

Newark Central School District-Wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-Wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Newark Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this on-going District-Wide cooperation and support of Project SAVE.

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Section 1

General Considerations and Planning Guidelines

1.1 Purpose

The Newark Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Newark Central School District Board of Education, the Superintendent of the Newark Central School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

This Plan is designed to provide guidance and reference for the Emergency Operations Response Team during an emergency and describes the roles and responsibilities of the members of the EORT. It identifies who will coordinate an incident and the procedures that will be employed. The plan also outlines how Newark will coordinate with:

- adjacent school districts
- Town, County and State agencies

Individuals appointed as part of the EORT are the direct representatives of the Superintendent and their directives are to be followed.

1.2 Identification of School Teams

The Newark Central School District has maintained this District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The members of the current team and their positions or affiliations are as follows:

The District-Wide School Safety Team was appointed by the Newark Central School District Board of Education on July 14, 2021.

Newark CSD / District-Wide School Safety Team

Name	Title	Agency/Affiliation
Rebecca Battle	Middle School Psychologist	NCSD Staff
Chris Corey	Director of Athletics	NCSD Staff
Elise Comella	BOCES Principal	BOCES
Sheila Dittmar	Transportation Director	NCSD Staff
Nick Ganster	High School Principal	NCSD Staff
Ed Gnau	Asst. Superintendent for Business	NCSD Staff
Kristin Graham	BOCES Assistant Principal	BOCES
Jeff Hamelinck	Kelley School Principal	NCSD Staff
Susan Hasenauer	District Chief School Safety Officer	NCSD Superintendent
Norwood Hughes	Student Body Representative, Grade 12	NCSD Student
Margo Lacure	Kelley School Asst. Principal	NCSD Staff
Charles Loray	High School Asst. Principal	NCSD Staff
Shelly Lund	Parent Representative	NCSD Parent
Steve Milligan	Bus Driver	NCSD Staff
Sandra Ordan	Director of MTSS and Innovative Programming	NCSD Staff
Jose Otero	Security Officer	SWOOP 1, Inc,
Teresa Prinzi	Middle School Principal	NCSD Staff
Brad Steve	Board Member	NCSD School Board Member
Mike Steve	Director of Facilities	NCSD Staff
Deputy Kevin Vaughn	SRO	Wayne County Sheriff

1.3 Concept of Operations / Relationship Between the District-Wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-Wide School Safety Plan guide the development and implementation of individual Building-Level Emergency Response Plans. This Plan sets forth the general procedures and protocols to be adhered to at each individual school essentially serving as the “safety” standard operating procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

That building’s School Emergency Response Team then develops the Building-Level Emergency Response Plans at the building level. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population,

physical layout and geographical considerations. This does not however relieve any building from abiding by the expectations set forth in the District-Wide School Safety

1.4 Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan was made available for public comment. The District-Wide plan will be reviewed for adoption by the Newark School Board annually after a public hearing that provides for the participation of school personnel, parents and any other interested parties.

As required, the District-Wide School Safety Team will formally review this plan annually. This required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.

The District-Wide Safety Team conducted annual review and updates to the District-Wide Safety Plan on June 10, 2021.

The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education from July 15, 2021 to August 15, 2021.

At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan on July 14, 2021.

The District-Wide Safety Plan was posted on the district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption. The DWSSP was posted to our website on September 2, 2021.

A copy of the Newark Central School District's District-Wide School Safety Plan may be viewed at [newarkcsd.org/Staff Tools/ School Safety Plan](https://www.newarkcsd.org/Staff Tools/ School Safety Plan) or <https://www.newarkcsd.org/cms/lib/NY01000239/Centricity/Domain/2/NCSD%20DWSSP%200-21%20draft.pdf>.

Section 2

Mitigation and Prevention

2.1 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such crises will be prevented despite our best efforts. Therefore, we must formulate plans to mitigate – or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies that have been implemented within the NCS. Many of these components serve as both prevention and mitigation tools.

2.2 Program Initiatives

The Newark Central School District recognizes the importance of programs and activities that improve communication among students and between students and staff, and reporting of potentially violent incidents. Such efforts serve to improve the security, safety and quality of life for all those in the Newark school community. The following is a partial list of such current initiatives.

- Non-violent conflict resolution embedded in K-12 Health Curriculum
- Non-violent conflict resolution/restorative practices/de-escalation training programs for staff
- Trauma training for staff to understand the effects of trauma with our youth
- Tier 1 classroom practices professional development delivered to all staff to help promote a positive classroom culture, reducing conflict
- Tier 1 Caring School Community lessons and lessons around Pride behavior delivered to all students throughout the school year
- Tier 2 social-emotional groups on emotional regulation and conflict resolution
- Tier 2 restorative practices aimed at resolving conflicts with groups of students
- Tier 3 restorative practices aimed at resolving conflicts between youth
- Administrative staff and behavioral health team members trained in TIG (Trauma Illness and Grief) training to support our district in crisis situations
- Extra-curricular programs
- Youth-run programs
 - o Link Crew
 - o Child Psychology Little Reds Program and Field Study
 - o Youth Court
 - o Sexual Harassment Prevention
- Adult mentoring for student programs
- Middle School leadership program
- Code of Conduct, PBIS foundational practices and DASA Policy Requirements for all students and staff

2.3 Multi-Hazard Training, Drills, and Exercises

The District will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training will be routinely conducted at the school level followed by age-appropriate drills with the entire school population. These drills will primarily focus on our ability to responsibly and efficiently **assess** a situation, initiate the proper **notifications** to the appropriate personnel and agencies and to be able to identify and implement the necessary **protective actions** in a timely manner to mitigate the negative impact of an event.

The District will ensure that each building conducts drills and exercises to test the components of their respective Building-Level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals.

Specific drills and training such as those involving our Lockdown and Lockout procedures; fire, natural gas, bomb threat and alternate site evacuations will be conducted annually and may involve a staff drill or training session only or the entire school population.

Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a copy of Section 807 has been printed and distributed as guidance to teaching staff. As required, the following drills will be completed annually in compliance with the New York State Education Department guidelines in all Newark Central School facilities used for instruction:

- 4 Lockdown Drills
- 8 Evacuation Drills,
- 1 Early Release Drill
 - o NOTE: Eight (8) drills are required between September 1 and December 31 annually
- 2 Evacuation Drills are required during summer sessions in any facility where students are receiving instruction

The Office of the Emergency Coordinator will be responsible for ensuring compliance with this drill requirement and will maintain records of the same.

2.4 Implementation of School Security

- **Security Personnel – Responsibilities and Authority**

The District employs security personnel through Swoop 1, Inc. and the Wayne County Sheriff's Office to assist in dealing with all manners of security and safety issues. The primary role of NCSD Security personnel is to assist in safeguarding the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by NCSD are authorized to carry out this role pursuant to applicable policies, regulations and training. (See Appendices C & D starting on page 72.)

