



**FINAL REPORT:**

# NJSBA School Security Committee

**October 23, 2018**

Supplement to NJSBA's 2014 study,  
*What Makes Schools Safe?*



New Jersey School Boards Association

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A Supplement to NJSBA's 2014 Study, *What Makes Schools Safe?*

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[www.njsba.org/schoolsecurity2018](http://www.njsba.org/schoolsecurity2018)

*The New Jersey School Boards Association is a federation of the state's local boards of education and includes the majority of New Jersey's charter schools as associate members. NJSBA provides training, advocacy and support to advance public education and promote the achievement of all students through effective governance.*

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ADDITIONAL RESOURCES

- APPENDIX I: **School Safety and Security: Legislative Initiatives**
- APPENDIX II: **Presentation on Cybersecurity** (April 25, 2018)
- APPENDIX III: **Prepared and Supportive Schools – New Jersey Department of Education**  
(April 11, 2018)

*The New Jersey School Boards Association’s 2014 school security report, What Makes Schools Safe?, can be accessed at [www.njsba.org/schoolsecurity2014](http://www.njsba.org/schoolsecurity2014).*



# New Jersey School Boards Association

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**TO: Daniel T. Sinclair, President  
Dr. Lawrence S. Feinsod, Executive Director**

**FROM: Donald Webster, Jr., Immediate Past President  
Chairman, School Security Committee**

**SUBJECT: Final Report of the 2018 NJSBA School Security Committee**

**DATE: October 23, 2018**

I am pleased to present the final report of the New Jersey School Boards Association's 2018 School Security Committee.

Appointed in March, following the school shooting in Parkland, Florida, the Committee reviewed the October 2014 report of the NJSBA School Security Task Force, *What Makes Schools Safe?*, discussed developments in school security since that time, and made recommendations in several areas. The committee met twice, on March 27 and April 25, and heard the following presentations:

- "New Jersey School Security Procedures," Jeff Gale, school security specialist, Office of School Preparedness and Emergency Planning, New Jersey Department of Education (March 27);
- "How to Ask the Right Questions about Cybersecurity," Brandon Pugh, NJSBA vice president for legislation/resolutions (April 25) (Brandon is an editor for the *Journal of Law and Cyber Warfare* and heads his own security firm);
- "School Safety and Security Legislative Initiatives," Jonathan Pushman, NJSBA legislative advocate (March 27 and April 25).

Of note are contributions of the board members on the committee, whose experience spanned law enforcement, counseling and cybersecurity, and the assistance of the NJSBA staff. I also want to express appreciation to committee member Patrick Kissane, executive director of the New Jersey Association of School Resource Officers.

The committee reached the conclusion that NJSBA's 2014 report remains a viable document with valuable information for school districts and relevant recommendations. Based on our review, we have made additional recommendations in the following areas:

- Planning, Response and Recovery
- Security Personnel
- Communication, Notification and Detection
- Cybersecurity
- Physical Security and Building Access
- Funding
- Election Day Security
- School Climate and Mental Health Services

We hope that our report will serve as a supplement to *What Makes Schools Safe?* and, like that document, will provide guidance and resources to local boards of education.



# New Jersey School Boards Association

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## SCHOOL SECURITY COMMITTEE

### CHARGE

The School Security Committee will review NJSBA's 2014 report, *What Makes Schools Safe?* It will consider recent developments in school security, including but not limited to legislation, security personnel, technology, emergency preparedness, and school climate. As needed, the committee will update the findings and recommendations of the 2014 report and will make additional recommendations.

### MEMBERS

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School Security Committee, 2018: Charge and Membership

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## Developments since 2014

NJSBA released the final report of its School Security Task Force, *What Makes Schools Safe?*, in October 2014. The report referenced extensive research and made 45 recommendations in the following areas:

- Security Personnel
- School Climate
- Policy and Planning
- Communications
- Training in School Security
- Physical Security (including facilities and equipment)
- Financing School Security

In March 2018, following the school shooting in Parkland, Florida, NJSBA President Daniel Sinclair and Executive Director Dr. Lawrence S. Feinsod appointed a School Security Committee to review the 2014 report, consider developments in school security since that time, and make additional recommendations as needed.

Upon its review of *What Makes Schools Safe?*, the Committee concluded that the 2014 report remains a viable document with valuable information for school districts and relevant recommendations. Nonetheless, the committee found that, since the release of the 2014 report, several developments have occurred which warrant additional recommendations involving state and federal policy, action by the New Jersey School Boards Association and best practices by local school districts. These developments include:

- **New Jersey School Security Task Force Report and Recommendations** (July 2015). Created by the Legislature, this task force made 42 recommendations, some overlapping with those of NJSBA's 2014 report. It provides valuable guidance and specific recommendations in areas such as architectural design for new construction, access to school buildings, and training for school safety and security. NJSBA Immediate Past President Donald Webster, Jr., who chairs the Association's current School Security Committee and co-chaired its 2014 task force, served on the state study panel along with current NJSBA committee member Patrick Kissane.
- **Revised Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials** (August 2015). First issued in 1988, the Uniform State Memorandum of Agreement (MOA) is developed by the state Attorney General's Education and Law Enforcement Working Group, on which NJSBA is represented. The document serves as the template for agreements between school districts and local law enforcement agencies. The local agreements define the obligations of the schools, police and other emergency responders during security threats, natural and man-made disasters, and unlawful activities.

NJSBA's 2014 *What Makes Schools Safe?* report addresses the 2011 version of the Uniform State MOA. The 2015 revision includes sections on new state laws, as well as existing statute

deemed relevant to a safe school environment. Subjects include cyber-harassment, hazing, the coordination of HIB (harassment, intimidation and bullying) investigations and criminal investigations, and the expansion of the use of Juvenile Justice Committees as an alternative to adjudication in matters involving alleged juvenile offenders.

A new revision to the Uniform State MOA has been under development and, according to New Jersey Department of Education staff, is currently under review. As of the publication date of this report, the revised MOA has not been finalized.

- **NJSBA Policy on Access to Firearms** (May 19, 2018). The New Jersey School Boards Association Delegate Assembly adopted a new policy statement (FC 5131.5, “Firearms Laws,” C) supporting meaningful laws governing access to firearms including stringent background checks, interagency collaboration in the delivery of mental health services, and state and federal financial support for security enhancements.
- **Enactment of Firearm Safety Legislation** (June 13, 2018). Governor Murphy signed a package of bills designed to promote firearm safety. The legislation prevents gun possession by individuals who pose a significant threat to themselves or others, bans high-capacity firearm magazines, expands background checks, and prohibits possession of armor-piercing bullets.
- **Creation of Class III Special Law Enforcement Officer Category** (November 30, 2016). The Class III Officer category provides school districts with the option of placing specially trained retired police officers in the schools. The enabling legislation, signed by then-Governor Christie, requires the retired officers to undergo the same training as School Resource Officers (active duty police officers who perform educational, counseling and security functions). Creation of the Class III SLEO category was a recommendation in NJSBA’s 2014 report and the state’s 2015 security task force, and was supported by the New Jersey State Association of Chiefs of Police.
- **School Security Drills Revision** (November 1, 2016). An amendment to the 2009 statute requiring monthly security drills reflects recommendations of the state’s School Security Task Force. The amended statute requires the following:
  - The presence of a law enforcement officer at a minimum of one security drill each year in order to recommend improvements or changes as necessary.
  - Annual training for all staff. (Previously, the law required that training be provided once and only to certificated staff.)
  - Provision of training in collaboration with emergency responders to identify any weaknesses in security procedures.
- **School Safety Specialist Certification** (July 21, 2017). The state enacted legislation creating a New Jersey School Safety Specialist Academy and a School Safety Specialist Certification Program and requiring school districts to designate an administrator as the school safety specialist. The initiative fulfills a recommendation of the 2015 state school security task force. It is consistent with the approach to training recommended in

NJSBA's 2014 report, including working with appropriate response agencies, providing training to school district staff, and utilizing low-cost training methods.

In August 2018, Governor Murphy signed legislation amending the statute so that a school district could appoint an administrator *or a school employee with expertise in school safety and security* to the specialist position.

- **School Building Security, Design and Access** (December 5, 2016). A statute requiring certain school security measures in the design of new and existing buildings is based on a recommendation in the state's 2015 school security report. It includes 28 specific requirements related to access to school buildings and grounds (e.g., secure vestibules with interior doors, prohibiting the propping open of doors), traffic flow, transportation drop-off areas, building design, interior door hardware, surveillance, location of utilities, lighting, distribution of keys and access cards, policies concerning admittance to a school building, etc. The provisions reflect a recommendation of the state's 2015 security task force and are consistent with observations of architects and other experts consulted by NJSBA's 2014 School Security Task Force.
- **Use of Bond Proceeds/Emergency Reserve Funds** (January 9, 2017). This statute allows the state's share of school construction costs through debt service or grants to be used for school security enhancements. It also authorizes the use of a district's emergency reserve fund for security improvements.
- **Securing Our Children's Future Bond Act** (August 27, 2018). The legislation places a \$500 million statewide bond issue on the November 6, 2018 General Election Ballot. Of that amount, \$350 million would be set aside for career and technical education grants in county vocational school districts and for school security project grants in all districts. The legislation directs the commissioner of education, in consultation with the Schools Development Authority, to establish criteria for awarding the security grants.
- **Emergency Light and Panic Alarms.** On August 27, Governor Murphy conditionally vetoed "Alyssa's Law" (A-764), which would require that all public school buildings be equipped with emergency light and panic alarms connected to local enforcement agencies. The governor indicated that he would sign the bill as long as the Legislature provides that schools could use grants through the Securing Our Children's Future Bond Act to pay for the equipment. An amended bill concurring with the governor's conditional veto was approved by the Assembly and is awaiting approval in the Senate and General Assembly.

