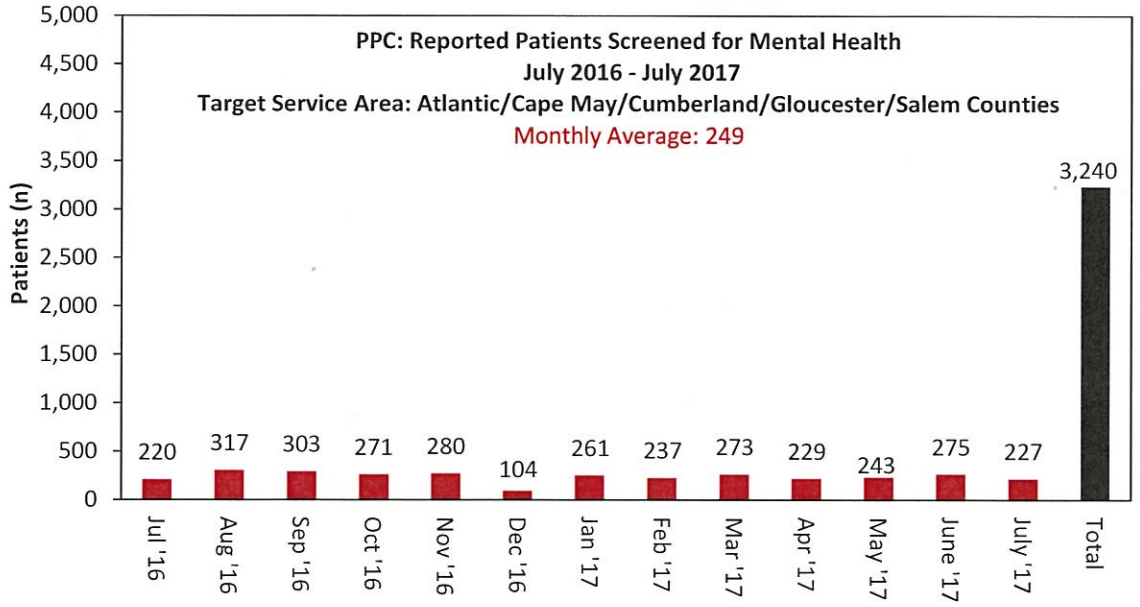
2. Cumulative Running Total (2016 – Current)



[1] Data Source: PCP screening logs.