Visitor Policy:

- When entering a NCSD building, each visitor must present a government issued ID to the front office. The ID is scanned using the HALL PASS optical scanner and the information is checked against the National Sex Offender Registry and the District’s Visitor Restricted list. If the visitor is found on either list, the system will display a popup of the offender with photo and send out alerts via text message and email to the appropriate staff and District Police Officers. If the visitor is cleared, HALL PASS will print a time/date badge with photo and custom school logo for the visitor to wear while on school grounds.

Each visitor can be labeled for the reason of the visit. These include visitor, volunteer, visiting faculty, substitute, temporary student and detention. The visitor’s destination can be added as well.

- **Video Surveillance**

Digital video surveillance systems have been installed in buildings and buses throughout our district. Designated staff in each building will be trained on how to search for and recover images.

2.5 Hazard Identification

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, and off-site field trips.

In addition, each Building-Level Safety Team is tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans any and all potential hazards that may be unique to their building, site, neighborhood or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

Such specific hazards might include proximity to manufacturing facilities, waterways, highways, or other sites of potential emergency that could impact their school.

2.6 Anonymous Reporting Mechanism

Newark Central School District will utilize the **Safe School Helpline**, a toll-free number that has been assigned to our school district. Everyone within our school community can call this number including students, parents, teachers and staff, to report any facts, remarks, or actions that could jeopardize the safety of our children, staff or school. Examples of threatening situations include:

- Bullying
- Violence
- Drugs/Alcohol
- Theft
- Weapons
- Thoughts of Suicide
-

The procedures to access this anonymous tip line will be communicated throughout our buildings and on our website.

Section 3

Preparedness

3.1 Preparedness / Components

The Newark Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Most of the information relative to preparedness is detailed in other areas of this report and are referenced below.

- **School Safety Plans**

In this District-Wide School Safety Plan there is description of an overall response protocol for emergencies as well as several more detailed situational response procedures. The concept of operations and the relationship between this District-Wide School Safety Plan and each school building's Building-Level Emergency Response Plan is described in Section 1.3.

- **Building Floor Plans**

Current floor plans for each school building are maintained and readily available in the event of a crisis. These floor plans include the location of alarm annunciator panels, utility shut-offs, AED locations, Fire Extinguishers chemical storage areas, science rooms, custodial closets, and any other areas where hazardous chemicals may be stored or used regularly.

The District's Emergency Coordinator maintains an updated version of all of these floor plans as does the Buildings and Grounds Department. In addition certain emergency response agencies (Police, Fire, EMS) are also provided with the floor plans of each building as an appendix to their copy of the District-Wide School Safety Plans. Each building also maintains an updated copy of their respective floor plans.

- **Emergency Equipment**

Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, first aid/medical supplies and two-way radios.

- Flashlights – battery operated and/or rechargeable flashlights to compliment emergency lighting-
- Battery operated two-way radios

- **Emergency Operations Response Team (EORT)**

The Newark Central School District has established an Emergency Operations Response Team (EORT) comprised of the following titles that will assist the District Chief Emergency Officer, which has been designated to be the Superintendent of Schools at Newark, in the response to and resolution of incidents occurring within the District.

- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for Business
- Director of Safety/School Resource Officer
- Director of Pupil Services
- Director of Transportation
- Director of Facilities
- School Board President
- BOCES Representative

- **District Stakeholders**

The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. The members of the District-Wide School Safety Team are identified in Section 1.2.

The members of each building's Building-Level School Safety Team(s) are identified in the Emergency Planning Summary of each of the five Building-Level Emergency Response Plans.

- **Emergency Responder Access**

The District has provided access to Newark Fire Department through Knox Boxes at each building location as well as to Newark Police Department and the Wayne County Sheriff's Office via fobs that open doors at each building location.

- **Training**

- All staff will be minimally trained on the Emergency Response Plan by September 15th each school year.
- Additional training around violence prevention and mental health issues will be provided throughout the school year as per the District Professional Development and/or Counseling Plans.
- New employees hired after the start of the school year will be trained on the emergency response plan within 30 days by their Principal and/or Director.

3.2 The Role of the Incident Command System (ICS)

Incident Command System – definition and general discussion

The Incident Command System, (ICS), is defined as a standardized on-scene emergency management system that allows multiple agencies to work together without any jurisdictional boundary problems. ICS defines the chain of command as a series of management positions in order of authority. Individuals in the chain of command are typically from different agencies and positions.

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can also apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, EMS) become involved, it is acknowledged that, based upon the specific nature of the event, the appropriate or lead emergency response agency will assume command and will manage the incident.

It is the responsibility of the initial IC to manage the incident until such time that they are relieved of that designation by District Chief Emergency Officer or the appropriate Police or Fire Command Officer. At that point the IC will assume a role within the Unified Command structure.

EXAMPLE:

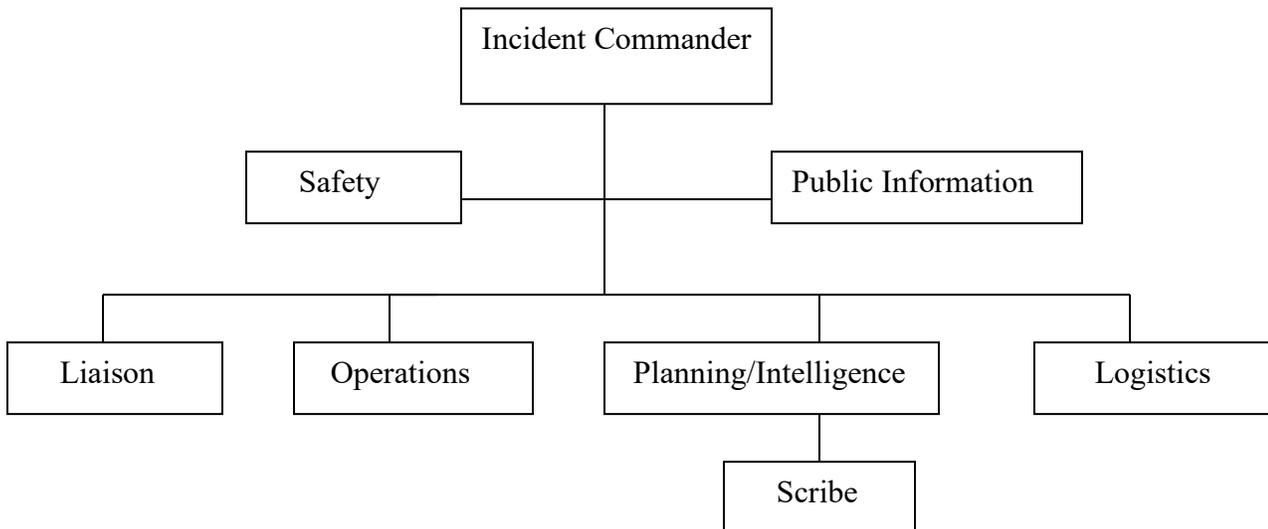
A Bomb threat is received at a school building. The Principal (or designee) immediately assumes the role of the Incident Commander and initiates the appropriate notifications and protective actions. Once the District Chief Emergency Officer arrives on scene s/he may become the IC and assume command of the incident with the Principal/Designee perhaps taking on tasks associated with planning and intelligence. When the Police arrive, as it is a public safety issue and will involve a criminal investigation, the Command Officer from the responding Law Enforcement Agency will assume the role of the IC. At that point the Building Principal/Designee and the District Chief Emergency Officer will continue to contribute to the handling of the incident through a cooperative effort called Unified Command.