## Planning, Response and Recovery

In a May 25 report<sup>1</sup>, CNN indicated that between the time of the February 14 tragedy at Marjory Stoneman Douglas High School in which 17 students and teachers were murdered and the end of May, seven other school shootings took place in U.S. middle and high schools. One of the most tragic occurred in Santa Fe, Texas on May 18 (10 killed, 10 wounded) and Lexington Park, Maryland on March 20 (two killed, one of whom was the suspect). In the first five months of 2018, there were 13 shooting incidents in middle and high schools, including one in Benton, Kentucky (January 23) in which two students were killed and 14 others wounded, according CNN.

As indicated in NJSBA's 2014 report, New Jersey requires strong and effective school safety measures, including:

- Security drills;
- Safety and security plans;
- Memoranda of agreement with local law enforcement, and
- Administrative response procedures that address threats, active-shooter situations, lockdowns, evacuations, and other emergencies.<sup>2</sup>

The administrative response procedures prescribe the strategy to be used in a particular situation and the responsibilities of school administrators, faculty, the designated public information liaison and other staff in various emergencies.

Even with the state's rigorous security protocol, the incidence of active shooter situations points to the importance of ongoing review of preparation, plans and procedures by local school districts in collaboration with law enforcement.

### **Emergency Response Procedures**

State requirements give school districts, in consultation with law enforcement, the ability to individualize responses to active shooter situations and other emergencies. Such individualized responses may include actions by staff and students during the period between the initial attack and the arrival of first responders.

In its 2015 report, the New Jersey School Security Task Force stressed the importance of staff and students understanding their roles in emergencies "because the majority of active shooter incidents is generally over prior to the arrival of emergency responders."

Even in cases where a police officer is on site during an emergency, school staff must understand that they may be in a position to make life or death decisions for themselves and/or others. School staff must have proper training regarding their school's emergency plan.<sup>3</sup>

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<sup>1</sup> Saeed Ahmed and Christina Walker, "There Has Been, on Average, 1 School Shooting Every Week This Year," CNN, May 25, 2018, accessed October 5, 2018, <https://www.cnn.com/2018/03/02/us/school-shootings-2018-list-trnd/index.html>.

<sup>2</sup> A presentation by the New Jersey Department of Education's Office of School Preparedness and Office of Student Support Services provides an overview of state school security requirements and activities. Ben Castillo and Nancy Curry, "Prepared and Supportive Schools" (presentation to New Jersey State Board of Education, April 11, 2018), accessed October 8, 2018, <https://www.state.nj.us/education/sboe/meetings/2018/April/public/School%20Security.pdf>.

<sup>3</sup> "New Jersey School Security Task Force Report and Recommendations," New Jersey Department of Education, July 9, 2015, 19, accessed October 2, 2018, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

News media accounts indicate that 80 New Jersey school districts are using the ALICE Training Institute's method, which goes beyond a strict lockdown or evacuation approach.<sup>4</sup> One of these school districts is Manchester Township in Ocean County, where the municipal government has posted the following description of ALICE on its website:

ALICE — which stands for Alert, Lockdown, Inform, Counter, Evacuate — can be utilized by schools, universities, places of worship, hospitals and other workplaces. The goal of the ALICE program is to provide individuals with survival-enhancing options for those critical moments in the gap between when a violent situation begins and when law enforcement arrives on scene.

ALICE is in line with recommendations from the U.S. Department of Education, the Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA).<sup>5</sup>

In the May-June issue of NJSBA's *School Leader* magazine, Steven Forte, superintendent of the Denville Public Schools, and Chris Wagner, the township's chief of police, noted that ALICE and the "run, hide and fight" approach are part of the district's overall school security strategy.

"We also provide our staff and students options for emergencies like Run-Hide-Fight and ALICE rather than just instructing them to lock down in a classroom," they wrote.

The ALICE Training Institute offers programs across a variety of industries. Although it does not specifically reference ALICE, the Department of Homeland Security's [ready.gov](http://ready.gov) website, endorses the run-hide-fight strategy in active shooter situations and describes the "fight" component as follows:

FIGHT as an absolute last resort.

- Commit to your actions and act as aggressively as possible against the shooter.
- Recruit others to ambush the shooter with makeshift weapons like chairs, fire extinguishers, scissors, books, etc.
- Be prepared to cause severe or lethal injury to the shooter.
- Throw items and improvise weapons to distract and disarm the shooter.<sup>6</sup>

A guide on developing emergency plans for schools, published by several divisions of the federal government, stresses the need to give staff flexibility if confronted with an active shooter:

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at

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<sup>4</sup> David Matthau, "React and Fight Back - How NJ Schools Prepare for a Shooter," New Jersey 101.5, December 3, 2017, accessed October 2, 2018, <http://nj1015.com/react-and-fight-back-how-nj-schools-are-preparing-for-a-shooting-emergency/>.

<sup>5</sup> "Township Employees Complete ALICE Active Shooter Training," Manchester Township, accessed October 2, 2018, <http://www.manchestertwp.com/township-employees-complete-alice-active-shooter-training/>.

<sup>6</sup> "Active Shooter," Citizen Corps | Ready.gov, U.S. Department of Homeland Security, accessed October 8, 2018, <https://www.ready.gov/active-shooter>.

least some of what you have learned, and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

As the situation develops, it is possible that students and staff will need to use more than one option. During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.<sup>7</sup>

Nonetheless, the run-hide-fight approach has not been universally endorsed.

During the committee's March 27 meeting, Jeff Gale, school security specialist, NJDOE Office of School Preparedness and Emergency Planning, was circumspect of ALICE and similar programs and emphasized the effectiveness of lockdown over the "fight" approach. Gale noted that every person who locked down in Sandy Hook shootings survived. On average, active shooter situations are resolved within five to seven minutes after law enforcement arrives at the scene, he said.

Although a number of committee members acknowledged the value of the run-hide-fight approach, they believed that decisions on emergency response procedures must be determined by school officials, law enforcement and first responders at the local level.

**RECOMMENDATION 1:**

**On an ongoing basis, school districts should evaluate emergency response procedures and training in light of developments in the security field and in collaboration with law enforcement, first responders, mental health professionals and other experts.**

**Security Drills**

Under a 2009 statute, New Jersey became one of a minority of states mandating periodic security drills. It is one of only six states that include active shooter drills in the requirement. New Jersey's requirement for a monthly security drill exceeds that of almost all other states.

Through a 2016 amendment<sup>8</sup>, the Legislature strengthened the act by requiring the presence of law enforcement during at least one security drill each year to provide review and assessment of the process. The amendment also requires training in school safety and security for *all* staff on annual basis—rather than only once for certificated staff—and the involvement of emergency responders in professional development.

"...New Jersey continues to lead the nation in the practice of unannounced school shooter drill observations," wrote Ben Castillo, director of the NJDOE Office of School Preparedness and

<sup>7</sup> "Guide for Developing High-Quality School Emergency Operations Plan," Federal Emergency Management Agency, Department of Homeland Security, June 2013, 63-64, accessed October 8, 2018, <https://www.fema.gov/media-library/assets/documents/33599>.

<sup>8</sup> "Senate Education Committee Statement on Assembly Bill 3349 (P.L.2016, C.80)," New Jersey Legislature, September 12, 2016, accessed October 8, 2018, [https://www.njleg.state.nj.us/2016/Bills/A3500/3349\\_S2.HTM](https://www.njleg.state.nj.us/2016/Bills/A3500/3349_S2.HTM).

Emergency Planning in a February 20, 2018 memo to chief school administrators.<sup>9</sup> “Such drills—in which the chief school administrator invites NJDOE staff to conduct the unannounced drill—not only provide staff and students with opportunities to test their responses, but also allow representatives or the Department of Education to offer guidance and share best practices...”

The current School Security Committee focused on ways to make drills even more effective. Based upon discussion, it concluded that drills should be scheduled during inconvenient times, including arrival and dismissal. This approach, along with recent updates of security drill requirements<sup>10</sup>, is consistent with the following recommendation in NJSBA’s 2014 report, *What Makes Schools Safe?*:

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.

### **Reunification**

The committee also discussed the importance of reunification as part of school districts’ overall crisis plans. According to FEMA<sup>11</sup> and the National Association of School Psychologists, reunification, or the process of releasing students to parents, guardians and caregivers following an emergency, is central to a comprehensive emergency response plan. NASP stresses the importance of the reunification process on students’ emotional well-being.

An essential component of school crisis response is the reunification of students with their primary caregivers. This process is crucial as the reestablishment of social supports is often the only mental health crisis intervention needed and is especially important for younger children. The sooner students are reunited with their caregivers, the less likely they are to exhibit traumatic stress. In addition, schools must be accountable for maintaining the chain of custody for every student during and after a crisis. A predetermined and practiced reunification process helps to ensure that reunification will not add to the anxiety and trauma of the crisis.<sup>12</sup>

Committee member Joe Walker, who serves as police chief in Ringwood, indicated that the borough established its public library as the reunification site. The process involves the stationing of a school official, with a designated cell phone number, at the site to provide information to parents.

Jeff Gale of the NJDOE Office of School Preparedness and Emergency Planning indicated that, in some areas of the state, reunification sites are being established on a countywide basis. OSPEP

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<sup>9</sup> Ben Castillo, "School Safety and Security Information and Resources for Schools," New Jersey Department of Education, Office of School Preparedness and Emergency Planning, February 20, 2018, accessed October 9, 2018, <https://www.state.nj.us/education/nonpublic/resources/022018Safety.pdf>.