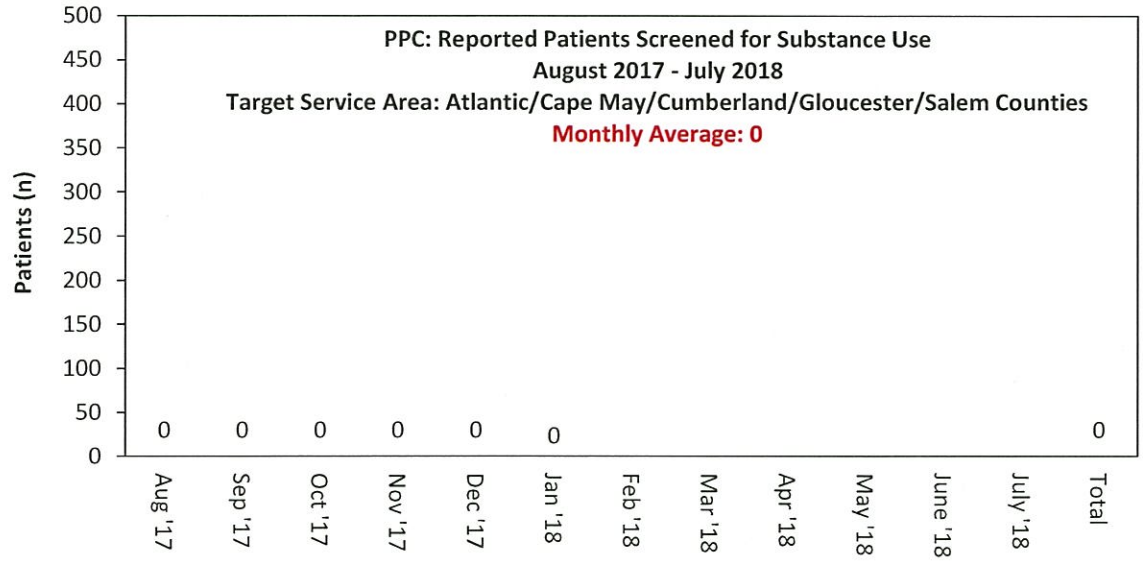
182x

3. Previous Year (2016 – 2017)



B. Reported Patients Screened for Substance Use by Participating PCPs[2]

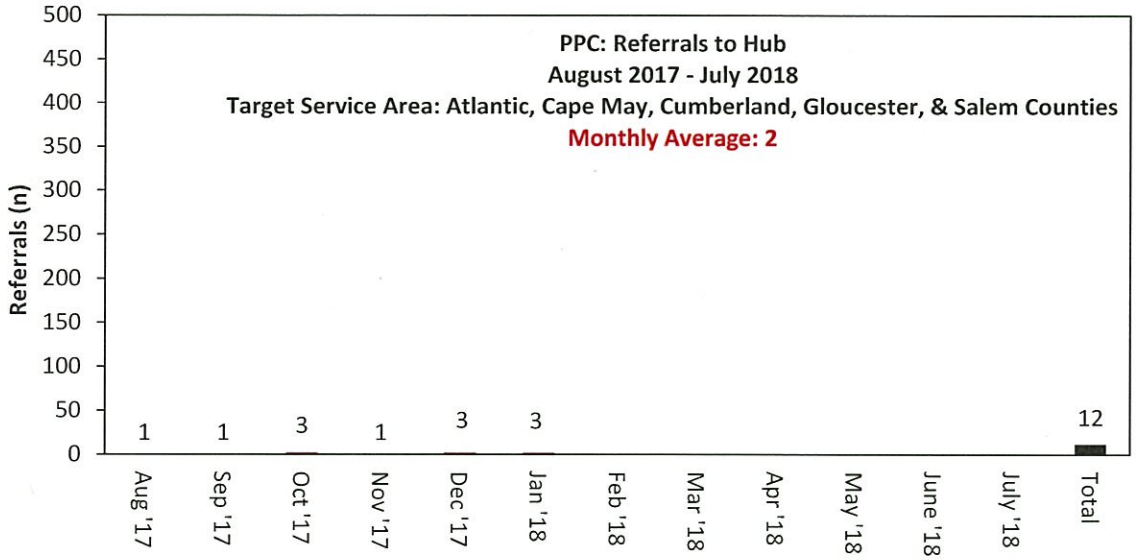
1. Current Year



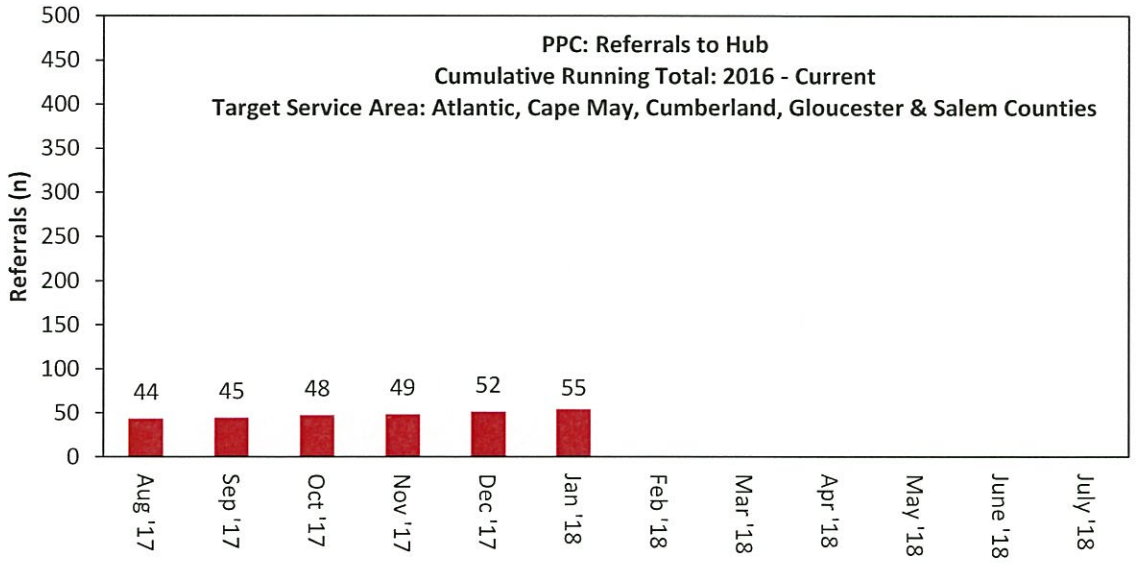
[2] Data Source: PCP screening logs.

C. Referrals to Hub[3]

1. Current Year

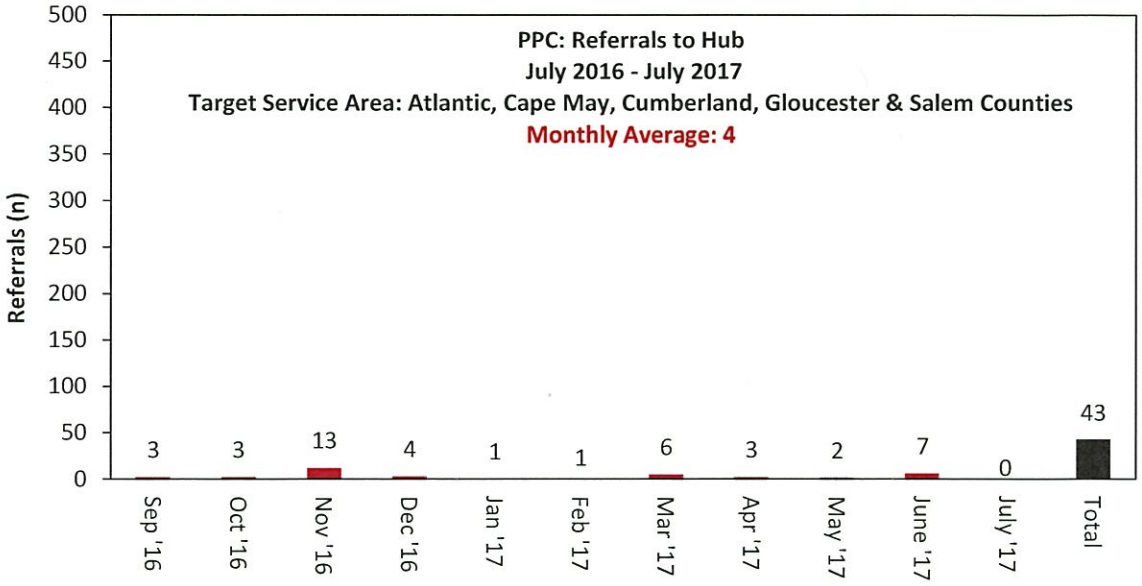


2. Cumulative Running Total (2016 - Current)



[3] Data Source: Hub Database.

3. Past Years: 2016 – 2017



4. PCPs Reasons for Contacting Hub

PCPs Reasons for Contacting Hub August 2017 – January 2018 (Total Referrals = 12)		
	n	%
Medication consult	6	50.0
Behavioral health Treatment consult	5	41.7
Parent guidance	4	33.3
Community referral	2	16.7
Crisis	2	16.7
Follow-up	1	8.3
Second MH opinion	1	8.3
Diagnosis	0	0.0
First Follow-up	0	0.0
School guidance	0	0.0
Other	0	0.0

Note. Individual patients may be referred for more than one reason; therefore, column percentages may sum to greater than 100%. Data source: Hub database.

5. Patient Referral Problems[4]

6. Patient Diagnoses[4]

7. Medication Activity[4]

8. Patient Disposition[4]

[4] Insufficient data to report.

9. Timeliness of Hub Response

Timeliness of Hub Response August 2017 – January 2018 (Total Referrals = 10)		
	n	**%**
Within 1 day	1	10.0
1 to 3 days	9	90.0
Total	10	100.0

Note: Does not include missing data.

10. Demographics of Patients Referred to Hub

Demographics of Patients Referred to Hub August 2017 – January 2018 (Total Referrals = 12)		
	n	%
Gender		
Female	6	50.0
Male	6	50.0
Total	12	100.0
Race		
White	7	70.0
Black	a	a
Asian	a	a
Other	a	a
Total	12	100.0
Ethnicity		
Hispanic	a	a
Not Hispanic	a	a
Total	12	100.0
Primary Language		
English	a	a
Spanish	a	a
Other	a	a
Total	12	100.0
Age Group (yrs)		
0 – 5	a	a
6 - 10	a	a
11 - 15	a	a
16+	a	a
Total	12	100.0
Mean Age (yrs)		10.8
Education Services		
None	a	a
IEP	a	a
504 Plan	a	a
Other	a	a
Total	a	a
Medicaid Status		

Yes	[a]	[a]
No	[a]	[a]
Total	5	100.0

Notes. Does not include missing data. [a] Suppressed due to small cell counts.
Percentages based on small numbers are considered unstable and should be interpreted with caution (see National Center for Health Statistics; 2004).
http://www.cdc.gov/nchs/data/misc/staffmanual2004.pdf.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Hunterdon, Somerset, Sussex, & Warren Counties
Hub Site: Newton Medical Center (Hub #400)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

B. Reported Patients Screened for Substance Use by Participating PCPs[1]

C. Referrals to Hub[1]

PCPs Reasons for Contacting Hub August 2017 – January 2018		
	n	%
Behavioral health treatment consult	1	1
Parent guidance	1	1
Community referral	1	1
Diagnostic Clarification	1	1
Medication consult	1	1
School guidance	1	1
Second MH opinion	1	1
Collateral Contact	1	1
Crisis	1	1
Follow-up	1	1
Screening question	1	1
Other	1	1

[1] No data available at this time.

New Jersey Pediatric Psychiatry Collaborative (PPC)
Performance Monitoring Data Summary
Target Service Area: Morris & Passaic Counties
Hub Site: Morristown Medical Center (Hub #401)
January 2018
Submitted February 14, 2018

A. Reported Patients Screened for Mental Health by Participating PCPs[1]

B. Reported Patients Screened for Substance Use by Participating PCPs[1]

C. Referrals to Hub[1]

PCPs Reasons for Contacting Hub August 2017 – January 2018		
	n	%
Behavioral health treatment consult	1	1
Parent guidance	1	1
Community referral	1	1
Diagnostic Clarification	1	1
Medication consult	1	1
School guidance	1	1
Second MH opinion	1	1
Collateral Contact	1	1
Crisis	1	1
Follow-up	1	1
Screening question	1	1
Other	1	1

[1] No data available at this time.