3.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the **Incident Command System is driven by functions being performed, not people manning positions**. As such, each function does not have to be assigned to a different person. One member of the Building-Level Emergency Response Team or the EORT may be able to handle several functions at once in an efficient and timely manner. Should any team member become overwhelmed the team can simply be expanded to assist.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accident.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.



3.4 ICS titles and responsibilities

Incident commander (IC)

- **Generally** - This person manages the entire incident and will very often begin as the Building Principal or in their absence the pre-determined Designee.
- **NCSD** - If the event is of a serious or protracted nature, the District Chief Emergency Officer may respond and assume this role. Ultimately, a Command Officer from the lead emergency response agency may become the IC.

Public information officer (PIO)

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members.
- **NCS D** - The Superintendent of Schools serves as the PIO, unless s/he designates another administrator or staff member to make statements to the press.

Safety officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether students have been evacuated far enough from the school.
- **NCS D** - Initially an appropriate member of the Building-Level Emergency Response Team should be assigned this role, i.e. School Security / SRO. Absent such staff, assign a Response Team member who is familiar with NCS D Situational Response Guidelines and that school's specific protective action options. Once again, depending on the severity of the incident, an emergency responder will often fill this role in consultation with school officials.

Liaison officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person is a good communicator and able to convey important information both to responders about the situation or the school facility and to school staff about necessary actions.
- **NCS D** - Initially this will likely be the IC. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team.

Operations officer

- **Generally** - This person manages student and staff care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as student release.
- **NCS D** - An appropriate member of the Building-Level Emergency Response Team should be assigned this role, i.e. school nurse, counselors, other non-instructional staff.

Planning and intelligence officer

- **Generally** - This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.
- **NCS D** - An appropriate member of the Building-Level Emergency Response Team should be assigned this role, i.e. another building administrator (Designee) or non-

instructional staff. This person should either act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the events and our response will be critical to the after action reporting and debriefing.

NOTE: Maintain all documentation, notes and records, as these are legal documents.

Logistics officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.
- **NCS D** - Initially this will likely be the IC. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team, i.e. another building administrator (Designee).

3.5

Unified Command – This operational guide recognizes the need to ensure direction and control for an incident involving more than one school or school district and those that will require the assistance of outside agencies. When such a situation exists, a unified command structure will be used under the direction of one Incident Commander. The concept of unified command means that all agencies that have responsibilities and authority at an incident will contribute to process of:

- determining overall response objectives
- selection of response strategies
- ensuring joint planning and application of tactical activities
- maximizing use of available resources

When an incident occurs that requires a public safety agency response, the command officer of the appropriate agency will assume command. The District Chief Emergency Officer, the EORT and the affected building administrators and Response Team will assist and continue to coordinate Newark School District's personnel and equipment.

Change of Command – Incident direction will remain with the Newark Emergency Coordinator unless the Emergency Coordinator requests another individual to assume control, the District Superintendent assumes command, or a public safety official assumes command.

3.6 Command Post (CP)

Command Post / generally- A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and communication.

Building-Level CP- Depending on the nature of the event, a Building-Level CP could be established at the following locations: Main Office, at a designated location outside of the building, in a school bus on the property but outside of the danger zone or in an adjacent building. Each Building-Level Response Plan will identify CP locations.

District-level CP- A district-level CP will be established at the direction of the Incident Director.

- Primary Location: District Office, 100 East Miller Street (Exception: will not be used in the case of a Radiological Incident – another location will be designated.)
- Secondary Location: Will be designated at the time of the incident based on circumstances.
- When the Newark Command Post is activated, the EORT will be notified and report to the CP.

Section 4

Response

4.1 Response Actions for Emergencies / Multi-Hazard Response Introduction and General Discussion

NOTE: In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. In the Situational Response Procedures section of this Plan, many specific emergency situations are identified and standard response procedures detailed. However, given the afore-mentioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every District employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

The Building Principal is designated as the person in charge – the Incident Commander – during a crisis situation at their respective school. The Principal will provide leadership, organize activities and disseminate information with the assistance of the Building-Level Emergency Response Team and the EORT if needed. If the Principal is unavailable or not on site, the designated alternate will act in their absence with the same authority and responsibility.

In most instances where this level of school response is warranted, the school will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

In every emergency type situation regardless of the nature of the emergency or the perceived threat to safety, there are three critical tasks that must be addressed in a timely manner by the Building Principal or designee (Incident Commander) or by the EORT under the command of the Emergency Coordinator for those events that are not to be quickly resolved at the building level.

These three critical tasks are:

- **Assess** - the level of threat and totality of circumstances
- **Make Notifications** – to inform and request assistance
- **Initiate Protective Action** – to protect persons and property from harm

4.2 Assessment “What’s my situation?”

Based upon the information available, the amount of time that can be taken to complete this assessment may vary greatly. For example, the report of an armed intruder or shots fired will have to be acted on immediately whereas other lesser events may allow for further investigation before having to make decisions as to notifications and protective actions.

- What is the nature of the apparent emergency?
- Where is the emergency taking place?
- What is the apparent level of threat to anyone’s safety?
- Time of day
- Age and size of school population
- Weather conditions
- Access to Bus / transportation resources
- Access to Alternate evacuation site
- Amount of building level support
- Access to district level support

4.3 Notifications / Communications “Who do I call?”

Internal – within school, within district

External – emergency responders, other institutions...

Internal Notifications– Building Principal or designee must ensure that the proper persons are notified within the building and at District Office in a timely manner to keep them informed, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

Building level – Navigate, Public Address system, two-way radios, telephones, or a runner.

District level – Navigate, telephones, two-way radios.

In order to notify the Emergency Operations Response Team (EORT) and activate the emergency response protocol at the district level – contact the Emergency Coordinator.