<sup>10</sup> "Senate Education Committee Statement on Assembly Bill 3349 (P.L.2016, C.80)," [https://www.njleg.state.nj.us/2016/Bills/A3500/3349\\_S2.HTM](https://www.njleg.state.nj.us/2016/Bills/A3500/3349_S2.HTM)

<sup>11</sup> "Parent-Student Reunification Procedures," Federal Emergency Management Agency, Department of Homeland Security, October 2009, 1, accessed October 9, 2018, <https://training.fema.gov/programs/emischool/el361toolkit/assets/parent-studentreunificationprocedures.pdf>.

<sup>12</sup> "Reunification Guidelines for Administrators and Crisis Response Teams," National Association of School Psychologists, 2015, accessed October 9, 2018, <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/reunification/reunification-guidelines-for-administrators-and-crisis-response-teams>.

provides technical assistance and training on developing and implementing a reunification element of school security plans.<sup>13</sup>

The Burlington County School Crisis Response Team<sup>14</sup>, coordinated by the Educational Services Unit of the county's Special Services School District, offers the support of approximately 80 administrators, guidance counselors, school psychologists, social workers, teachers, school nurses, security experts, and media relations professionals to school districts that have experienced crises.

**RECOMMENDATION 2:**

**Local school districts should ensure that a reunification site and an effective post-crisis plan, including accurate communication with parents and guardians and counseling and related services for students and staff, are part of the emergency plan and are reviewed regularly in collaboration with law enforcement and other professionals.**

**Security Consultation**

A large number of private firms are engaged in school security consulting, providing services such as threat assessments, emergency plan review, and tabletop exercises. At the same time, several government agencies provide similar security-related services at no cost.

For example, the NJDOE Office of School Preparedness and Emergency Planning offers a wide variety of onsite and consultative services.<sup>15</sup> During the committee's discussion, Jeff Gale of OSPEP indicated that the unit offers staff training, site observation, physical security assessment, technical assistance and other services to school districts and education groups. Other topics include bus driver training (crash dynamics, protection from intruders, etc.); school nurse training; training for school crossing guards; and after-school security (athletic events, student plays, other activities). OSPEP also provides regional training on dealing with bomb threats and swatting. Within the past year, the New Jersey Office of Homeland Security and Preparedness has conducted more than 100 in-depth security assessments for individual schools. The assessments determine vulnerabilities, whether in the construction of the school building or in staff policies and procedures.<sup>16</sup>

Additionally, some county prosecutors' offices and county sheriffs' departments address school security issues and provide assistance to districts.

For example, in March, the Morris County sheriff and several municipal police departments established the Morris County Responsible School Violence Prevention team. The program partners with "psychologists and national security experts to identify alarming behavior,

<sup>13</sup> Castillo, "School Safety and Security Information and Resources for Schools," accessed October 9, 2018, <https://www.state.nj.us/education/nonpublic/resources/022018Safety.pdf>.

<sup>14</sup> Burlington County School Crisis Response Team, accessed October 10, 2018, <http://www.bcsCRT.org/#>.

<sup>15</sup> Castillo, "School Safety and Security Information and Resources for Schools."

<sup>16</sup> "NJOHSP and NJDOE Call for 'Renewed Vigilance' to Ensure School Safety," New Jersey Office of Homeland Security and Preparedness and New Jersey Department of Education, September 6, 2018, accessed October 10, 2018, <https://www.nj.gov/education/news/2018/0906Safety.htm>.

warning signs, and sensitive situations in schools that have the potential to elevate to physical violence,” according to a March 20 article in the *Daily Record*.<sup>17</sup>

**RECOMMENDATION 3:**

**When seeking guidance on school safety and security procedures, school districts should review the services available through the New Jersey Department of Education’s Office of School Preparedness and Emergency Planning, the New Jersey Office of Homeland Security and Preparedness, county prosecutors’ offices, county sheriffs’ departments, other law enforcement agencies, and other government agencies. They should also evaluate the services available through private firms that have knowledge of New Jersey law and regulation on school security, building design and code, and related areas.**

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<sup>17</sup> Peggy Wright, "Morris County law enforcement leaders form 'matrix' to assess school threats," Daily Record, April 3, 2018, accessed October 9, 2018, <https://www.dailyrecord.com/story/news/crime/morris-county/2018/03/30/morris-county-law-enforcement-leaders-form-matrix-assess-school-threats/462342002/>.

## Security Personnel

### **Class III Special Law Enforcement Officers**

Legislation enacted in November 2016<sup>18</sup> created a new category of special law enforcement officer (SLEO), specifically designed to provide security and other assistance in schools and community colleges. The statute creating the Class III SLEO reflects a recommendation of NJSBA's 2014 school security report and was supported by the state's school security task force and the New Jersey State Association of Chiefs of Police.

"The legislation gives school boards the option of employing qualified, experienced retired law enforcement officers to enhance school security and contribute to the educational program," said NJSBA Executive Director Dr. Lawrence S. Feinsod, following enactment of the legislation.<sup>19</sup>

According to the statute, Class III officers undergo the same training as school resource officers. SROs are active members of the local police force who serve schools in a security, counseling and instructional capacity. In its 2014 report, NJSBA's School Security Task Force found that, because of their specialized training and educational function, SROs represent the preferred option for school security personnel.

"...training encourages the development and nurturing of relationships between SROs and students. This not only addresses ongoing safety issues...but also enhances climate and culture in schools and raises student awareness," wrote David Sarnoff, a member of the Fort Lee Board of Education in an article posted on the New Jersey Association of School Resource Officers website.

However, employment of SROs can be financially difficult for many school boards, especially with the curtailment of major federal funding 13 years ago. The Class III SLEO category is designed to provide a lower-cost option for school boards that cannot afford to cover salary and benefits for an active-duty police officer or that want to expand security staffing to assist current SROs.

During its discussion, the NJSBA committee noted the following factors involving Class III officers and law enforcement presence in the public schools:

- Statute specifically places Class III officers under the authority of the local chief of police. As such, it precludes their placement in the school districts where law enforcement is provided by the State Police, rather than a local police department. (As of June 2015, the State Police provided law enforcement in 73 municipalities, primarily in northwestern and southern New Jersey.) In these districts, the State Police will assign SRO-trained troopers; generally, an individual trooper will be assigned to multiple schools.

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<sup>18</sup> P.L.2016, c.68, New Jersey Legislature, November 30, 2016, accessed October 9, 2018, [https://www.njleg.state.nj.us/2016/Bills/PL16/68\\_.HTM](https://www.njleg.state.nj.us/2016/Bills/PL16/68_.HTM).

<sup>19</sup> "School Security Officer Bill, Supported by NJSBA, Signed into Law," *School Board Notes*, New Jersey School Boards Association, December 6, 2016, accessed October 9, 2018, <https://www.njsba.org/news-publications/school-board-notes/december-6-2016-vol-xl-no-17/school-security-officer-bill-supported-njsba-signed-law/>.

- Committee member Pat Kissane, who serves as the executive director of the New Jersey Association of School Resource Officers, said that an SRO and a Class III officer are “one and the same” in terms of the training they receive to work in the school environment.
- During the School Security Committee’s discussions in the spring, Mr. Kissane reported that there were 70 applicants for Class III Officer certification.
- Employment of Class III SLEOs has no worktime restrictions. And the number of Class III officers employed within a municipality is unlimited. The pay is determined by the individual school district. There is no consistency in the pay rate among school districts.
- There is still a great deal of confusion about the type of law enforcement officers used in school security.
- Joe Walker, Ringwood police chief, noted that another law enforcement category, the Class II SLEO, is used by some districts for school security purposes. However, the number of hours a Class II officer can work is limited, and the number of Class II officers within a municipality cannot exceed a certain percentage of the total police force. Class II officers’ limited work hours give them the ability to secure additional employment, which may increase the number of individuals interested in taking the position.
- Until July 2018, individuals who had retired from law enforcement for up to five years were able to apply to become Class III SLEOs. After that date, only individuals retired for up to three years are able to serve. This is expected to reduce the pool of prospective Class III officers.

Pending legislation would change the requirement that Class III SLEO applicants be retired for no longer than three years from their previous law enforcement position. One bill, A-3494, would extend the maximum time of separation from the prior law enforcement position to five years for Class III officer applicants. It is in the Assembly Education Committee. Another proposal, A-3360/S-95, would waive any time-of-separation requirement when an applicant’s prior service in law enforcement included work in a public or non-public school. The legislation is currently in the Assembly and Senate Law and Public Safety Committees.

**RECOMMENDATION 4:**

**The New Jersey Legislature should amend the statute (*N.J.S.A. 40A:14-146.10 et seq.*) pertaining to the Class III Special Law Enforcement designation (a) to authorize employment of Class III SLEOs in municipalities where law enforcement is provided by the State Police, and (b) to extend the maximum time-of-separation requirement for Class III SLEO applicants to at least five years.**

**RECOMMENDATION 5:**

**The New Jersey School Boards Association should provide a description of the various levels of law enforcement available to schools for security purposes and distribute the information through its publications and other communications vehicles.**

**Law Enforcement Presence in Schools**

In its 2014 report, the NJSBA School Security Task Force recommended the following:

- A school resource officer (SRO) can provide a critical safety factor and valuable counseling and support services for students. The employment of an SRO is the preferred model for a law enforcement presence in a school building.

- The decision on whether or not to employ security personnel—armed or unarmed, police or non-police—must rest exclusively with the local school district.
- The assignment of SROs or other law enforcement officers to schools must take into account the qualifications and aptitude of the individual, including his or her capability as a first responder and ability to relate to students.
- In developing the memorandum of agreement, school districts and law enforcement 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.

The current committee concurs with the 2014 NJSBA task force finding on the value of a properly trained law enforcement officer to student security and the education program. However, instituting Class III SLEO or SRO employment for the first time in some districts, or at the elementary-school level, has sometimes been met with parental and student opposition based on perceptions of community-police relations and the role of the officer.