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Dear Members of the Senate and Assembly Education Committees,

Thank you for your commitment to school security and inviting the Traumatic Loss Coalition (TLC) to give testimony today (through Maureen Brogan, LPC. Program Manager). The TLC is funded by the Department of Children and Families and charged with providing suicide prevention training and then response work to schools/community when there has been a traumatic loss. Deaths by suicide and homicide are always the hardest responses (and the second and third leading causes of death for our young people here in NJ).

The TLC has a county coordinator in every county, who has a volunteer Lead Response Team. Recently, we have been receiving calls pertaining to anxiety some students have been expressing after the recent school shooting. Although we can work with schools on reassuring students that schools are one of the safest places for young people to be, work with parents on media exposure and assist schools in reducing student stress and anxiety, the area of school security where we can play a role is further upstream. Let me take but a moment to explain.

Hurt people hurt people. To help reduce school violence, we need to focus on the violence before it occurs. In the field of psychology there are efforts to assist schools in the implantation of Social Emotional Learning (SEL). If you can create a more empathic environment, where people learn to communicate their feelings and listeners ae able to hear and respond to that, then you create a feeling of belongingness and a safety. This then lessens stress levels which in return makes situations appear less overwhelming thus lessening the chances of a student making a decision to take someone else's life or their own.

Research has been done on Adverse Childhood Experiences (ACEs). People with higher ACE scores are more likely to experience not only more physical ailments but also mental and emotional stressors. Using the trauma lens, the question needs to move from "what is wrong with you" to "what happened to you?" By educating people about the ACE impact, we can better link hurt people to resources. School violence is not simply a school issue, nor simply a police or OEM issue, nor just a mental health issue. This is a Public health issue. It is good that we are all at the table, let's continue the conversation.
Respectfully submitted,

Maureen A. Brogan, LPC, DRCC, ACS

Rutgers Health, TLC

NJPSA
NEW JERSEY PRINCIPALS
AND SUPERVISORS ASSOCIATION

NJPSA Testimony on School Security
before the Senate and Assembly Education Committees
April 5, 2018

Good morning Chairwomen Ruiz and Lampitt and members of the Education Committees of the Senate and Assembly. I am Pat Wright, Executive Director of the NJ Principals and Supervisors Association. With me today are NJPSA Board Member, Mike Vinella, Principal of East Brunswick High School and the current President of NJPSA, Ralph Aiello, Principal of Cumberland Regional High School. We thank you for the invitation to provide testimony on the critical issue of school security at this joint hearing. NJPSA represents New Jersey's principals and assistant principals who everyday are primarily responsible for the safety and well-being of the students they serve.

Let me begin by saying that New Jersey has done an excellent job of ensuring the physical well-being of students through the requirements of school security drills, staff training and the development of crisis intervention plans. Local districts have developed strong relationships with their local law enforcement agencies, guided by the required Memorandum of Understanding between local schools and police. School administrators have access to quality training and resources through state and local law enforcement, our educational organizations and the Office of Emergency Preparedness at the NJDOE. This training includes the anticipated efforts of the legislatively-created School Safety Specialist Academy within the NJ Department of Education to focus on best practices in school safety, prevention, intervention and emergency preparedness planning. (P.L 2017, Chapter 162.) All of these efforts lay a strong foundation for our local security efforts in every school building.

I am sure others today will discuss the need for funding to continue to support efforts to secure school buildings and protect students from unwanted intruders, and we certainly agree with the importance of funding these efforts. We welcome the recent amendments to proposed bond issue legislation, S- 2293 (Sweeney/Oroho) to support not only the expansion of career and technical needs in our state, but to address much-needed school security upgrades across our schools.

However, today our association wants to emphasize the clear need to protect our students both physically and psychologically. It is students' psychological safety that is the focus of our testimony today.

Research supports the link between school climate and school safety, between school climate and social emotional learning (SEL) and between SEL and mental health. Therefore, we believe we need to ensure schools have the training and resources to:

1. Foster the development of positive school climates where both students and adults enjoy respectful and caring relationships, where bullying and other negative behaviors are least likely to occur and where students and staff are deeply engaged in learning – both academic and social and emotional learning. This will require additional professional learning resources especially for all school climate teams, as established by the Anti-bullying Bill of Rights (ABR).

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NJPSA
NEW JERSEY PRINCIPALS
AND SUPERVISORS ASSOCIATION

Testimony of Mike Vinella, Principal of East Brunswick High School
April 5, 2018

Good morning and thank you for the chance to discuss an issue that is foremost on my mind – the safety and well-being of the 2050 students and 290 staff of East Brunswick High School. As a school principal I take my job extremely seriously as the East Brunswick community trusts me with their most prized possession—there children. Yet, growing safety and student mental health issues have challenged our community to fund necessary programs to meet the needs of every student.

Through a collaborative effort with several agencies in EB, we have worked hard to address the physical security needs of our school community by establishing a closed campus with a single access entry system through a vestibule and comprehensive camera system. This has not been an easy task since we have 45 doors in our school buildings, but our staff and students know not to let anyone in the building from an unauthorized entrance. In fact, all students and staff are required to wear ID's. We have also worked, within the limits of our local finances, to add school security personnel to our buildings, not only to guard our doorways, but to develop trusting relationships with our students and staff. To me, it is these bonds and relationships between school staff and our students that is the key to the safety of our high school.

I am a strong advocate for the development of a positive, connected and proactive school environment. My core focus is on developing a school culture that respects and empowers our students' voice, sense of belonging and learning culture. We meet regularly with our students to develop an effective two-way communication system. On the issue of school safety, our prevailing message to students is "if you see something or hear something, say something." It is critically important that students understand the need to share the information they hear with trusted administrators and school staff. Student ownership of their role in reporting potential safety issues is an integral part of our security efforts. This was no more evident than earlier this year when a student and parent shared an online threat made. Through a collaborative effort between our school administrative team and police department this threat was addressed prior to school starting that day.

How do we do this? This truly a school wide effort with the counseling team playing a bigger role than ever in our schools. We have developed a system of supports through our student assistance specialists, counselors, teachers and school security staff. One targeted program developed by our counseling department is our Sources of Strength program where students and staff reach out as "buddies" to other students within the school. The student may be new to East Brunswick or a student referred through the counseling program. Our goal is to reach out to every student to create a sense of belonging and break the social alienation that can occur in a large high school setting. Our efforts have been so successful that we have expanded our outreach to middle school students on the cusp of entering our high school.

Additionally, with the world so divided today, and the increasing impact of social media, we have created a program to celebrate the positive events, people and activities in our school. We call this our EBHS One initiative. Working with our school safety and climate committee and Principals Council, we have developed a strong system of clubs and activities for students to engage in that fosters their connections to our school and the outside community. Yet, tightening budgets have limited the ability to build out these proactive programs that bring students and staff together.