External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary direct someone to **call 9-1-1** and to stay on the line. Provide the operator with as much information as possible. If safe to do so, have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

In Wayne County, all requests for Police, Fire or Emergency Medical Services are received and dispatched by the **Office of Emergency Communications (OEC)** by calling **9-1-1**. Based on the nature of the event, the OEC will dispatch the appropriate emergency personnel.

Notifications to Other Educational Agencies- This includes all Educational Agencies, Public and Non-Public.

- The Emergency Coordinator will evaluate the potential impact of an emergency on other educational agencies within the school district.
- If the impact is evident, the Emergency Coordinator will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- If such contact cannot be made for whatever reason, the Emergency Coordinator will contact 9-1-1 and request assistance in making the necessary notifications.

Notifications to Parents / Community – Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of social media, cell phones, and other electronic communication devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

- The Building Principal or Designee, with input and assistance from the Emergency Coordinator and the Public Information Office, will notify the local media of any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, late start).
- In addition, it would be prudent to follow the same protocol as above to formulate a press release relative to any other event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.
- Parent Square will be used to communicate with parents and staff regarding an emergency.

4.4 Protective Action Options.....“How do I best protect my school?”

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Response Team (EORT) or emergency responders (Police, Fire, EMS).

Remember it is always much easier to downgrade or cancel a protective action than it is to try and elevate your response in the middle of an event.

Each Building-Level Emergency Response Plan includes an Emergency Planning Summary that details that building’s specific plans relative to how these protective actions will be implemented. There are many variables that must be considered and incorporated into each plan if these protective actions are to be successfully implemented.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Lockdown
- Lockout
- Shelter-in-Place – moved to a cleared and sanitized area (short duration)
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus
- Building Evacuation – moving to an Alternate Site off-campus

Cancel School Prior to Start

NOTE: The decision to **cancel school prior to the start** of the school day or to initiate an **early dismissal** will always be made by a District level authority.

Standard Sequential Procedures

Below is the procedure for emergency closing of schools due to storms, bad roads, etc.

- Superintendent of Schools confers with the Town Highway Superintendent, Director of Transportation and neighboring school superintendents, etc.
- Decision should be made by 6:00 a.m.
- Appropriate media and staff notifications initiated and updated as needed.

Early Dismissal (Execute Go Home Early Procedure)

NOTE: The decision to **cancel school prior to the start** of the school day or to initiate an **early dismissal** will always be made by a District level authority.

Standard Sequential Procedures

- The IC will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC will notify local radio and television stations of the early dismissal.
- The IC will notify bus drivers and other general transportation personnel of the early dismissal.
- On-site administrators will be responsible for telephoning parents.
- A 100% accounting of students will be completed and verified immediately preceding the dismissal.

Lockdowns

Lockdown– A protective action that may be implemented when there is an immediate and imminent threat to the building population (i.e. **armed** intruder). All steps are completed and classroom activities will cease while students are instructed to utilize duck and cover techniques, usually along interior walls, while remaining out of view from any windows and doorways. Blinds and lights remain as they are.

Standard Sequential Procedures

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

- When you hear “**Lock down, lock down, lock down,**” move quickly to execute the following actions.
- Refer to your Red Folder
- While locking your door, gather students from hallways and common areas near your classroom.
- Barricade door if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, silence cell phones.
- Take attendance, if possible.
- Do not communicate through door, open door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement.

Lockout

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and windows closed and locked. All school day activities may continue as normal pending further instructions.

- When you hear “**we are entering a lockout, we are entering a lockout, we are entering a lockout.**”
- Refer to your Red Folder and listen for updates
- Lock all exterior windows
- Leave blinds/lights as they are
- Take Attendance
- Classroom instruction continues as usual
- All outdoor activities are terminated
- If outside, re-enter building immediately
- Always listen for updates

Shelter-In-Place (Short-term)

Shelter-In-Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been sanitized and cleared (thoroughly searched). Often implemented when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

NOTE: Such a directive may also be given if there is a threat that the outside air is unsafe due to chemical, biological or radiological contaminants. In this circumstance all windows and doors will be secured and all HVAC systems will be shut off to minimize the influx of outside air.

Standard Sequential Procedures

- When you hear **“Prepare to shelter in place in the following location *TBD!”** you stop what you are doing immediately.
 - Refer to your Red Folder and listen for updates
 - Students in hallways should return to assigned classroom, if possible.
 - Classroom teachers, take attendance.
 - Move away from windows, if situation warrants.
-
- If instructed, move out of classroom to designated safe area. Stay together at all times.
 - Take Attendance
 - Always listen for updates

Fire Evacuation

Fire Evacuation – An evacuation of the building, by pre-determined routes to a pre-determined assembly location, as the result of a fire alarm activation or actual fire event.

- Unless in lock down, stop what you are doing immediately and close windows.
- Refer to your Red Folder and classroom sign-out sheet.
- Leave the room and close the door behind you.
- Once outside, take attendance and raise your red folder to signal your attendance is complete.
- Standby for further instructions.

Do not return to building until announced over loud speaker.

Building Evacuation

Outside of building but remaining on campus

Building evacuation - outside of building but remaining on campus – An evacuation of the building wherein the population is moved to a pre-determined location away from the building but remaining on campus / school property.

NOTE: Based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no radios during a bomb threat.

Standard Sequential Procedures

- When you hear **“Prepare for an emergency evacuation of the building:”**
- Refer to your Red Folder and listen for updates
- Lead students to designated assembly or announced assembly area _____
- Bring attendance list and class roster
- Close and lock the classroom door after exiting
- Take attendance when safe to do so
- If evacuating off site, take attendance before moving from and upon arrival at off-site location
- Always listen for updates

Building Evacuation Moving to an Alternate Site Off-Campus

Building Evacuation - moving to an alternate site off-campus – An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed. Students may walk or be bussed.

Each Building-Level Emergency Response Plan Summary identifies multiple Alternate Evacuation Sites for that particular school.

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby school while a minor natural gas leak is addressed or it may involve a protracted relocation of the entire school population to an alternate site due to an incident of violence and where the students will ultimately be reunited with their parents/guardians.

Standard Sequential Procedures

- Identify most appropriate Alternate Site(s) based upon totality of circumstances
- Contact those identified as contact persons for site(s) – or – if close by and we have access (keys and alarm codes) direct personnel go on site(s) to:
 - Ensure availability and access
 - Assess and address any immediate concerns
 - Prepare location for students' arrival
- Notify Transportation of plans if buses will be necessary:
 - The number of buses necessary for school population and the location where the buses will be staged to board the students will have been pre-determined.
- If buses cannot be waited for and / or site is within walking distance
 - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,
 - OR-
 - Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation
- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language – NO CODES):
 - PA system
 - Phone system
 - Two-way radios
 - Runner
- Students and Staff evacuate to assigned Alternate Site(s):
 - Students with special needs accounted and cared for
 - Necessary medications assembled and transported to location
 - Student attendance taken noting/reporting missing and extra students

- Prepare for the possibility of:
 - Returning to your home school
 - Dismissal from Alternate Site
 - Reunification with family at Alternate Site

- Family Reunification Plans:
 - An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such case, it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. Standard “sign-out” procedures must not be compromised in this setting. We must still confirm identification and legal access to the student before releasing.