For the community to objectively consider the assignment of an SRO or Class III SLEO in the schools and to avert fear of student entry into the juvenile justice system for infractions of school discipline code, it is imperative that the school district clearly delineate the role of the school administration and the law enforcement officer.

In a 2015 statement, the National Association of School Resource Officers recommended that memoranda of understanding between local school districts and law enforcement “[p]rohibit SROs from becoming involved in formal school discipline situations that are the responsibility of school administrators.”<sup>20</sup>

In July 9, 2018 testimony before the Subcommittee on Emergency Preparedness, Response, and Communications (House of Representatives Committee on Homeland Security), Timothy P. Gerity, president New Jersey Association of School Resource Officers (NJASRO), focused on the need for a supportive school climate.

It is important to note that a safe and secure school environment requires the fostering of a supportive and nurturing learning environment, as well as protection from outside/inside threats. School Resource Officers, Class III Specials [Officers], school administrators, educators and school safety professionals, properly trained [pursuant to [state law](#)], help to ensure that our children will learn in the most positive and constructive school environment possible.<sup>21</sup>

Gerity also cited a 2009 report from the American Civil Liberties Union that cautioned against the negative impact of “over-policing” in schools. The ACLU recommended “that the SRO receive at least 40 hours of training at a minimum, to include topics such as adolescent development and psychology, working with special needs children, and cultural competency.

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<sup>20</sup> "NASRO Position Statement on Police Involvement in Student Discipline," National Association of School Resource Officers, August 14, 2015, accessed October 9, 2018, <https://nasro.org/news/press-releases/nasro-position-statement-police-involvement-student-discipline/>.

<sup>21</sup> Timothy P. Gerity, "Testimony to House Subcommittee on Emergency Preparedness, Response, and Communications," U.S. House of Representatives, July 9, 2018, accessed October 9, 2018, <https://docs.house.gov/meetings/HM/HM12/20180709/108505/HHRG-115-HM12-Wstate-GerityT-20180709.pdf>.

NJASRO's Safe Schools Resource Officers/School Liaison Training [the vehicle for most SRO training in the state] pre-dates and meets the criteria," he testified.

**RECOMMENDATION 6:**

**In proposals for placement of SROs or Class III SLEOs in the schools, district officials should clearly communicate the training requirements for the officers, their responsibilities in terms of security, education and counseling, and their non-involvement in matters involving infractions of the school discipline code. Such communication would provide accurate context to the community as the school board considers the proposal.**

**School Safety Specialist**

In July 2017, the state enacted legislation creating the New Jersey School Safety Specialist Academy and a School Safety Specialist Certification Program and requiring school districts to designate an administrator as the school safety specialist. The first academy session took place this past summer.

The certification program shall provide training, free of charge, to newly-appointed school safety specialists in the areas of bullying, hazing, truancy, Internet safety, emergency planning, emergency drills, drugs, weapons, gangs and school policing, and any other areas deemed necessary by the academy. The academy shall also offer annual training sessions for certified school safety specialists.<sup>22</sup>

During the NJSBA committee discussion in the spring of 2018, it was noted that limiting the school safety specialist designation to "administrators" could result in excluding the individuals most involved in, and knowledgeable about, security from entering the certification program. At the time, legislation (A-3765/S-2456) had been introduced to amend the statute so that a district could appoint an administrator "*or a school employee with expertise in school safety and security*" as the specialist. The bill was signed into law on August 17, 2018.<sup>23</sup>

The New Jersey School Boards Association supported the legislation.

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<sup>22</sup> P.L.2017, c.162, New Jersey Legislature, July 21, 2017, accessed October 10, 2018, <https://www.njleg.state.nj.us/2016/Bills/PL17/162 .HTM>.

<sup>23</sup> P.L.2018, c.100, New Jersey Legislature, August 17, 2018, accessed October 10, 2018, <https://www.njleg.state.nj.us/2018/Bills/AL18/100 .HTM>.

## Communication, Notification and Detection

### Notification Systems

NJSBA's 2014 report, *What Makes Schools Safe?*, included the following recommendation concerning communication systems used during emergencies:

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.

The current NJSBA School Security Committee believes that this recommendation remains relevant.

During the committee's discussions, chairman Don Webster pointed to advancements in communications technology since 2014, including apps for school staff and first responders. Committee members also cited the need for a credible, accurate and prompt communication. Patrick Kissane pointed to recommendations in the 2015 state task force report<sup>24</sup> that addressed a dedicated channel for two-way radios to enable school security staff to communicate with emergency responders, methods of communication between school staff and administration during emergencies, and identification of the school staff member responsible for contacting the primary emergency response agency.

#### RECOMMENDATION 7:

**As part of the periodic review of security plans, school districts should consider advances in communications technology, ensure that there is an unobstructed line of communication between school security personnel and emergency responders by providing the appropriate staff with equipment such as two-way radios with dedicated channels, and clearly identify the staff member responsible for contacting the primary response agency in an emergency.**

### Detecting Threats

In its 2014 report, NJSBA's School Security Task Force cited the effectiveness of anonymous tip lines in preventing incidents of school violence, recommended that school districts explore the use of such networks, and called for the establishment of a statewide anonymous tip line.

Currently, the New Jersey Office of Homeland Security and Preparedness, in coordination with the State Police, operates a tip line which citizens can use to report suspicious activity. Following the Parkland tragedy, state officials emphasized the use of the reporting system for threats of school violence.

"We are reinforcing our commitment to school safety and security and the reporting of suspicious activity," said NJOHSP Director Jared Maples in a March 2018 news release<sup>25</sup> issued

<sup>24</sup> "New Jersey School Security Task Force Report and Recommendations," New Jersey Department of Education, July 9, 2015, 20, accessed October 2, 2018, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

<sup>25</sup> "Attorney General Grewal Issues Law Enforcement Directive Requiring the Immediate Reporting of Tips About Threats of Violence Against Schools," State of New Jersey, Office of the Attorney General, March 26, 2018, accessed October 10, 2018, <https://nj.gov/oag/newsreleases18/pr20180326a.html>.

by the state Attorney General’s Office. “We continue to emphasize law enforcement and the public’s role in maintaining the state’s safety and security. If you ‘See Something, Say Something’ by reporting suspicious activity to NJOHSP’s Counterterrorism Watch Unit at **866-4SAFENJ** or **tips@njohsp.gov**.”

Callers to the toll-free number have the option to remain anonymous, according to a spokesperson for the attorney general’s office.

“All [state police] troopers will be directed to immediately report these tips and leads...to ensure that they are investigated and acted upon, as appropriate,” said Col. Patrick Callahan, acting superintendent the State Police, in the press statement.

The March news release addressed New Jersey Attorney General Gubir S. Grewal’s directive to law enforcement to strengthen the response to tips about threats of violence to “any school, workplace, or house of worship.” The directive required law enforcement agencies to notify county terrorism coordinators and the NJOHSP immediately—rather than within 24 hours—upon receiving information or a tip about such threats.

In September, state officials announced that reported threats to New Jersey schools in 2017-2018 were more than double the number for the previous academic year.<sup>26</sup> The attorney general attributed part of the increase to greater vigilance on the part of students, educators and the community at-large.

In the same announcement, Commissioner of Education Lamont Repollet said that school districts need to reinforce the message that social media posts, jokes of a violent nature, or drawings that imply school violence will be taken seriously and reported to local law enforcement.

During its deliberations, the current NJSBA School Security Committee considered the need to track social media for such threats, making note of news reports about messages that were posted prior to the Parkland shooting. The committee recognized that encouraging the reporting of threats, building trust among students and staff, and ensuring follow-through by law enforcement are necessary preventive steps.

**RECOMMENDATION 8:**

**State and local education and law enforcement agencies should regularly communicate to their constituents and the general public about the importance of notifying proper authorities about suspected threats to school security that are posted online or expressed through other media. This communication should emphasize the availability of the NJOHSP’s Counterterrorism Watch Unit (866-4SAFENJ or [tips@njohsp.gov](mailto:tips@njohsp.gov)) to report such information.**

**RECOMMENDATION 9:**

**School districts should copiously monitor their social media platforms to identify inappropriate and suspicious messages and report any such incidents to the proper authorities.**

<sup>26</sup> "NJOHSP and NJDOE Call for ‘Renewed Vigilance’ to Ensure School Safety," <https://www.nj.gov/education/news/2018/0906Safety.htm>.

## Cybersecurity

Because NJSBA’s 2014 report did not address the subject of cyber threats, the School Security Committee devoted part of its deliberations to discussion of how school districts could prevent attacks on their communications and information systems and protect financial data and personal information about students and staff. The committee believes that, similar to security drills, “target hardening,” employment of security personnel and other strategies, a cybersecurity protocol is critical to school safety.

On April 25, the committee heard a presentation, “How to ask the right questions when you are not a cyber-expert,” by Brandon Pugh, NJSBA vice president for legislation and resolutions. Mr. Pugh is an editor for the *Journal of Law and Cyber Warfare* and heads his own security firm.

Schools and colleges compile extensive data concerning students and their academic records, employees and their personal and family information, and district financial matters. They have email servers that host staff and board member accounts, and they operate websites. All of these data and functions can be vulnerable to cyberattack.

Mr. Pugh described various types of cyber threats—data breaches, denial of service, phishing, malware/ransomware attacks and other vulnerabilities. He pointed to recent incidents in New Jersey:

- Earlier this year, a school district in Essex County suffered a security breach, exposing the personal information—including partial social security numbers—of approximately 1,200 current and past employees.
- Last year, in Bergen County, students hacked into a school district’s computer system to change grades.
- Rutgers University has suffered network shutdowns and denial of internet and email service due to cyberattack.
- In Gloucester County, an attack disrupted the school’s computer network and the administration of the state assessment.