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NEW JERSEY PRINCIPALS
AND SUPERVISORS ASSOCIATION

Testimony of Ralph Aiello, Principal of Cumberland Regional High School
April 5, 2018

Thank you for the opportunity to share my perspective as the Principal of Cumberland Regional High School. My school has 1100 students coming from five sending districts over 160 square miles. We are a one school building school district in Cumberland County. Like every speaker here today, my top concern is the safety and well-being of my students.

As a community with high poverty rates, we are limited in the resources available to us to address school security upgrades in our building. We have been fortunate to be able to construct a secure vestibule at the entrance of our school where visitors must present identification. We have also been able to install security cameras. However, we do not have the resources necessary to hire the staffing we need to patrol all entrances, provide staff training or fully meet the rising mental health needs of our students. It is this staffing gap that is the greatest challenge to me in meeting student and security needs.

Fortunately, our school pro-actively addressed this issue many years ago with a grant to provide school-based mental health services on site to our students from the NJ Department of Children and Families. Through this grant, an outside agency, housed in Cumberland High School, provides licensed counselors, psychologists and other specialists to address students with significant issues – depression, anxiety, anger management, suicide threats, teen pregnancy, grief counseling and substance abuse issues. Our COLT Connection Program even provides student health services including dental services to students in need. The COLT Connection is a vital resource and real world lifeline to many of our students. It is accessible on-site, available to all students and broad in scope. Students can even eat their lunch in the supportive environment of this program.

Frankly, this program is a lifeline to me and the educators in my building as well. Without the resources of this grant, we would be extremely challenged to meet our students' needs. My counselor to student ratio is 1 to 360 students. I share our 2 school resource officers across seven schools. I do not have a full-time substance abuse counselor in my school, even in these times where the threat of substance abuse, including the opioid crisis, dominates our state health care policy conversations. I have one school psychologist and one school social worker, but these individuals primarily focus their energies as members of our child study team and with other competing school needs (case management, testing, scheduling). Counselors are often utilized in ways that removes them from their core counseling functions as well (testing, scheduling). For these reasons, I urge this committee to address the strong staffing needs of schools in the area of mental health professionals. With the rising needs of our students, schools need to be able to provide a well-trained and accessible staff to identify, and address student needs.

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Leaders in the Business of Education

NEW JERSEY ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

4 AAA Drive, Suite 101 Robbinsville, NJ 08691

John F. Donahue
Executive Director

Michele D. Roemer, Ed.D.
Assistant Executive Director

Joint Senate and Assembly Education Committee Meeting

April 5, 2018

Issues Related to School Security

Good morning and thank you for this opportunity to comment on school related security issues. Certainly, this issue is extremely important for New Jersey School Districts as we prepare our budgets for the 2018-19 School Year. As we represent the Business Administrators in NJ School Districts, I had the opportunity after receiving an invitation to appear today to ask our members to comment on the major issues they are facing. I will briefly summarize their comments:

1. **Budgetary Limits**: All districts reported having difficulty, within budgetary limits, to effectively deal with hardening school buildings to effectively address interior and perimeter weaknesses. Some districts are planning second questions next fall; but if questions fail, the district is prevented from using local funds to move forward with these projects until the next fiscal year. Separate questions are voted for in November; and if approved, capital improvements may have to occur during the regular school year or postponed to the summer. The point is that it takes six months to a year to move forward with an important security project. **Recommendations**: 1. Allow capital projects addressing school safety to be outside the district levy cap. Projects could be put in place within two to three months of budget adoption. 2. In the Absence of number one, allow districts that have failed second questions in November to use other local funds to advance these projects. 3. We should consider a bond referendum in November for School Facility funds to be used by the EDA to support capital project grants for New Jersey School Districts.
2. **Certification Requirements – School Safety Specialist**: P.L. 2017, Chapter 162 provides that Superintendents must appoint a school safety specialist(s) for their district. A memorandum from the Director of School Preparedness and Emergency Planning on March 6, 2018 indicated that this person must possess a school administrator's certification per N.J.A.C. 6A:9-2.1.

Every district expressed concern about the requirement that a person with a school administrator's certification must hold this position. The majority of districts did not understand why their School Resource Officers or other Security and Safety Coordinators could not effectively handle these responsibilities. Most districts expressed concern that they have a limited number of certificated persons that wanted to assume these duties. Due to the scope of these responsibilities, individuals were concerned about the impact on their regular job requirements The training for this position required four full days in June or during the school year at times to be determined. In addition, the SSS designees must take the FEMA online course to complete their certification. The assumption is that continuing educational training requirements will be necessary in the future. The major concern here is that a "certificated" person will have to be out of the district numerous times to maintain their certification. **Recommendation**: I now understand that a bill is moving forward that will address this concern and allow superintendents to make this appointment based on appropriate qualifications and necessary skills to handle these very important responsibilities. We urge your support for this bill.

Respectfully, John F. Donahue Executive Director

NEW JERSEY
CATHOLIC CONFERENCE

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Testimony Before Senate and Assembly Education Committees
on School Security
April 5, 2018

The nonpublic school community is far from immune from security threats. In addition to l possible disputes involving non-custodial parents and disgruntled graduates, there is still the possibility of threats from students currently attending a school. Also, the threats may be from environmental factors, such as fuel spills and loss of power.

Most of the nonpublic schools have been helped greatly by the passage of the Nonpublic School Security Aid Program legislation. The schools have used the money (which is now $75.00 per pupil in the current Budget proposal for 2018-2019) for security, doors, locks, and a variety of other physical needs, given the fact that many of our buildings are in need of these items. A few schools have used the money to hire security guards, which they feel is necessary given the fact that nonpublic schools do not participate in the School Resource Officer (SRO) program.

The public school security aid fund was increased by over $265 million in Governor Murphy's Budget proposal, while the nonpublic Security Aid was frozen at the 2018-2019 level, causing nonpublic school parents to think that their children are somehow less important than their public school counterparts.

The New Jersey Department of Education has recently updated the potential uses of Nonpublic School Security Aid funds. That list is included with my testimony. You will note that it deals with a variety of necessary uses which have come about as a result of security problems experienced both in New Jersey and throughout the country.

One recent concern is with cyber security. I have with me representatives from the Diocese of Trenton who can explain in detail the issues that they have had in this particular area.

Thank you again for inviting us to this important discussion.

Respectfully submitted by: George V. Corwell, Ed.D.

Acceptable Expenditures

The guidance below provides an expanded list of acceptable expenditures for security services, equipment, and technology to help ensure a safe and secure school environment for nonpublic school students and staff, in accordance with the Nonpublic School Security Statute, *N.J.S.A.* 18A:58-37.8 through 14. This list is intended to provide guidance in evaluating proposals for the purchase of school security services, equipment, and technology. It is not inclusive of *all* security

enhancements, but rather offers examples of acceptable safety and security expenditures for consideration when evaluating school security needs for New Jersey's nonpublic schools.

Refer to the School Preparedness and Emergency Planning webpage and the New Jersey School Security Task Force Report and Recommendations for resources and recommended measures and expenditures. The Office of School Preparedness and Emergency Planning offers free training and technical assistance to school staff and communities.

Please note that all security enhancements must comply with applicable codes (for example, building, fire, electrical, etc.).