 - In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
 - Student rosters
 - Emergency notification / contact cards (records)
 - Current lists involving court-issued Custody Orders or Orders of Protection that specify whether or not a particular person is authorized to have custody or contact with a particular child.
 - Sufficient personnel to coordinate this process and maintain order

4.5 NCSD Multi-Hazard General Response Outline during the regular school day

- **Initial Responder**

The first Newark employee on the scene of an incident, or the first employee who becomes aware of an incident will:

- Notify 911 if police, fire or ambulance is needed
- Initiate immediate actions to protect students, staff and property
- Notify the Building Principal or designee who will assume the role as Incident Commander

- **Building Principal or designee – as Incident Commander**

The building Principal or designee upon being notified of the event will:

- **Assess** the level of threat
- Implement the **protective actions** appropriate for level of threat
- Ensure proper **notifications** have been made- both internal and external
- Make assignments consistent with established response plans and ICS
- If appropriate - activate the emergency system by notifying the Emergency Coordinator at 315-332-3205, or, if unavailable, a member of the EORT, or Central Administration at 315-332-3210 or 315-332-3217 and provide the following information:
 - Specific location and nature of incident
 - Protective actions implemented
 - Telephone number as a call back
 - Injuries or property damage
 - Immediate needs

- **Emergency Coordinator – as Incident Commander**

When the District's Emergency Coordinator or his/her designee is notified of an incident, the following actions will be taken initially:

- Gather all available information
- Insure all appropriate initial response actions have been taken
- Go to scene or emergency area if appropriate
- Establish Command Post if not already done
- Identify yourself as Incident Director/Take Command/Make assignments
- Notify Superintendent
- Give directions to resolve situation
- Make Notifications and Request Assistance
 - Local and county officials
 - Affected educational institutions
 - Other NCSD Administrators and EORT
 - Other School Districts
 - Outside agencies
- Stage resources at one or more locations to support the operation
- Coordinate efforts with community response agencies and District departments to resolve the incident
- Provide for proper recovery and review of event

4.6 NCS D Multi-Hazard General Response Outline outside of normal school hours

This section is intended to provide direction to those involved in responding to any emergency or crisis-type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building-Level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they have charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary. As such, it is just as important that this handing off of this responsibility be clear during off-school hours as it is during the normal school day.

Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present for extended periods of time while various activities continue within the building and on campus.

Typically the responsibility for the building during these hours falls to the Head Custodian or the Building Custodial Staff. As such, these persons must again know that they have the responsibility to respond to an unplanned event and the authority and the means to initiate actions to protect persons and property from harm. Appropriate training will be provided to Custodial Staff.

For any unplanned event or emergency that occurs outside of the normal school day the NCS D will follow the same protocols described and detailed in section 4.4. These protocols are based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, making the proper **Notifications** and initiating the appropriate **Protective Action** options.

How these tasks will be accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

4.7 Emergency Communications

The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones and the two-way FM radio system.

4.8 Public Information

Public information will be coordinated between on-scene and command post operations. The Superintendent of Schools will act as the Public Information Officer and will work directly with the media. All media requests will be directed to that office.

If the incident is of a serious or protracted nature a specific media staging and briefing area may be designated to maintain control of information being released and so as to not interfere with any other activities related to the response to or recovery from the incident.

The Superintendent of Schools or his/her designee will assist in preparing written statements that will be released to the various media outlets.

4.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District are needed; the Superintendent, his/her designee or the District Chief Emergency Officer will contact the Supervisor of the Town of Arcadia and / or the Wayne County Office of Emergency Management.

4.10 District Resources Available for Use in an Emergency

The NCSD has identified District-based resources, which may be available during an emergency. These resources include:

- NCSD facilities
- Two-way radios
- Phone system
- Buses, trucks and other equipment
- Revolution
- Navigate
- Parent Square and SchoolTool
- Cameras and video surveillance
- Badge and FOB systems

Section 5

Situational Response Procedures

This section will outline general response procedures to be adhered to relative to specific emergency situations.

This section is organized into the following general categories of occurrences. Specific situations are organized alphabetically within each category.

- Civil Disturbances / Criminal Actions
- Environmental / Weather Emergencies
- Facility Related Emergencies
- Medical Emergencies

NOTE:

Each topic will be introduced with a brief definition or description of the threat or potential emergency along with general comments. There will be a quick reference box identifying the more likely actions to take into consideration of the three identified tasks to be addressed by the IC.

Example:

<u>Quick Reference Box</u>	
Assess:	Abduction (kidnapping / custodial interference)
Notifications:	9-1-1 Building Emergency Response Team Building Occupants District Chief Emergency Officer
Protective Actions:	Lockdown & Lockout Take direction from responding Police

These are only designed to be a quick reference and are not intended to be absolutes. The text that will follow will provide more details on the variables to be considered relative to the proper response actions.

5.1 Civil Disturbances / Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Bomb Threat
- Hostage
- Intruder
- Suicide Threat
- Threats of Violence– Direct or Implied

Abduction

Definition / background

Abduction involves a person being taken away by unlawful force or by fraud against his or her will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removing of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess: Abduction (kidnapping / custodial interference)

Notifications: 9-1-1
Building Emergency Response Team
Building Occupants (Lockdown directive)
District Chief Emergency Officer

Protective Actions: Lockdown and Lockout
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last know direction of travel.
- Implement a Lockdown and Lockout.
While an abduction may imply that the suspect has taken the victim away from our building or campus, it is still prudent to direct that a Lockdown and a Lockout be implemented for the following reasons:
 - to be certain that the situation is contained
 - to ensure that all other students and staff are accounted for
 - to not cause any delay or distraction responding to Police
- Notify Emergency Coordinator
- Assemble the appropriate Response Team members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators
- Secure and protect any area that may be a crime scene or contain evidence
- Assist Police with investigation

Bomb Threat

Definition / background

A bomb threat is defined as a correspondence or a call, which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment

No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans.

For example, a threat found written on a bathroom stall that may or may not have been there for an extended period of time and is not specific as to location, date/time or justification may well be dealt with a little differently than a telephonic threat made by an adult male who provides specifics as to location, date and time of detonation as well as justification for the alleged bomb – and in fact the justification relates to some current conflict within the school or district.