Schools have also been attacked by ransomware, with hackers demanding money to unencrypt data.

Short- and long-term strategies to address cyberattacks, prevent future incidents, and safeguard student safety and school district interests include:

- A Continuity of Operations Plan to ensure that essential services are delivered;
- Communication and information-sharing with all stakeholders when an attack is detected;
- Education and training for all users (e.g., do not click on unfamiliar links or open email attachments from unknown sources);
- “Cyber hygiene”<sup>27</sup> practices, and
- Liability and insurance.

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<sup>27</sup> A recent article posted on the *Forbes* website defines “cyber hygiene” as follows: “a series of simple but effective principles that must be observed daily to minimize and, if possible, eliminate the residual risk level of business applications.” See: John Giordani, “Cyber Hygiene: The Basic Ingredients for a Cyber Protection Program,” *Forbes*, August 31, 2018, accessed October 11, 2018, (cached) <https://webcache.googleusercontent.com/search?q=cache:iF98sUIMcHwJ:https://www.forbes.com/sites/forbestechcouncil/2018/08/31/cyber-%25E2%2580%258B%25E2%2580%258Bhygiene-the-basic-ingredients-for-a-cyber-protection-program/+&cd=9&hl=en&ct=clnk&gl=us>.

“Immediate steps” that school districts can take to ensure cybersecurity include the following:

- Identify risks to currently stored data;
- Assess/review the current cybersecurity plan, or create one;
- Anticipate and prepare for possible cyber-events;
- Assess staffing for IT and cyber-protection, and
- Ensure that district policies and regulations adequately address cybersecurity.

Mr. Pugh referenced the National School Boards Association’s document, “2018 NSBA Cyber Risk Report: School Board Communication at Risk.”<sup>28</sup> The report, based on a nationwide survey, found that board members are often not aware of cybersecurity measures; boards often use unsecured or minimally secured methods for downloading information and communicating; most school districts do not have a plan for cyber incidents; and cybersecurity exercises and training are minimal.

The NSBA report offers several action items that school boards should consider to promote cybersecurity. They include:

- Adopt board policy on the handling and storage of digital board documents;
- Establish specific procedures for board communication, including email and text messages;
- Move toward secured, cloud-hosted board communication software;
- Create a cyber-risk task force to ensure adequate training, oversight and preparation for cyber events, and
- Create a Disaster Recovery/Business Continuity Plan.

The New Jersey Schools Insurance Group offers its members a service to prevent and respond to data breaches. In a recent article in *School Leader*, NJSIG cited the following strategy:

You should prepare for potential breaches as follows:

- Identify your response team.
- Develop an incident response plan to provide the team with a playbook.
- Designate one team member as liaison with your board in case of a cyber-event.
- Test your response with tabletop exercises.
- Communicate with your board regularly on steps your team is taking to protect data security.<sup>29</sup>

Other valuable resources include the National Institute of Standards and Technology Cybersecurity Framework ([www.nist.gov/cyberframework](http://www.nist.gov/cyberframework)), which has five elements: identify, protect, detect, respond and recover.<sup>30</sup> In its 2015 report, the state’s school security task force recommended that each school or district “should designate an information technology professional to implement...the risk management best practices prescribed in the NIST *Cybersecurity Framework*.”<sup>31</sup>

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<sup>28</sup> “2018 NSBA Cyber Risk Report: School Board Communication at Risk,” National School Board Association, funded by Emerald Data Solutions, accessed October 11, 2018, [https://cdn-files.nsba.org/s3fs-public/NSBA\\_Cyber\\_Survey.PDF](https://cdn-files.nsba.org/s3fs-public/NSBA_Cyber_Survey.PDF).

<sup>29</sup> “ELFJ Spotlight: Cyber-Risks and Prevention for School Districts,” *School Leader*, New Jersey School Boards Association, October 5, 2018, accessed October 11, 2018, <https://www.njsba.org/news-publications/school-leader/september-october-2018-vol-49-no-2/elfj-spotlight-cyber-risks-and-prevention-for-school-districts/>.

<sup>30</sup> “Cybersecurity Framework,” NIST, October 05, 2018, accessed October 11, 2018, <http://www.nist.gov/cyberframework>.

<sup>31</sup> “New Jersey School Security Task Force Report and Recommendations,” 38, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

School districts may also consult the New Jersey Cybersecurity and Communications Integration Cell ([www.cyber.nj.gov](http://www.cyber.nj.gov)), the New Jersey State Policy Cyber Crimes Unit ([www.njsp.org/division/investigations/cyber-crimes.shtml](http://www.njsp.org/division/investigations/cyber-crimes.shtml)), and the U.S. Department of Education’s Readiness and Emergency Management for Schools technical assistance center (<http://rems.ed.gov>).

During discussion, Lou Schimenti, NJSBA products and services specialist, noted that the Association’s website features webinars on cybersecurity and related subjects, including “Digital Security: Protecting Student and Staff Personal Information,” “Effective Disaster Recovery Plans,” and “Preparation for Widespread IT Outages.” A complete list of programs, which can be viewed anytime, is available at [www.njsba.org/training/webinars](http://www.njsba.org/training/webinars).

**RECOMMENDATION 10:**

**School districts should (a) implement the best practices prescribed in the National Institute of Standards and Technology’s Cybersecurity Framework, (b) provide training for all users on the avoidance of cyber-incidents; (c) establish and regularly assess continuity of operations and disaster recovery plans, (d) ensure that school board policies and administrative regulations provide adequate support and authorization for cybersecurity efforts; and (e) review district policies and procedures in relation to information provided through NIST, state and federal agencies, the New Jersey School Boards Association and the National School Boards Association.**

## Physical Security and Building Access

NJSBA’s 2014 school security report, *What Makes Schools Safe?*, contained the following recommendations:

- 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.
- School boards should ensure that they have practices and procedures on building access, emergency evaluation, security personnel, and emergency medical services for events and functions that take place after the instructional day.

### Surveillance Systems

Committee Chairman Don Webster pointed to developments in physical security equipment and safety measures since the Association’s 2014 report:

- Classroom door barricades
- Radar technology-based products that can detect weapons on individuals before they enter schools.
- Pressure sensors and related systems that have been refined and can alert staff or police if a door is being opened.
- Greater use of surveillance cameras.

A survey of school officials conducted for NJSBA’s 2014 report asked school officials to identify the three steps they would take *if they had the funding*. The most frequently identified enhancement was surveillance cameras.

The use of surveillance systems, on school grounds and in school buildings, calls for cooperation among school officials and law enforcement and consideration of privacy rights and retention of records. Legislation (S-2715), approved by the Senate in June, would require that the Attorney General, in consultation with the Commissioner of Education, develop a protocol establishing policies regarding the retention of video footage from school surveillance systems. The protocol would address the amount of time that the video footage may be retained, measures to limit access to the footage, and compliance with the federal Family Educational Rights and Privacy Act.

The bill is currently in the Assembly Education Committee. NJSBA supports the legislation.

### Locked and Accountable

While recognizing the importance of security equipment upgrades, committee members also noted the importance of “basics”: common-sense procedures and staff and student responsibility, such as ensuring that doors are locked when appropriate. Some of those elements have been incorporated into state law.

A 2016 statute addressing school building security, design and access<sup>32</sup> requires the adoption of “school district policies and procedures to clearly indicate that *propping open doors is strictly*

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<sup>32</sup> P.L. 2016, c.79, New Jersey Legislature, December 5, 2016, accessed October 11, 2018, <https://www.njleg.state.nj.us/2016/Bills/PL16/79 .HTM>.

*prohibited*, and that students and staff shall not open a door for anyone. All persons seeking entry to the building shall be directed to the main entrance.”

During the committee’s discussions, Steve McGettigan, NJSBA policy manager, noted that the Association’s Policy Service offers districts a model document and legal reference sheet reflecting current law and regulation on school building access. The model policy (FC 1250, “Visitors”) states, “Staff members and students are strictly prohibited from propping doors open. Students and staff members shall not open a door for anyone. All persons seeking entry to the building shall be directed to the main entrance.”<sup>33</sup>

### **After-Hours Security**

The 2014 NJSBA report made the following statement in reference to after-school security:

...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 evaluation, security personnel and emergency medical services for events and functions that take place outside the instructional day.

The state’s 2015 security task force emphasized cooperation with law enforcement in providing after-hours security. The report recommended regularly scheduled police patrols “during the school day (e.g., during lunch periods and student assemblies and activities), as well as after school hours when extra-curricular activities (e.g., sporting events, dances, proms) are ongoing.”<sup>34</sup>

The Uniform State Memorandum of Agreement (2015 revision) also cites the presence of law enforcement at extracurricular events: “...whenever possible, provide for the presence of uniformed police officer(s) at any event at which the chief school administrator believes it would be in the interest of public safety.”<sup>35</sup>

The New Jersey State Interscholastic Athletic Association’s *Crowd Control Handbook, 2018-2019* contains an extensive checklist for schools hosting athletic events. One provision emphasizes planning in collaboration with local law enforcement:

- Develop in consultation with police, emergency evacuation plans relating to activated fire alarms, bomb threats, security breaches, and acts of violence.
- Develop a plan of action in cooperation with the police for measures to be taken in the event of trouble.

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<sup>33</sup> “Visitors,” Policy File Code 1250, December 1, 2017, and “Visitors,” Legal Reference File Code 1250, December 1, 2017, accessed October 11, 2018, <https://ws.njsba.org/njsba/policy/> (members-only, password protected).