Hardening School Perimeter and Building Entryways

1. Installation or repair of security **fencing** on school grounds;
2. Main entrance, exterior door markings, school and way-finding **signage**;
3. **Lighting** in and around the building and parking lots;
4. **Portable gates** that ensure access points between school and joint-use facilities;
5. Construction/equipment to **separate bus drop-off/pick-up areas** from other vehicular drop-off/pick-up areas;
6. Construction/equipment to **separate pedestrian routes** from vehicular routes;
7. **Stop signs and other traffic calming devices** to keep vehicles at a reasonable speed;
8. **Bollards** for placement along the roadway or curb line in front of the school;
9. Installation of, or improvements to, **exterior doors and windows, frames, and/or hardware;**
10. Construction of, and/or improvements to, **security vestibules**[2]**;**
11. **Ballistic or shatter resistant film** for glass doors, windows and other vulnerable areas (e.g., first floor classroom windows, door windows, sidelights, etc.);
12. Exterior windows that can be locked/secured; and
13. Fire-rated **blinds, shades or similar devices** for doors and windows that can be used during lockdowns.

[2] The exterior door of the main entrance to the school should allow visitor access only into the vestibule. Vestibules should include interior doors that must be released by school security or other staff.

1. Activities that promote a positive school climate and foster open communication among staff and students, such as:
   - Peer mediation/conflict resolution training;
   - Substance abuse prevention training;
   - Sexual harassment training;
   - Suicide prevention training;
   - Response to student violence;
   - Harassment, intimidation and bullying training;
   - Cyber safety;
   - Gang awareness and education.

Response and Recovery

1. **Emergency kit** and supplies;
2. **Evacuation devices/equipment** for disabled students/employees; and
3. **Emergency vehicle.**

Cyber Security Evaluation, Training and Upgrading

1. Securing personal information
2. Phishing
3. Malware
4. Firewalls
5. Passwords

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NATIONAL FORCE SECURITY

Senate, Assembly Hearings - School Safety & Security
April 5, 2018

Discussion Points:

- Trained on-site first responders
  - Sworn SRO
    - N.J. Association School Resource Officer Certification
  - School Security Specialist / Private Security
    - Establish standards/qualifications
      - Retired Law Enforcement
      - Supervisory Capacity
      - 20 years of service
      - N.J. Association School Resource Officer Certification
  - Class III Officer
    - N.J. Association School Resource Officer Certification
  - Costs of Options
    - SRO/SSS/Class III

- Accredited / Specialized Training Programs specific to school environments
  - Law Enforcement (SRO/Class III)
  - Specialized Private Security
    - Custom Integrated Training for School Environments
      - Crisis Response, Management, and Mitigation
      - Tactical Response & Firearms Training
      - MOA Compliance
      - Administrative Code
      - Code of Conduct
      - Sporting Events / Extra-Curricular Events

- Emergency Preparedness
  - Emergency Response Plans (Universal language and protocols)
  - Emergency Response Training
    - Emergency Response Activation (staff/faculty empowerment)
    - School Population (Administration,certificated/non-certificated staff,students)
    - Arrivals - Dismissals - Lunch - Recess - Outdoors - In Transition
  - Drills/Exercises (More Realistic - age appropriate)
    - ALICE / RUN-HIDE-FIGHT Response Methodologies
  - Functional Needs / Temporary Disabled Populations

- School Policies
  - Visitor Management
    - Screening
  - Behavioral Observation Program (Identification, Recognition, Intervention, & Prevention)
    - See Something, Hear Something, Say Something

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"Committed to Safer Schools"

Biographies

Kevin J. DiPatri New Jersey State Police - Retired

Kevin J. DiPatri, President of K.D. National Force Security, LLC retired as a Regional Commander of the New Jersey State Police in 2012 at the rank of Captain after twenty–five years of service.

K.D. National Force Security and Investigations, LLC (KDNFS) is a privately owned, bonded, and fully insured company. We are a company comprised of credentialed and experienced law enforcement experts, and educators who are committed to creating safer school environments. Our professional services will "Reduce Risk" and "Build Confidence" amongst staff members, students, and the community, which will ultimately "Create Safer School Environments".

While serving as a Captain in the NJSP, he was responsible for supervising NJSP Police Functions and Operations in twenty-two municipalities throughout the counties of Salem, Cumberland, and Cape May. Captain DiPatri (Ret.) has extensive training and experience in the following disciplines: Incident and Crisis Management, School Safety and Security, Response to Critical Incidents, Counter Terrorism Strategies, Planning, Facilitating and Evaluating Training Exercises, Conducting Security Assessments and Surveys of various Infrastructures, as well as developing and providing expert level instruction in all of these areas.

He holds a Bachelors Degree in Law & Justice from Trenton State College, and a Master of Arts Degree in Human Resource Training & Development from Seton Hall University. Captain DiPatri (Ret.) is an adjunct professor at Farleigh Dickinson University and teaches at both the Graduate and Undergraduate levels.

KEVIN J. DiPATRI

President - K.D. National Force Security & Investigations,LLC
CAPTAIN (Retired)
NEW JERSEY STATE POLICE

OBJECTIVE

TO PROVIDE THE REVIEWER WITH A BRIEF OUTLINE OF MY PROFESSIONAL AND CIVIC EXPERIENCE RELATIVE TO MY SERVICE AS PRESIDENT OF KDNFS AND AS A MEMBER OF THE NEW JERSEY STATE POLICE AND RELATED PROFESSIONAL/SUBJECT MATTER EXPERTISE.

EDUCATION

SETON HALL UNIVERSIT SOUTH ORANGE, NEW JERSEY. MASTERS OF ARTS DEGREE IN HUMAN RESOURCES TRAINING AND DEVELOPMENT, DECEMBER 2000.

TRENTON STATE COLLEGE, EWING TOWNSHIP, NEW JERSEY. BACHELORS OF SCIENCE DEGREE IN LAW AND JUSTICE MAY 1992.

LOCK HAVEN UNIVERSITY, LOCK HAVEN, PENNSYLVANIA. ATTENDED SEPTEMBER 1983 TO MAY 1985.

WEST DEPTFORD HIGH SCHOOL,WEST DEPTFORD, NEW JERSEY. JUNE1983 GRADUATE.

PROFESSIONAL EXPERIENCE

DECEMBER 2012 – PRESENT
PRESIDENT OF K.D. NATIONAL FORCE SECURITY & INVESTIGATIONS, LLC. IN THIS CAPACITY I AM RESPONSIBLE FOR ESTABLISHING THIS PRIVATELY OWNED/LICENSED SECURITY/INVESTIGATIONS AGENCY AND THE DEVELOPMENT/IMPLEMENTATION OF ALL SERVICES/PROGRAMS OFFERED TO OUR CLIENT BASE. RESPONSIBLE FORPROVIDING THE INDUSTRIES HIGHEST STANDARD OF SECURITY SERVICES SPECIALIZING IN SCHOOL SECURITY AND EMERGENCY PREPAREDENESS AND RESPONSE FOR SCHOOL POPULATIONS/COMMUNITIES.