In the former, we may well proceed with standard response procedures, which would include evacuating or sheltering the building occupants and the use of District personnel in the search of the building. In the latter, we may prudently decide to evacuate everyone, consult with the Police and ultimately defer the building search to Law Enforcement due to the perceived higher level of threat.

Quick Reference Box

Assess:	Apparent Bomb Threat
Notifications:	9-1-1 Building Emergency Response Team Building Occupants District Chief Emergency Officer
Protective Actions:	Lockdown, then... Pre-evacuation “sweep” of egress route and destination Building Evacuation – min. 500’ from buildings/vehicles, or Building Evacuation – Alternate Site, or Sheltering –Sanitized and Cleared areas within building

Note: **Two-way radios and cellular phones** and are **not** to be used during a bomb threat. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, and person-to-person conversation to communicate. **Do not activate the fire alarm to facilitate the evacuation.**

Bomb Threat received by phone:

- Record the call if the phone set allows for that feature
- Activate **Auto Call Return**: same procedure but dial *66, record the number
- Do not use that phone again until Police tell you it is okay to do so
- Provide information to responding Police Officers.

Bomb Threat received in written form:

Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would be prudent to photograph the written threat for the same reasons as given above.

Standard Response Steps

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the “Explosive Device –Suspected” portion of this section followed.

- Call 9-1-1 and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans, i.e.: traffic control.
- Notify the Emergency Coordinator.
- The building Principal or designee will immediately use the Public Address System to direct that a Lockdown be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all routes of egress from the building and the location where the school population will be moved. This will ensure that we are not walking our students towards danger.
 - Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by PA, or landline telephone.
- If any suspicious items, packages or persons are observed then the evacuation order will be preceded by a PA announcement detailing the areas to avoid.
- **No one should touch, handle or attempt to move any suspicious object.**
- Students should not be allowed to have access to their lockers to retrieve coats.
- Teachers and staff will affix a green card to the hall side of their classroom or office doors to indicate that they did check their respective areas and found nothing unusual or suspicious. Close but do not lock classroom doors.
- If no suspicious items, packages or persons are observed, the Principal will then use the PA system to call for an evacuation of the building to the pre-determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alt.site).
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff
- Once Police arrive, coordinate a search of the building with pre-determined teams of volunteers.
- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building.
- Assist Police with investigation.

Hostage Situation

Definition / background

A hostage situation involves a person is being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened or implied to maintain control of the hostage(s) and to deter any attempts to free them.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

Comment

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants.

The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess:	Hostage situation
Notifications:	9-1-1 Building Emergency Response Team Building Occupants District Chief Emergency Officer
Protective Actions:	Lockdown, or building evacuation Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- Notify Emergency Coordinator and appropriate Response Team Members
 - Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Implement the appropriate protective action to minimize the risk to the unaffected portion of the school population.
- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
 - Obey the hostage taker's orders and do not become antagonistic
 - Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
 - Avoid abrupt movements.
 - Stay calm

Intruder

Definition / background

For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment:

By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

<u>Quick Reference Box</u>	
Assess:	Intruder (as defined above)
Notifications:	Depending on totality of circumstances Building Emergency Response Team 9-1-1 Building Occupants District Chief Emergency Officer
Protective Actions:	Intruder generally – approach and assess Intruder suspicious or uncooperative -Lockdown Take direction from responding Police

Standard Response Steps

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person’s intentions is to approach and inquire as to their business.
- All staff are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
 - May I help you with anything?
 - Who are you here to see?
 - What is the purpose of your visit?
- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator, along with security (if available), should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed. Ask the person to leave the building and observe to ensure that they actually exit the property. Avoid detaining or getting into any physical contact with the individual. If the circumstances warrant, call 9-1-1 to report the (suspicious) person. If not able to resolve proceed to the directions below.

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority
- Call 9-1-1, note the individual's description, and last know location and direction of travel
- Initiate a Lockdown
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Notify the Emergency Coordinator and appropriate Response Team Members
- Assist the Police upon their arrival

Suicide Threat

Definition

A threat; implied or expressed, to take one's own life.

Comment:

Your objective in such a situation is to keep the person from committing the act, OR if he / she has already hurt himself/herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy and tact. The longer you delay the act, the more likely is it that the person will be rescued and receive the professional help they need.

Quick Reference Box

Assess:	Suicide Threat
Notifications:	9-1-1 for Police and / or EMS Building Emergency Response Team - counselors District Chief Emergency Officer
Protective Actions:	If a weapon is involved – appropriate Lock down level If no weapon or threat to others – no protective action necessary Take direction from responding Police

Standard Response Steps

- **Do not leave suicidal student alone.**
- **If a firearm or other weapon is involved – follow that protocol**
- Call 911.
- Notify School Nurse
- Notify Counselor to respond if scene is safe.
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify student's parents/ guardians.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.

Threats of Violence – Direct or Implied Threat Assessment protocol

Definition

A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be implied by other behaviors or communications.

Comment

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the NCSD to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff is also responsible for relaying to their respective school administration information about any student behaviors or communications that imply or suggest that a dangerous or threatening situation is possible.

It has been found that most school attackers did not threaten their targets directly. Therefore, while it is important to respond to all students who actually *make* threats it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: The Newark Police Department and SRO shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

The Newark School District will investigate all reported threats and acts of violence by teachers, students and other school personnel as well as visitors to the school and threats by students themselves, including threats of self-harm. Upon hearing information about a violent threat, the individual hearing the threat, or to whom the threat was reported, must report the threat to the building Incident Commander, usually the principal. Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials and the School Resource Officer in the event of a violent threat or incident. Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the District:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building’s Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved.

- Each building’s Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District’s Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.

- Security
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority
-
- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence
-
- Refer to Appendix A – Behavioral Threat Analysis Team Assessment Report Form (p. 48)

Section 6

Recovery

6.1 Review and Debriefing

The involved school's safety team will meet as soon as is practical after the incident is resolved to review the incident and determine if the school's response plan was adhered to, to evaluate the quality of that response and to determine if any improvements are needed to enhance the plan.

Depending on the nature and scope of the incident, this review may include input from the Emergency Coordinator and other members of the EORT as well as local emergency responders.

Newark Central School District

Building-Level Emergency

Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Each school building within the Newark Central School District must conform to the standard procedures and protocols detailed in the District wide School Safety Plan. As each building is unique in population, layout, and location, each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Newark Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District wide cooperation and support of Project SAVE.

General Considerations and Planning Guidelines

Purpose

Each school's Building-Level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Newark Central School District's Board of Education, the Principal of each school has appointed a Building-Level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

Appendix A.