<sup>34</sup> “New Jersey School Security Task Force Report and Recommendations,” 25, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

<sup>35</sup> “A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials: 2015 Revisions,” New Jersey Department of Law and Public Safety and New Jersey Department of Education, August 31, 2015, 18, accessed October 4, 2018, <https://www.nj.gov/education/schools/security/reggs/agree.pdf>.

- Review prior and existing school-community control problems, along with gang activity. Crises prevention should be part of the review.<sup>36</sup>

In addition to working closely with law enforcement, school districts should consider other strategies to ensure after-hours security. For example, fire codes requiring means of egress could preclude closing off access to areas of the building. In such cases, school districts should consider adequate staffing at events to restrict access to these areas. Some schools have also instituted bag inspection protocols at events.

School district policy concerning security at after-hours events must comply with current statutory requirements and provisions of the Uniform State Memorandum of Agreement. They must also take into account the design of the individual facility.

### **Statutory Requirements**

Of the 28 security requirements for school buildings listed in *P.L. 2016, c.79*<sup>37</sup>, nineteen apply to existing facilities, including the following:

- Lock exterior doors, and when they are in use for a large entry/exit, provide that they are staffed and monitored;
- Utilize an access control system with remote unlocking features, an intercom, and fixed cameras at the school's main entrance and for other entrances *as funding permits*;
- *Where the footprint of the school allows, and if funding is available, create secure vestibules at the main entrance of the school building. The exterior door entrance to the school shall allow access by a visitor only to the vestibule and the doors to the remainder of the building shall be locked ("man-trap");*
- Use surveillance cameras a target-hardening tool;
- Use ballistic or shatter-resistant film for glass entrance door sidelights and other vulnerable first floor areas;
- Maintain a strict key distribution protocol that requires staff to sign for keys and return them at the end of the school year.

The statutory requirements resulted from the work of the state's 2015 school security task force. They are also consistent with observations of architects and other experts consulted by NJSBA's 2014 School Security Task Force.

The 2015 state report contains another recommendation related to building access that is particularly relevant in light of incidents involving former students.

For school districts that choose to employ advanced identification card systems, we recommend that they develop policies and procedures that ensure suspended or terminated students' and employees' ID cards are confiscated.<sup>38</sup>

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<sup>36</sup> "Procedures Before the Game," *NJSIAA Crowd Control Handbook, 2018-2019*, New Jersey State Interscholastic Athletic Association, July 2018, 5, accessed October 11, 2018, <https://www.njsiaa.org/sites/default/files/document/Crowd%20Control%20Handbook%202018-19.pdf>.

<sup>37</sup> *P.L. 2016, c.79*, New Jersey Legislature, <https://www.njleg.state.nj.us/2016/Bills/PL16/79 .HTM>.

<sup>38</sup> "New Jersey School Security Task Force Report and Recommendations," 31, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

RECOMMENDATION 11:

**Local school boards should ensure that (a) there is agreement with local law enforcement on access to video surveillance that promotes student safety while recognizing privacy rights under the Family Educational Rights and Privacy Act, (b) district policies and procedures reflect requirements under P.L. 2016, c.79 and other security-related statutes, (c) school facility plans consider advances in security technology, and (d) effective visitor and access protocols, including key distribution, are established and adhered to by staff and students.**

**Fire Code Issues**

Don Webster spoke about fire code and ways it could be implemented and changed to guard against school intruders pulling alarms, which could result in evacuations and additional casualties. He shared information indicating that the Department of Community Affairs allows districts to place alarms outside of vestibules when constructing “man-traps.” However, there was at least one report of a local fire official requiring installation of the alarm within ten feet of the entryway and inside the secure vestibule, thereby placing the alarm within reach of visitors who may not be allowed into the building.

Mr. Webster also discussed a possible modification in code to allow for a response delay to a fire alarm, giving administrative staff the time to ascertain if a sounded alarm is valid.

RECOMMENDATION 12:

**The New Jersey Department of Community Affairs should consider adjustments to fire code to prevent access to school fire alarms by intruders.**

## Funding

NJSBA's 2014 report, *What Makes Schools Safe?*, included the following recommendations on financing school security:

- The state should designate additional grant funding for the express purpose of enhancing school security.
- The Legislature should provide additional options to enable school districts to hire and retain appropriately trained security personnel.

### **Tax Levy Cap/State and Local Funding**

In a survey issued in conjunction with the 2014 report, local school officials most frequently cited the state's 2 percent tax levy cap as a challenge in financing security upgrades. The report referenced legislation that would exclude increases in school security expenditures from the tax levy cap for school districts, municipalities and counties.

Similar legislation has been introduced in the current session of the Legislature. [A-3451/S-2385](#) would exclude certain increases in school security expenditures from the tax levy cap for school districts. As of the date of this report, the bills are in the Assembly and Senate Education Committees. They are supported by NJSBA.

Another proposal, A-106, would exclude certain increases in school security expenditures from the tax levy cap for municipalities and counties. That legislation is in the Assembly Education Committee.

On November 6, 2018, New Jersey voters will act on the \$500 million "Securing Our Children's Future" bond proposal. If approved, \$350 million of the amount would be set aside for career and technical education expansion in county vocational school districts and for school security projects in all school districts.

NJSBA's 2014 report cited an increase in the number of school bond issues with security components. In the most recent special school election (October 2, 2018), six of 15 construction proposals cited safety improvements, including secure vestibules and door hardware.<sup>39</sup>

The committee believes that the recommendations of the 2014 report, including those calling for state funding for security upgrades, remain valid. However, it believes that support for tax levy cap adjustments for security cost increases should be stated in the form of a recommendation.

### **RECOMMENDATION 13:**

**The Legislature should amend N.J.S.A.18A:7F-38, which establishes the tax levy cap for school districts, to permit an adjustment for increases in school security costs.**

<sup>39</sup> "Updated: Voters in 10 Districts Approve \$188.3 Million for School Construction Projects," School Board Notes, New Jersey School Boards Association, October 09, 2018, , accessed October 12, 2018, <https://www.njsba.org/news-publications/school-board-notes/october-9-2018-vol-xlii-no-11/updated-voters-in-10-districts-approve-188-3-million-for-school-construction-projects/>.

### **Grants**

The New Jersey Schools Insurance Group offers safety grants to member school districts. Grants may be used for a variety of security purposes including school mapping for emergency responders, ballistic film for windows, and lighting.<sup>40</sup>

In June, the Burlington Board of Freeholders approved the dedication of \$20 million, half of the county's capital budget, to fund security enhancement grants at the county's 21 public high schools. "The move is unparalleled in New Jersey and innovative even in national terms," stated an article in *New Jersey Spotlight*.<sup>41</sup>

Up to \$20 million is available through the Burlington County program; the average award is anticipated to be \$1 million, according to a listing on the Grants Services portal, a members-only resource on the New Jersey School Boards Association's website.<sup>42</sup> (The application deadline was listed as October 1, 2018.)

#### **RECOMMENDATION 14:**

**School districts, municipalities, county governments and law enforcement agencies should continue to collaborate on initiatives to fund and provide security enhancements in the public schools.**

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<sup>40</sup> "Safety Grant Portal Opens April 2, 2018," *Safety Net*, New Jersey Schools Insurance Group, March 2018, accessed October 12, 2018, <https://www.njsig.org/downloads/newsletter/safetynet/2018/2018-03SafetyNet.pdf>.

<sup>41</sup> Carly Sitrin, "Burlington County Leads with \$20M Initiative for Greater School Security," *NJ Spotlight*, June 15, 2018, , accessed October 12, 2018, <https://www.njspotlight.com/stories/18/06/14/burlington-county-leads-with-20m-initiative-for-greater-school-security/>.

<sup>42</sup> "Grants Support," New Jersey School Boards Association, accessed October 12, 2018, <https://www.njsba.org/services/grants-support/>.

## Election Day Security

Under state law ([N.J.S.A. 19:8-2](#)), county boards of election have the final authority on the selection of polling places. Often, school buildings have been the best situated and accessible sites for elections.

Preference in locations shall be given to schools and public buildings where space shall be made available by the authorities in charge, upon request, if same can be done without detrimental interruption of school or the usual public services thereof...

In its 2015, the New Jersey School Security Task Force studied the issue.

“Using schools as polling places has been discussed and debated in many communities over the years,” states the task force report. “However, with the school shooting in Newtown, Connecticut, in December 2012, the intensity of the debate has escalated, and there have been renewed calls to cease using school facilities as polling stations.”<sup>43</sup>

“School staff, parents and the community-at-large remain concerned about the apparent contradiction between expensive screening devices at school entrances; advanced identification systems for staff, students, and visitors; and the hardening of school perimeters and building entryways on the one hand and allowing unfettered access by hundreds or even thousands of unknown visitors to school facilities on election days when classes are in session on the other hand. For some schools, it is relatively easy to create a zone where voters can avoid interacting with students.... However, many schools do not have that option.”<sup>44</sup>

The state task force recommended that school districts work with law enforcement and election agencies in identifying voting facilities. It also urged that “care should be taken and caution exercised to ensure the safety and security of students and school staff. Such care and caution could conceivably include using election days for professional development for school staff when students are not expected to be in the school building.”<sup>45</sup>

School districts have to ensure that election-day visitors are separated from students. This may disrupt the academic program since teachers and students lose access to parts of the facility, or school districts may find it necessary to declare Election Day a holiday or close school on other days when balloting takes place, even if it’s not in the interest of educational continuity.

Conversely, some have argued that students can benefit from seeing members of the community exercising their franchise.

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<sup>43</sup> "New Jersey School Security Task Force Report and Recommendations," 39, <https://www.nj.gov/education/schools/security/TaskForceReport.pdf>.

<sup>44</sup> "New Jersey School Security Task Force Report and Recommendations," 40.

<sup>45</sup> New Jersey School Security Task Force Report and Recommendations," 39.

Two Assembly bills address the use of schools as polling places.