JANUARY 2012 TO DECEMBER 2012
FIELD OPERATIONS SECTION; TROOP "A". REGIONAL COMMANDER. IN THIS CAPACITY I WAS RESPONSIBLE FOR THE DAILY SUPERVISION AND OPERATIONS OF FOUR STATE POLICE BARRACKS IN THE SOUTHERN REGION OF THE STATE. ALL INVESTIGATIVE, PERSONNEL AND ADMINISTRATIVE FUNCTIONS AS WELL AS INTERACTING WITH THE CITIZENS, COMMUNITY MEMBERS/ORGANIZATIONS AND GOVERNMENT OFFICIALS AT THE LOCAL, COUNTY AND SATE LEVEL.

JANUARY 2010 TO JANUARY 2012
FIELD OPERATIONS SECTION; TROOP "A". OPERATIONS OFFICER. IN THIS CAPACITY I WAS RESPONSIBLE FOR THE DAILY SUPERVISION OF THE OPERATIONS OFFICE. THE OPERATIONS OFFICE IS RESPONSIBLE FOR THE PLANNING, AND FACILITATION OF LARGE SCALE EVENTS AND DETAILS THAT IMPACT THE TROOP "A" REGION, AS WELL AS THE TROOP'S RESPONSE TO ALL CRITICAL INCIDENTS. DURING THIS ASSIGNMENT I HAVE BEEN RESPONSIBLE FOR PLANNING, FACILITATING, AND PROVIDING OVERSIGHT OF THE FOLLWING EVENTS: 2010 & 2011 ATLANTIC CITY AIRSHOW, FUNERAL DETAILS FOR FALLEN LAW ENFORCEMENT OFFICERS, DIGNITARY PROTECTION DETAILS, TROOP "A" CONTRAFLOW PLANS AND THE ACTIVATION OF THE CONTRAFLOW PLAN DURING HURRICANE IRENE, ALL HAZARDS RESPONSE DRILLS, TROOP "A's" 2011 NATIONAL

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SOCIALIST MOVEMENT (NSM) SPECIAL OPERATIONS GROUP (SOG), AND THE DAVE MATHEWS MUSIC FESTIVAL.

OCTOBER 2008 TO JANUARY 2010
FIELD OPERATIONS SECTION; TROOP 'A', WOODSTOWN STATION. ASSIGNED AS THE STATION COMMANDER. DURING THIS ASSIGNMENT I WAS RESPONSIBLE FOR PERFORMING THE SAME DUITES, AND HELD THE SAME RESPONSIBILITIES THAT WERE MENTIONED DURING MY ASSIGNMENT AS THE STATION COMMANDER AT PORT NORRIS STATION. I WAS DIRECTLY RESPONSIBLE FOR THE IMPLEMENTATION OF THE ALL TERRAIN VEHICLE (ATV) PILOT PROGRAM, CONDUCTING THE FIRST FULL SCALE ACTIVE SHOOTER DRILL IN SALEM COUNTY, AND FACILITATING QUARTERLY LOCAL GOVERNMENT MEETINGS FOR THE GOVERNING BODIES OF THE MUNICIPALITIES WITHIN THE WOODSTOWN STATION AREA.

JUNE 2007 TO OCTOBER 2008
FIELD OPERATIONS SECTION; TROOP "A", PORT NORRIS STATION. ASSIGNED AS THE STATION COMMANDER. IN THIS CAPACITY I WAS RESPONSIBLE FOR THE DAILY OPERATION OF THE STATION. ADDITIONAL RESPONSIBILITIES INCLUDE THE FOLLOWING: MENTORING SUPERVISORS AND TROOPERS, ASSISTING MEMBERS WITH THEIR CAREER DEVELOPMENT, ENSURING A SAFE, HOSTILE FREE WORK ENVIRONMENT, PROVIDING GUIDANCE AND INSIGHT AS NEEDED, AND SUPPORT IDEAS AND INITIATIVES THAT ASSIST THE STATION AND DIVISION WITH ATTAINING THEIR GOALS. I WAS ALSO RESPONSIBLE FOR ACTING AS A LIASON BETWEEN THE COMMUNITIES WE POLICE AND THE DIVISION OF STATE POLICE.

OCTOBER 2005 TO JUNE 2007
DIVISION HUMAN RESOURCES SECTION, ORGANIZATION AND EMPLOYEE SERVICES BUREAU, PROFESSIONAL DEVELOPMENT UNIT. I WAS ASSIGNED AS THE UNIT SUPERVISOR AND REPORTED DIRECTLY TO THE BUREAU CHIEF. I WAS RESPONSIBLE FOR SUPERVISING THE ASSISTANT UNIT SUPERVISOR. UNIT PERSONNEL CREATED AND MANAGED THE FOLLOWING PROGRAMS: NEW JERSEY STATE POLICE EXECUTIVE LECTURE SERIES, CONTINUING EDUCATION PROGRAM, PROFEESSIONAL AND CAREER DEVELOPMENT COUNSELING, EXTERNAL LEADERSHIP AND MANAGEMENT TRAINING PROGRAMS, I.E. FBI NATIONAL ACADMEY, WEST POINT COMMAND AND LEADERSHIP, AND THE NEW JERSEY HUMAN RESEOURCE DEVELOPMENT INSTITUTE'S CERTIFIED PUBLIC MANAGER PROGRAM.

APRIL 2005 TO OCTOBER 2005
DIVISION HUMAN RESOURCE SECTION, ORGANIZATION AND EMPLOYEE SERVICES BUREAU, ORGANIZATION AND ANALYSIS UNIT. I WAS ASSIGNED AS THE ASSISTANT UNIT SUPERVISOR. I WAS PRIMARILY RESPONSIBLE FOR THE ADMINISTRATIVE MATTERS RELATED TO THE DAILY OPERATION OF THE UNIT. ADDITIONALLY RESPONSIBLE FOR ASSISTING OTHER UNITS IN THE DIVISION WITH ANALIZING AND ASSESSING DATA RELATED TO THEIR RESPECTIVE UNITS, AS WELL AS REVIEWING STRATEGIC PLANS, AND BENCHMARKS FOR THE ENTIRE DIVISION.

JUNE 2004 TO APRIL 2005
ADMINISTRATION SECTION, HUMANN RESOURCE MANAGEMENT BUREAU, MEDICAL SERVICES UNIT. I WAS ASSIGNED AS THE ASSISTANT UNIT SUPERVISOR, AND RESPONSIBLE FOR ALL ADMINISTRATIVE DUTIES FOR THE UNIT. ASSISTED THE UNIT SUPERVISOR, AND DIRECTOR OF MEDICAL SERVICES WITH THE COORDINATION OF FITNESS FOR DUTY EVALUATIONS, AND ENSURING ADHERENCE TO SOP C33 BY ALL ENLISTED MEMBERS.

APRIL 2003 TO JUNE 2004

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ADMINISTRATION SECTION, HUMAN RESOURCE MANAGEMENT BUREAU, COMPLIANCE UNIT. MYSELF, AND UNIT MEMBERS WERE RESPONSIBLE FOR WRITING THE "MEDICAL POLICIES AND PROCEDURES" STANDARD OPERATING PROCEDURE FOR THE DIVISION. AFTER THIS SOP WAS ADOPTED WE WERE RESPONSIBLE FOR CONDUCTING INTEGRITY CHECKS ON ENLISTED MEMBERS WHO WERE ON SICK LEAVE. DURING MY TENURE THE UNIT WAS RESPONSIBLE FOR DRASTICALLY REDUCING SICK LEAVE, WHICH REFLECTED A SAVINGS OF 2.4 MILLION DOLLARS.