NEWARK CENTRAL SCHOOL DISTRICT BEHAVIORAL THREAT ANALYSIS TEAM (BTAT) REPORT FORM

FILE NO: _____

This document and any information contained herein is confidential and shall be maintained in accordance with Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and may not be disclosed or disseminated except as permitted by law.

Purpose

The purpose of convening a Behavioral Threat Analysis Team (BTAT) investigation is to address incidences of school violence and/or threats involving students directing threats towards other student(s) and/or staff. School violence results in significant human and fiscal costs, and poses a significant disruption to the learning environment. Violence risk analysis and management in the educational setting is a challenging and dynamic process that requires responses and interventions from administration, staff, law enforcement, and the school community.

Definitions

School Violence: School violence falls on a continuum that recognizes severity, frequency, and recency. Violence can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. It is any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the educational setting.

Hate Violence: Any act punishable as a hate crime under New York law, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

When to Convene the BTAT and Complete Report Form

If action requires immediate response, call law enforcement. In an imminent safety threat, notify the principal immediately and take immediate action to secure or isolate the student and move other students out of harm's way. If the danger is not obvious and we need to assess, proceed to the questions in this form. When a **Threat** (the expression of a willful intent or desire to inflict harm) is made relative to hate and/or such threat, if carried out, would likely result in death, serious bodily injury, and/or significant property damage and disrupts school operations or activities.

BEHAVIORAL RISK ANALYSIS - PROGRESS TRACKER

STEP 1: PROTECTING STUDENTS AND STAFF			
X	Task to complete	Person Assigned	Date
<input type="checkbox"/>	Ensure all students and staff are safe.		

STEP 2: COLLECT GENERAL INFORMATION			
X	Task to complete	Person Assigned	Date
<input type="checkbox"/>	Person reporting the threat.		
<input type="checkbox"/>	Details of the threat.		
<input type="checkbox"/>	Weapons used.		
<input type="checkbox"/>	Victim or intended target.		
<input type="checkbox"/>	Student Behavioral Checklist (addendum).		
<input type="checkbox"/>	Teacher Journals (addendum).		

STEP 3: CONDUCT INTERVIEWS			
X	Tasks to complete	Person Assigned	Date
<input type="checkbox"/>	Physical appearance of threat maker.		
<input type="checkbox"/>	Disposition of threat maker.		
<input type="checkbox"/>	Threat maker interview sheet.		
<input type="checkbox"/>	Witness interview sheet.		
<input type="checkbox"/>	Parent interview sheet.		
<input type="checkbox"/>	Other.		

STEP 4: STUDENT HISTORY			
X	Task to complete	Person Assigned	Date
<input type="checkbox"/>	Threat Maker's Student history.		

STEP 5: DETERMINE THREAT LEVEL AND MAKE ANALYSIS			
X	Task to complete	Person Assigned	Date
<input type="checkbox"/>	Review sources used to analyze the threat.		
<input type="checkbox"/>	Determine Threat Level.		
<input type="checkbox"/>	Behavioral Threat Analysis		

STEP 6: INTERVENTION AND MANAGEMENT PLANS			
X	Task to complete	Person Assigned	Date
<input type="checkbox"/>	Intervention Plan / Recommendations.		

GENERAL INFORMATION	
Date Threat Analysis Initiated:	File Number:

PRIMARY CONTACT PERSON FOR BEHAVIORAL THREAT ANALYSIS TEAM	
Name:	Title:
Telephone:	Email:

THREAT MAKER (STUDENT MAKING THE THREAT)		
Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Grade:
Date of Birth:	Current Age:	No. Siblings:
Address:	City:	Zip Code:
Telephone:	Email:	

PARENTS/GUARDIAN OF THREATMAKER (STUDENT MAKING THE THREAT)		
Mother's Name:	Father's Name:	
Guardian / Other:		
Parent(s) / Guardians notified: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		
Method of notification: <input type="checkbox"/> Phone <input type="checkbox"/> In-person <input type="checkbox"/> Email <input type="checkbox"/> Police <input type="checkbox"/> Other		
Person making notification:	Date:	Time:
Additional information:		

Non-Applicable (only one threat maker)

STUDENT MAKING THE THREAT (ACCOMPLICE)		
Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Grade:
Date of Birth:	Current Age:	No. Siblings:
Address:	City:	Zip Code:
Telephone:	Email:	

PARENTS/GUARDIAN OF STUDENT MAKING THE THREAT (ACCOMPLICE)		
Mother's Name:	Father's Name:	
Guardian / Other:		
Parent(s) / Guardians notified: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		
Method of notification: <input type="checkbox"/> Phone <input type="checkbox"/> In-person <input type="checkbox"/> Email <input type="checkbox"/> Police <input type="checkbox"/> Other		
Person making notification:	Date:	Time:
Additional information:		

PERSON REPORTING THE THREAT		
Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Grade:
Address:	City:	Zip Code:
Telephone:	Email:	
Parent/Guardian name(s):		
Parent/Guardian notified: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		
Method of notification: <input type="checkbox"/> Phone <input type="checkbox"/> In-person <input type="checkbox"/> Email <input type="checkbox"/> Police <input type="checkbox"/> Other		
Person making notification:	Date:	Time:
Threat reporter's relationship to the threat maker (mark all applicable)		
<input type="checkbox"/> Parent	<input type="checkbox"/> Boyfriend	<input type="checkbox"/> No Relationship
<input type="checkbox"/> Sibling	<input type="checkbox"/> Girlfriend	<input type="checkbox"/> Disciple/Follower
<input type="checkbox"/> Classmate	<input type="checkbox"/> Unknown	<input type="checkbox"/> Accomplice
<input type="checkbox"/> Other:		
Why did this person report the threat (be as specific as possible and use his/her words):		
NAMES OF OTHER WITNESSES WHO MAY HAVE KNOWN OF THE THREAT:		
Witness #1:		
Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Grade:
Address:	City:	Zip Code:
Telephone:	Email:	
Relationship to the threat maker:		
Witness #2		
Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Grade:
Address:	City:	Zip Code:
Telephone:	Email:	
Relationship to the threat maker:		
Other Information:		
<input type="checkbox"/> Additional witnesses listed on separate/attached sheet.		