[A-2461](#), currently in the Assembly State and Local Government Committee, would prohibit the use of a school as a polling place on a day that classes are in session, “unless voting takes place in a room that is directly accessible from the outside and is secured by a door or other barrier from the rest of the building, or there is a uniformed law enforcement officer present and voters are not permitted to pass without supervision through the interior of the building when entering or leaving that room.” The legislation would also require that districts submit written security plans to the Attorney General when schools are used as polling places, and it would appropriate funds for the cost of plan implementation.

[A-472](#), also before the Assembly State and Local Government Committee, would require districts to implement security procedures when schools are used as polling places. It would deduct the cost of such procedures from district reimbursement to the county board of elections for the cost of the annual school election or special school elections.

**RECOMMENDATION 15:**

**County boards of election should work collaboratively with school districts in determining the location of polling places. Districts should be reimbursed for security procedures necessitated by the use of schools as polling places.**

## School Climate and Mental Health Services

NJSBA’s 2014 School Security Task Force devoted substantial time and attention to safe and healthy school climates, including mental health services and counseling, bullying prevention, social-emotional learning and character development, and school climate assessments.

Circumstances surrounding the February 2018 tragedy in Parkland, Florida, underscore the need to look deeper into the identification of students at risk of violent behavior and the delivery of mental health and other support services.

The state’s 2015 school security task force recommended that school districts establish behavioral threat assessment teams “to identify potential at-risk students and provide resources to prevent potential violent incidents.”

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest an individual intends to mount an attack and is engaged in planning or preparing for that event.

During its discussions, the current School Security Committee concurred on the importance of behavioral threat assessment, interagency collaboration for delivering mental health services, and the benefit that peer mentoring/mediation programs and substance assistance coordinators can have in promoting healthy school climates and identifying students at risk.

In May, the Bergen County Prosecutor’s Office announced the formation of the Bergen County Safe Schools Task Force. “The Task Force will take a multi-disciplinary approach to the issue of school safety, with the primary focus on developing best practices for prevention and response to potential school shooting situations.”<sup>46</sup> It includes mental health practitioners as well as representatives of law enforcement, local school districts, municipal government, and business. The task force was expected to issue initial recommendations in October 2018,

In September, the New Jersey School Boards Association appointed a new task force to study the impact of the effective delivery of mental health services and early intervention strategies on student health and wellness, school climate, and school security. The task force is expected to issue its final report by June 2019.

The School Security Committee believes that the new NJSBA Task Force on the Delivery of Mental Health Services will continue the Association’s important work in the area of school safety and the advancement of student health and well-being.

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<sup>46</sup> "Bergen County Prosecutor's Office Announces the Formation of the Bergen County Safe Schools Task Force," Bergen County Prosecutor's Office, May 21, 2018, accessed October 9, 2018, <https://www.bcpo.net/press-releases/536-bergen-county-prosecutor-s-office-announces-the-formation-of-the-bergen-county-safe-schools-task-force>.





## **APPENDIX I**

October 2018

### **School Safety & Security: Legislative Initiatives**

#### ***Legislative Activity since Publication of NJSBA School Security Task Force Report***

##### **New Enactments and Related Bills**

- **“Class III” Officers - P.L.2016, c.68 (S-86/A-3629):** Establishes Class Three special law enforcement officers to provide security in public and nonpublic schools and county colleges.
  - **NOTE:** Recommendation of both the NJSBA School Security Task Force and the NJ School Security Task Force (NJSSTF)
  - **A-1400/S-92 (pending):** Permits retired corrections officer to be appointed Class Three special law enforcement officer.
  - **A-3360/S-95 (pending):** Revises certain Class Three special law enforcement officer appointment qualifications.
  - **A-3894 (pending):** Extends time of separation from prior law enforcement position to five years for Class Three special law enforcement officer applicants.
  - **A-4094/S-2570 (pending):** Authorizes Class Three special law enforcement officers to provide security at public and private colleges.
  - **A-4334/S-2870 (pending):** Authorizes county sheriff to appoint Class Three special law enforcement officer to provide security at county community college or vocational school.
- **Use of Bond Proceeds/Emergency Reserve Funds - P.L.2016, c.100 (A-2158/S-2241):** Authorizes use of emergency reserve fund or proceeds from bonds issued by the NJ Economic Development Authority to finance school security improvements.
- **Nonpublic Security Aid - P.L.2016, c.49 (A-2689/S-754):** "Secure Schools for All Children Act"; establishes State aid program for security services, equipment, or technology to ensure safe and secure school environment for nonpublic school students.
  - \$75/student in 2016-2017, annually adjusted for inflation going forward.
- **“School Safety Specialist” - P.L.2016, c.162 (A-3347/S-2242):** Establishes New Jersey School Safety Specialist Academy in Department of Education and requires school districts to designate school safety specialist.
  - **NOTE:** NJSSTF Recommendation
  - **P.L.2018, c. 100 (A-3765/S-2456):** Permits a superintendent to designate either an administrator or any other school employee with expertise in school safety and security as the district’s school safety specialist. Under the original law, a superintendent could only designate a “school administrator” as the school safety specialist for the district. This meant that the district’s designated safety specialist had to hold an administrator’s certificate to serve in the specialist role.
- **Enhancing Building Security - P.L.2016, c.79 (A-3348/S-2439):** Requires certain school security measures to be incorporated in architectural design of new school construction and certain school security measures for existing buildings.
  - **NOTE:** NJSSTF Recommendation

## APPENDIX I: School Safety and Security Legislative Initiatives/October 2018

Page 2

- **A-3912/S-2435 (pending)**: Requires certain school security measures to be incorporated into new school construction and existing school buildings. This bill would mandate that new public school construction and existing public school buildings include certain items that under the original 2016 law were only required under certain conditions.
- **Staff Security Training - P.L.2016, c.80** (A-3349/S-2438): Requires annual school security training for school employees to be conducted collaboratively with emergency responders; requires law enforcement officer to annually attend at least one school security drill.
  - **NOTE**: NJSSTF Recommendation
- **"Securing Our Children's Future Bond Act" - P.L.2018, c.119** (S-2293/A-3902): Authorizes issuance of \$500,000,000 in general obligation bonds to finance certain school, school district, and county college capital projects; appropriates \$5,000.
  - Bond referendum to be placed before voters at November 2018 general election.
  - Includes a total of \$350 million for career and technical education grants (available to county vocational-technical school districts) and school security project grants (available to all school districts). Legislation requires the Commissioner of Education, in consultation with the Schools Development Authority, to develop procedures and criteria for the evaluation and administration of school security grants.

### **Pending School Safety and Security Legislation (2018-2019)**

- **A-764**: "Alyssa's Law", requires public school buildings to be equipped with panic alarm linked to local law enforcement.
  - **NOTE**: Passed by Legislature in June 2018; conditionally vetoed by Governor Murphy in August 2018. Governor recommended permitting the proceeds of the "Securing Our Children's Future Bond Act" (see above), if approved by the voters, to be used for the purchase and installation of panic alarms. Governor's recommendations awaiting concurrence by the Legislature.
- **A-4112/S-2676**: Requires boards of education and nonpublic schools to provide law enforcement authorities with copies of blueprints and maps of schools and school grounds.
- **A-4148/S-2743**: Allows law enforcement agencies to provide juvenile-family crisis information to principal of juvenile's school for planning programs relevant to juvenile's educational and social development.
- **A-4149**: Establishes two-year pilot program requiring certain law enforcement agencies to coordinate with local school districts to identify and assist at-risk youths.
- **A-4150/S-2742**: Requires meeting between student and appropriate school personnel after multiple suspensions or proposed expulsion from public school to identify behavior or health difficulties.
- **A-3519/S-2564**: Establishes "Restorative Justice in Education Pilot Program" in Department of Education.
- **A-4147/S-2744**: Requires school districts to conduct audit of security features of district buildings, grounds, and communication systems using standardized checklist and to submit audit to NJ Office of Homeland Security and Preparedness and DOE.
- **A-4151/S-2745**: Requires school security training for persons employed by public and nonpublic schools in substitute capacity and for employees and volunteers of youth programs operated in school buildings.

## APPENDIX I: School Safety and Security Legislative Initiatives/October 2018

Page 3

- **A-4284/S-2775**: Requires that in-service training for school employees on safety and security include component on behavioral threat assessment.
- **A-3451/S-2385**: Excludes certain increases in school security expenditures from the tax levy cap applicable to school districts.
- **A-106**: Excludes certain increases in school security expenditures from tax levy and appropriation cap, as applicable, for municipalities and counties.
  - **NJSBA Task Force Report**: “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.”
- **A-2076**: Establishes a “School Safety and Security Fund,” financed through assessments placed on criminal offenders.
- **A-472**: Requires school districts to take all steps to ensure adequate security for students when school is open as a polling place and provides that school district costs shall be deducted from the itemized list of expenses submitted by the county board of elections.
- **A-2461**: Requires written security plan when school is polling place and open to students; provides that schools may be used as polling places only under certain circumstances; makes an appropriation.
- **A-165/S-1705**: The "School Safety and Security Act"; establishes penalties for certain criminal acts committed on school property.
- **A-1258**: Establishes pilot program in DOE to recruit, select, and train veterans for school security positions in school districts.
- **A-3779/S-2582**: Provides that school district may not prohibit active or retired law enforcement officer or registered security officer from carrying firearm in performance of school security duties if authorized under State law to carry.
- **A-3787/S-2649**: Directs Attorney General to provide annual training to public and nonpublic school students and staff on roles and responsibilities before, during, and after school emergencies.
- **A-3788**: Requires school districts to institute certain policies designed to increase school security.
- **A-3789**: Requires State Police to maintain 24-hour hotline for receiving anonymous tips regarding potential threats to school safety and security.
- **A-3792**: Requires DOH to establish online school security resource clearinghouse.
- **A-3794**: Requires Commissioner of Education to review school safety and security plans.
- **A-3795**: Permits school districts to employ safe schools resource officers or Class Three special law enforcement officers for security purposes, and requires school districts to have agreement with local law enforcement governing placement of school security personnel.
- **AR-154/SR-81**: Urges Attorney General and Department of Education to regularly update "Law Enforcement Directive No. 2007-1" and "School Safety and Security Manual: Best Practices Guidelines."
- **SR-86/AR-170**: Urges public and nonpublic schools to annually provide parents opportunity to observe school security drill.