JULY 2002 TO APRIL 2003

INVESTIGATIONS SECTION, CRIMINAL INVESTIGATION BUREAU, ADMINISTRATION UNIT. I WAS THE BUREAU ADMINSTRATION OFFICER WHO REPORTED DIRECTLY TO THE ASSISTANT BUREAU CHIEF AND BUREAU CHIEF. I WAS RESPONSIBLE FOR HANDLINGADMINISTRATIVE MATTERS FOR THE ENTIRE BUREAU. REVIEWED ALL INCOMING CORRESPONDENCE FROM UNITS WITHIN THE CRIMINAL INVESTIGATION BUREAU, AND PREPARED REPORTS, COMPLETED PROJECTS, AND BRIEFINGS FOR THE BUREAU CHIEF. ALSO RESPONSIBLE FOR MANAGING THE CONFIDENTIAL EXPENSE ACCOUNT.

MARCH 2002 TO JULY 2002
OFFICE OF THE SUPERINTENDENT. I WAS ASSIGNED AS THE ASSISTANT ADMINISTRATION OFFICER AND WAS RESPONSIBLE FOR HANDLING ADMINISTRATIVE MATTERS FOR THE OFFICE OF THE SUPERINTENDENT, ASSISTING THE DIVISION ADMINISTARATION OFFICER, AND THE CHIEF OF STAFF. PRIMARY RESPONSIBILITY WAS TO PREPARE AND REVIEW CORRESPONDENCE FOR THE SUPERINTENDENT.

MARCH 2, 2002 TO MARCH 22, 2002
INTERNAL AFFAIRS INVESTIGATION BUREAU. IN THIS CAPACITY I CONDUCTED MISCONDUCT AND INTEGRITY INVESTIGATIONS SURROUNDING ENLISTED MEMBERS OF THE DIVISION.

DECEMBER 2000 TO MARCH 2002
INVESTIGATIONS SECTION, ADMINISTRATION UNIT, GRANTS MANAGEMENT AND BUDGET COORDINATOR. IN THIS CAPACITY I WAS RESPONSIBLE FOR MANAGING THE SECTION'S GRANTS AND FUNDING SOURCES. ADDITIONALLY, I WAS RESPONSIBLE FOR OVERSEEING PAGER AND CELLULAR PHONE ASSIGNMENTS, REVIEWING ALL INVESTIGATIVE EXPENSE VOUCHERS, AND REQUESTS TO PURCHASE EQUIPMENT.

AUGUST 2000 TO DECEMBER 2000
INVESTIGATIONS SECTION, ADMINISTRATION UNIT, TRANSPORTATION COORDINATOR. IN THIS CAPACITY I WAS RESPONSIBLE FOR MANAGING AND MAINTAINING THE SECTION'S VEHICLE FLEET FOR APPROXIMATELY 300 VEHICLES. I ALSO SERVED AS THE SECTION' S TRAINING COORDINATOR. I WAS RESPONSIBLE FOR SCHEDULING TRAINING FOR ENLISTED AND CIVILIAN PERSONNEL.

FEBRUARY 1998 TO AUGUST 2000
INVESTIGATIONS SECTION, NARCOTICS AND ORGANIZED CRIME BUREAU. RESPSONSIBLE FOR CONDUCTING UNDERCOVER AND SURFACE INVESTIGATIONS INTO MULTIJURSDICTIONAL DRUG DISTRIBUTION CONSPIRACIES. DURING MY TENURE IN THIS POSITION I ALSO WORKED AS AN UNDERCOVER OPERATIVE.

NOVEMBER 1987 TO FEBRUARY 1998

FIELD OPERATIONS SECTION, TROOPS A AND D. ASSIGNED AS A GENERAL DUTY ROAD TROOPER. ALSO DURING THIS TIME PERIOD I WAS ASSIGNED TO THE R.O.A.D.S.I.D.E. DRUG INTERDICTION TASK FORCE.

PERSONAL & PROFESSIONAL RELATED EXPERIENCES

MEMBER: 1987 NCAA DIVISION III NATIONAL CHAMPIONSHIP WRESTLING TEAM, TRENTON STATE COLLEGE, 2X NCAA QUALIFIER.

JANUARY 2001 TO PRESENT ADJUNCT PROFESSOR, FAIRLEIGH DICKINSON UNIVERSITY. RESPONSIBLE FOR PROVIDING INSTRUCTION AT BOTH THE UNDERGRADUATE AND GRADUATE LEVEL.

JANUARY 2008 TO 2009
MEMBER: OF THE CUMBERLAND COUNTY HOMELAND SECURITY COMMITTEE.

JANUARY 2008 TO 2009
MEMBER: CUMBERLAND COUNTY EMERGENCY MANAGEMENT EXERCISE COMMITTEE.

HONORS

LETTER OF COMMENDATION FROM COLONEL FUENTES FOR SIGNIFICANT REDUCTION IN SICK LEAVE FOR THE DIVISION OF STATE POLICE, JULY 2007.

NEW JERSEY STATE POLICE CERTIFICATE OF COMMENDATION FOR THE SEIZURE OF 1.9 MILLION DOLLARS.

LETTER OF COMMENDATION FROM COLONEL DINTINO FOR OUTSTANDING PARTICIPATION IN THE PATROL RELATED ARREST PROGRAM.

CERTIFICATE OF APPRECIATION FROM THE D.E.A. FOR THE SEIZURE OF 1.9 MILLION DOLLARS.

NOMINATION FOR TROOPER OF THE YEAR 1996.

SOMERSET COUNTY 200 CLUB SERVICE AWARD RECIPIENT MAY 1996.

TWENTY-SEVEN LETTERS OF COMMENDATION FROM PAST SUPERINTENDENTS AND ATTORNEY GENERALS FOR OUTSTANDING PATROL RELATED ARRESTS.

NOMINATION BY COLONEL WILLIAMS AS A CANDIDATE FOR THE NATIONAL ASSOCIATION OF POLICE ORGANIZATIONS TOP COPS AWARD, 1996.

CIVIC ASSOCIATIONS

BOARD MEMBER: ADAM TALIAFERRO FOUNDATION, JANUARY 2012 TO PRESENT.

MEMBER: THE COLLEGE OF NEW JERSEY, LAW & JUSTICE ALUMNI ASSOCIATION.

PROFESSIONAL SCHOOLS

NJSP EXECUTIVE LEADERSHIP FOR CAPTAINS, 2012

NEW MEXICO TECH, INCIDENT RESPONSE TO TERRRORIST BOMBINGS 2011

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ATTENDED THE NEW JERSEY HUMAN RESOURCE DEVELOPMENT INSTITUTE'S, CERTIFIED PUBLIC MANAGER COURSE, LEVELS I, II, & III, 2007

NJSP EXECUTIVE LEADERSHIP FOR LIEUTENANTS, 2006

NJSP MID-LEVEL MANAGEMENT AND LEADERSHIP COURSE, 2004

NJSP FIRST LINE SUPERVISION, 2002

NJSP INSTRUCTOR TRAINING COURSE, 2001

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Expanding the Acceptable Expenditures for Nonpublic School Security Funding in New Jersey

A Case for Cyber Security

Presented by:

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The Issue

According to the New Jersey Department of Education, Office of Interdistrict Choice & Nonpublic Schools (as per the Nonpublic School Security Program Guidelines – Updated April 2017):

> "The Nonpublic School Security Program establishes a State aid program for the provision of security services, equipment, or technology to ensure a safe and secure environment for students attending nonpublic schools." (NJDOE, 2018).