- **SR-100**: Urges federal government to preserve school discipline guidance package issued in 2014.

**Gun Safety Laws (2018-2019)**

- **Preventive Firearm Seizures - P.L.2018, c.34** (S-160/A-1181): Requires law enforcement, upon order of the court, to seize a firearm that is in the possession of a person determined by certain licensed health care professionals to be likely to engage in conduct that poses a threat of serious harm to the patient or another person.
- **Keeping Firearms from Dangerous Individuals - P.L.2018, c.35** (A-1217/S-2259): Titled the “Extreme Risk Protective Order Act of 2018,” would establish a process and procedures for obtaining an extreme risk protective order (ERPO) against persons who pose a significant danger or bodily injury to themselves or others by possessing or purchasing a firearm.
- **Reducing Magazine Capacity - P.L.2018, c.39** (A-2761/S-102): Bans firearm magazines that hold more than 10 rounds of ammunition. Magazines capable of holding up to 15 rounds of ammunition currently are legal in New Jersey.
- **Expanding Background Checks - P.L.2018, c.36** (S-2374/A-2757): Requires background checks for private gun sales. The bill requires all sales or other transfers of a handgun, rifle, or shotgun to be conducted through a state-licensed retail dealer or Federal Firearms Licensee. The bill requires the retail dealer or licensee to complete a National Instant Criminal Background Check (NICS) on the recipient of the firearm.
- **Defining “Justifiable Need” - P.L.2018, c.37** (S-2376/A-2758): Codifies regulations defining a “justifiable need” to carry a handgun into state statute. “Justifiable need” is defined as the urgent necessity for self-protection, as evidenced by specific threats or previous attacks which demonstrate a special danger to the applicant’s life that cannot be avoided by means other than by issuance of a permit to carry.
- **Armor-Piercing Ammunition Ban - P.L.2018, c.38** (S-2245/A-2759): Prohibits the possession of armor-piercing ammunition, and makes it a crime of the fourth degree to possess or manufacture such ammunition.

April 25, 2018

**How to ask the right questions when you are not a cyber expert**

Brandon J. Pugh, MCP  
Vice President for Legislation/Resolutions, NJSBA

Visual 1.1  
Asking The Right Questions



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**Indiscrimination of Cyber**

- Cyber attacks can happen at anytime to any entity
- You do not need to be a technical expert to have an effective response or for oversight
- Asking the right questions, considering all angles, and using internal/external resources is critical
- Disclaimer: always consult with local legal counsel and technology staff

Visual 1.2  
Asking The Right Questions - Cyber



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**Recent Cyber Events – Schools**

- Current and past employee info disclosed (Irvington, 2018)
- Student hacking to change grades (Tenafly, 2017)
- Network shutdown/DDoS Attack (Rutgers University, numerous)
- Ransomware attack disrupting network & PARCC (Swedesboro-Woolwich, 2015)

Visual 1.3  
Asking The Right Questions - Cyber



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## Sampling of Cyber Threats

- Data Breaches
- Denial of Service & DDoS
- Spoofing & Phishing
- Malware (including Ransomware and others)
- Other vulnerabilities: unpatched software, insider threats, and removable media

Visual 1.4  
Asking The Right Questions - Cyber

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## A Cyber Event Occurs: Now What?

Visual 1.5  
Asking The Right Questions

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## Q1: What setting are you in?\*

- Public verses private sector
- Type of field the entity occupies (i.e. healthcare)
- What does the entity do? (i.e. essential functions)
- Target of the attack (i.e. the entity directly or third party)

\* Not applicable

Visual 1.6  
Asking The Right Questions - Cyber

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## Q2: What is your current posture?

- What are your risks and what data do you have?
- Do you have a response plan for cyber?
- Policies and regulations (i.e. backup)
- Prevention and detection measures
- Threat data and industry trends
- Establishment of relationships
- Cyber insurance with sufficient coverage



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## Q3: What event info do you have?

- Is the incident ongoing or concluded?
- Type of attack
- Impact you readily see
- Timeframe of the event
- Attribution and possible purpose\*
- Preservation of evidence from the start



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## Q4: Short term solutions?

- Key Actions:
  - 1) Stop the threat
  - 2) Mitigate health and safety concerns
  - 3) Protect the "crown jewels"
- Internal resources (i.e. lawyers, technical experts)
- External resources (i.e. law enforcement)



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## Q4: Short term solutions cont.

- Implement Continuity of Operations Plan (COOP)
- Address privacy concerns
- Reporting requirements (legal and regulatory)
- Communication and information sharing with all relevant stakeholders



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## Q5: Long term solutions?

- Implement corrections and improvements
- Prevention and “Cyber-Hygiene”
- Liability and insurance
- Rebuilding credibility and providing assurance
- Training and testing



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## NSBA 2018 Report

### Key Findings:

- Board Members often are not aware of cybersecurity measures and are not trained in it
- Boards often use unsecured or minimally-secured methods and have unsecured downloads
- Often non-cybersecurity professional leading efforts
- Most districts do not have a plan for cyber incidents
- Cyber specific exercises and training is minimal
- Board members have an oversight role



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## Resources

- [NIST Cybersecurity Framework](https://www.nist.gov/cyberframework): April 2018  
[www.nist.gov/cyberframework](https://www.nist.gov/cyberframework)
- Great starting point or way to enhance current program
- Consists of three framework components
- The “Framework Core” has five tasks: Identify, Protect, Detect, Respond, and Recover
- Takeaways: flexible, risk-based, and ongoing

Visual 1.13  
Asking The Right Questions - Cyber

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## Resources Continued

- NJ Cybersecurity & Communications Integration Cell (NJCCIC): [www.cyber.nj.gov](http://www.cyber.nj.gov)
- NJ State Police Cyber Crimes Unit:  
[www.njsp.org/division/investigations/cyber-crimes.shtml](http://www.njsp.org/division/investigations/cyber-crimes.shtml)
- US Department of Education REMS: [rems.ed.gov](http://rems.ed.gov)

Visual 1.14  
Asking The Right Questions - Cyber

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## Overall – Immediate Steps

- Identify risks and data you have
- Assess current plan or create one
- Anticipate an event and prepare
- Assess staffing
- Ensure adequate policies and regulations

Visual 1.15  
Asking The Right Questions - Cyber

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April 11, 2018

New Jersey DEPARTMENT OF EDUCATION

## Prepared and Supportive Schools



April 11, 2018

Office of School Preparedness & Emergency Planning (OSPEP)  
Ben Castillo, Director

Office of Student Support Services (OSSS)  
Nancy Curry, Director

1

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 employees
- Annual in-service training
- Statements of assurance
  - Drills conducted
  - School safety and security plans reviewed

3

New Jersey DEPARTMENT OF EDUCATION

## OSPEP 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)



2

New Jersey DEPARTMENT OF EDUCATION

## 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

4



## School Security Legislative Updates

(Sept. 2016 - July 2017)

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

- Annual safety and security training to **all** full-time employees
- The annual training shall be 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

5



## School Security Legislative Updates

(Sept. 2016 - July 2017)

- *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

7



## 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

6



## School Security Legislative Updates

(Sept. 2016 - July 2017)

- *P.L. 2016, c.68* – Establishes Class III Special Law Enforcement Officers to provide security in public/nonpublic schools and county colleges

8

## 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)

9

## 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*

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## Active Shooter Training

- Well-situated to implement lockdown as *default* response
  - Drill law
  - Lockable classroom doors
  - Police response time
- Additional *options*
  - Escape
  - Confront
- School Administrator Procedures
- School also guided through local responder consultation

10

## 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*).

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## 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

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## 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

15



## 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

14



## Training Requirement

**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

16

New Jersey DEPARTMENT OF EDUCATION

## NJDOE's Prevention and Intervention Efforts (Examples)

What	Why	Prevention	Intervention
Comprehensive Health Education Standards (NJS 4 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)	Identify, collect, information on, and develop plans to address learning, behavior and health difficulties.		✓
New Jersey Tiered Systems of Support (NJTS)	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.	✓	✓

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## 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:7-11	
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:38-37.8	
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)

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## Prevention and Intervention Efforts Other State Agencies (Examples)

**Department of Children and Families**

- School-based Youth Services
  - Located in host schools in each county
  - Coordinate with existing resources in the community
  - Before, during and after school
- Juvenile-Family Crisis Intervention Unit (CIU)
  - Located in each county
  - 24 hour on-call service
- Children's System of Care (CSOC)
  - Connect through PerformCare
    - Family Support Organizations
    - Care Management Organizations

**Department of Health**

- Division of Mental Health and Addiction Services
  - Prevention and early intervention services

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## 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)

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## Recommendations

### **For Schools:**

#### **Pursuant to School Security Task Force Report**

- Explore developing behavioral threat assessment teams
  - Identify potential at-risk students
  - Provide resources to prevent potential violent incidents

### **For NJDOE:**

#### ***Memorandum of Agreement (MOA)***

- Add requirements on new school security legislation
- Discuss further recommendations for MOA

#### ***New Jersey Tiered Systems of Supports (NJTSS)***

- Include universal screening for behavior