Acceptable expenditures pertaining to this document were updated in March 2018 in an effort to expand the breadth of security issues and their potential management/resolution. Within the updated document, the only mention of cyber issues comes on page 3, under the bullet point Cyber safety.

Based on the both the increasing dependence on technology and the rising occurrence of cyber-attacks, I believe that the acceptable expenditures should be expanded to include the use of funds for protecting against these possible cyber threats.

In 2012, Richard McFeely, then FBI Executive Director for the Criminal, Cyber, Response & Services Branch said:

> "It's important that everybody understands that if you have a computer that is outward-facing – that is connected to the web – that your computer is at some point going to be under attack. You need to be aware of the threat and you need to take it seriously." (FBI, 2018).

Since 2012, when McFeely made that statement, we have witnessed an increasing number of cyber attacks on government, private industry, individuals, and educational institutions.

In the document dated July 2015, the New Jersey School Security Task Force Report and Recommendations, issue #13, specifically deals with mitigating cyber risk. Within the discussion, the report identifies, "Protecting private and sensitive digital information from data theft or manipulation is an important aspect of school security protocols" (NJDOE, 2015). Additionally, the report indicated that "preventing unauthorized access to school district computer systems is a paramount concern" and that not just personal identifying information but also building plans and sensitive safety information may be compromised if a school's system is attacked (NJDOE, 2015).

Student Information Systems typically contain the following information:

- Student Name (potential danger and identity theft)
- Birthdate (potential physical danger and identity theft)
- Address (potential physical danger and identity theft)
- Possible social security numbers (potential identity theft)
- Custody issues (potential physical danger)
- Sports information (potential physical danger)
- Bus information (potential physical danger)
- Health information (potential physical danger)
- Parent's names (potential physical danger)
- Before/Aftercare situation (potential physical danger)
- Social condition (for targeting purposes)

- Academic information (potential identity theft)
- Vehicle information (potential physical danger)
- Student activities (potential physical danger)

Exposure to the above information leaves students open to the potential of both physical danger and identity theft.

Hacks into a school system also run the risk of disrupting the following:

- Bells and alert systems
- Heating/air conditioning/ ventilation systems
- Announcement system
- building plans and sensitive safety information (as mentioned earlier)

It is also important to note that student information accessed through security breaches is protected by the Family Educational Rights and Privacy Act (FERPA) so schools have an obligation to do everything in their power to prevent these attacks.

Examples of Recent Cyber Attacks

It should be noted that, according to Douglas A. Levin, CEO of EdTech Strategies, at least 235 K-12 cyber security related incidents have been reported to media outlets since January 2016, and, almost certainly, far more have gone unreported (Herold, 2017).

March 2015	Swedesboro-Woolwich District, NJ	Ransomware Attack
March 2015	Miami-Dade School District, FL	Denial of Service Attack
Feb. 2017	Blooming School District, NJ	Phishing - Data theft – Adult

Aug. 2017	Glastonbury School District, CT	Phishing - Data theft - Adult
Feb. 2017	Bloomington Independent School District, MN	Phishing - Data theft - Adult
March 2017	Groton School District, CT	Phishing - Data theft - Adult
Sept. 2017	Columbia Falls School District, MT	Dark Overlord
Sept. 2017	Splendora School District, TX	Dark Overlord
Oct. 2017	Johnston Community School District, IA	Dark Overlord
Oct. 2017	Crenshaw County Schools, AL	Dark Overlord

Other breaches have been noted in Arizona and Missouri. A breach of SchoolDesk (an SIS system) effected approximately 800 school district websites throughout the country placing a message in support of ISIS on their websites (Herold, 2017).

Notes

- As cliché as it may be, we don't know what we don't know. We are vulnerable and cyber security is a large gap in our security plans.
- The United States Department of Education has issued letters to districts indicating that "Schools have long been targets for cyber-thieves and criminals" and that threats made through Ransomware have included violence, shaming and bullying (Hess, 2017).
- We provide for children to receive instruction in safe cyber practices so as not disclose personal information, yet our systems are exposed to the potential of gathering that very information.

- Using the argument that cyber security can't be covered because of the potential of religious information passing through the system is like saying that we cannot buy locks for doors because the potential for a minister, rabbi, iman, priest to walk through those doors exist. Currently secure data pertaining to all students essentially sits in a house with doors not only unlocked but, most certainly, left wide open.

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TESTIMONY OF JOSHUA CAPLAN - DIRECTOR OF TEACH NJS TO THE JOINT SENATE/ASSEMBLY EDUCATION COMMITTEE HEARINGS ON SCHOOL SECURITY – THURSDAY APRIL 5, 2018

Good Morning Chairpersons Ruiz and Lampitt and distinguished members of the Senate and Assembly Education Committees represented here today. Thank you for holding this important hearing, and for giving all of us the opportunity to testify as representatives of New Jersey's school community, including public and nonpublic school children.

My name is Josh Caplan and I'm privileged to serve as Executive Director of Teach NJS. Our organization advocates for appropriate State funding for all nonpublic schools. We know that the State legislature cares about the safety of ALL children in the state, wherever they are educated.

I will present testimony on behalf of over 150,000 students in nonpublic schools in New Jersey.

I must point out that our organization and coalition partners are supportive of the success of public school students and the public system. At the same time, we are concerned about the sustainability, viability and safety of nonpublic schools.

As you probably know, there are approximately **152,000** non-public school students in the State. The diverse population attending those schools includes students who are Catholic, Jewish, Muslim, Christian, Lutheran, Seventh Day Adventist, secular as well as other denominations and ethnicities.

These families shoulder a huge burden as they bear the costs of educating their children while paying the same local and state taxes that fund public schools.

We'd like to first note that in his proposed budget, Governor Murphy made sure to include security funding for non-public schools at its current level of $11.4 million or $75 dollars per pupil, prioritizing security for nonpublic students.

However, with security costs always increasing and with new threats to our schools every day, especially to nonpublic religious schools, we seek further funding to ensure the security of our students. We have respectfully requested $144 per student or a $22 million allocation for FY2019. That per pupil figure was what the state felt was necessary to protect public school children last year. Even with that level of funding, our nonpublic school families will continue to bear significant security costs. We don't see a difference in the value of any child's safety and protection; whatever their religion or ethnicity; and to whatever type of school their parents choose to send them.

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Testimony Before the Senate and Assembly Education Committees
on School Security
April 9, 2018

On Thursday, April 5, 2018, a number of representatives from the nonpublic school community provided detailed testimony to this joint Committee. I want to emphasize one important issue.

The nonpublic school community is far from immune from security threats.

The proposed Fiscal Year 2019 Budget increases Public School Security Aid by over $265 million. At the same time, Nonpublic Security Aid is frozen at last year's level.

Our nonpublic school children are as important and loved as their public school counterparts.

The State should provide as much security for nonpublic school students as they do for public school students.

Respectfully submitted,

Pat Branningan

Patrick R. Branningan, Executive Director