DETAILS OF THE THREAT

What was the threat (be as specific as possible):

Date threat was made:

Date learned of threat:

Location where the threat was made (mark all applicable):

- | | | | |
|-----------------------------------|--------------------------------------|--|---|
| <input type="checkbox"/> Class | <input type="checkbox"/> Stairwell | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway |
| <input type="checkbox"/> Lavatory | <input type="checkbox"/> Locker Room | <input type="checkbox"/> On School Grounds | <input type="checkbox"/> Off School Grounds |
| <input type="checkbox"/> Online | <input type="checkbox"/> School Bus | <input type="checkbox"/> Other: _____ | |

How was the threat made (be specific as possible):

- | | | | |
|---|---|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Face-to-face | <input type="checkbox"/> Gestured/Implied | <input type="checkbox"/> Manifesto | <input type="checkbox"/> Emailed |
| <input type="checkbox"/> Through another person | <input type="checkbox"/> Hit list | <input type="checkbox"/> Written | <input type="checkbox"/> Text Message |
| <input type="checkbox"/> Social media | <input type="checkbox"/> Other: _____ | | |

If the threat was made online via blog or web, complete the following:

- Web address: _____
- The threat, responses, pictures, graphics, or other material has been printed.
- The threat, responses, pictures, graphics, or other material has been downloaded.

Is this threat a continuation or connected in any way to another threat or threat analysis:

- Yes No Unknown If yes, previous file number: _____

Describe the circumstances and finding of previous threat or threat analysis:

Does the threat maker appear to have escalated or de-escalated his/her behavior:

- Escalated De-escalated Unchanged Unknown

Is an intervention/educational management plan currently in place for threat maker:

- Yes No Unknown

WEAPONS USED/THREATENED

Was a weapon (including guns, knives, explosives, etc.) used in any way with the threat:

Yes No Unknown

If yes, describe weapon(s):

Handgun (revolver) Make: _____ Model: _____ Caliber: _____
Photo'd

Handgun (pistol) Make: _____ Model: _____ Caliber: _____
Photo'd

Rifle (hunting) Make: _____ Model: _____ Caliber: _____
Photo'd

Rifle (assault) Make: _____ Model: _____ Caliber: _____
Photo'd

Shotgun Make: _____ Model: _____ Caliber: _____
Photo'd

Knife Type: _____ Blade length: _____
Photo'd

Explosives Type: _____ Description: _____
Photo'd

Other Description: _____
Photo'd

How was the weapon(s) used in the threat:

Not used.

Weapon(s) were brandished and observed by at least one person.

Replica or inoperable weapon(s) were brandished and observed by at least one person.

No weapon(s) seen, but the possession and use of weapon(s) was threatened or implied.

No actual weapon observed, threatened or implied, but photos/drawings of weapon used.

Other: _____.

Who took physical custody of the weapon(s):

Law Enforcement Father Mother Guardian Court

Other family member Other (list person specifically): _____

Additional Weapon Information (particular feature, how carried, where stowed, etc.):

Photographs of weapons included in this behavioral threat analysis.

VICTIM OR INTENDED TARGET:

Has the target/victim been identified:

- Yes Reason for Notification: _____
- No
- No specific target/victim identified by the threat maker
- Target/victim identified is a place not a person

Name of place: _____

Address: _____

Have all victims/targets been notified: Yes No Unknown Non-applicable

Have steps been taken to protect victim/target: Yes No Unknown N/A
If yes, describe steps:

Name of Victim/Target 1:

Notified:	Method of Notification:	Relationship to the Threat Maker:	
<input type="checkbox"/> Yes	<input type="checkbox"/> In person	<input type="checkbox"/> Parent	<input type="checkbox"/> No Relationship
<input type="checkbox"/> No	<input type="checkbox"/> Telephone	<input type="checkbox"/> Friend	<input type="checkbox"/> Unknown
<input type="checkbox"/> Unknown	<input type="checkbox"/> Email	<input type="checkbox"/> Sibling	<input type="checkbox"/> Classmate
_____	<input type="checkbox"/> Letter	<input type="checkbox"/> Teacher	<input type="checkbox"/> Other:

Date & Time of Notification: _____

Name of Victim/Target 2:

Notified:	Method of Notification:	Relationship to the Threat Maker:	
<input type="checkbox"/> Yes	<input type="checkbox"/> In person	<input type="checkbox"/> Parent	<input type="checkbox"/> No Relationship
<input type="checkbox"/> No	<input type="checkbox"/> Telephone	<input type="checkbox"/> Friend	<input type="checkbox"/> Unknown
<input type="checkbox"/> Unknown	<input type="checkbox"/> Email	<input type="checkbox"/> Sibling	<input type="checkbox"/> Classmate
_____	<input type="checkbox"/> Letter	<input type="checkbox"/> Teacher	<input type="checkbox"/> Other:

Date & Time of Notification: _____

Name of Victim/Target 3:

Notified:	Method of Notification:	Relationship to the Threat Maker:	
<input type="checkbox"/> Yes	<input type="checkbox"/> In person	<input type="checkbox"/> Parent	<input type="checkbox"/> No Relationship
<input type="checkbox"/> No	<input type="checkbox"/> Telephone	<input type="checkbox"/> Friend	<input type="checkbox"/> Unknown
<input type="checkbox"/> Unknown	<input type="checkbox"/> Email	<input type="checkbox"/> Sibling	<input type="checkbox"/> Classmate
_____	<input type="checkbox"/> Letter	<input type="checkbox"/> Teacher	<input type="checkbox"/> Other:

Date & Time of Notification: _____

There is an additional/attached sheet with names of victims/targets: Yes No

INTERVIEW WITH THE THREAT MAKER

Date:	Start time: [] am [] pm	End time: [] am [] pm
-------	---------------------------	-------------------------

Location of Interview: _____

Persons present besides you and the threat maker:

Name: _____ Relationship/Title: _____

Name: _____ Relationship/Title: _____

Name: _____ Relationship/Title: _____

No other persons present. Additional persons present, see attached sheet.

Interview Recorded: <input type="checkbox"/> Yes <input type="checkbox"/> No	Interview Videotaped: <input type="checkbox"/> Yes <input type="checkbox"/> No
--	--

Additional Comments:

PHYSICAL APPEARANCE OF THE THREAT MAKER

Photograph taken of threat maker: Yes No Unknown

At the time of the interview, the threat maker appeared (check all applicable):

- | | |
|--|---|
| <input type="checkbox"/> Neat, clean, orderly | <input type="checkbox"/> Neither clean nor dirty, typical hygiene for age |
| <input type="checkbox"/> Unclean, dirty, soiled | <input type="checkbox"/> Overly sensitive to image and appearance |
| <input type="checkbox"/> Odor of filth, poor hygiene | <input type="checkbox"/> Uncaring, unconcerned about image and appearance |
| <input type="checkbox"/> Smelled of chemicals or gas | <input type="checkbox"/> Blood shot eyes |

Visibly injured, suffering physical pain and/or body trauma (if yes, answer the following):

- Injuries documented/described on Body Chart included as addendum Yes No
- Medical treatment was offered: Yes No
- Student/parent refused medical treatment: Yes No
- Injuries required medical attention: Yes No
- School personnel provided medical treatment: Yes No

Other (explain): _____

At the time of the interview, the threat maker was wearing (briefly describe clothing):

Was there writing or logos on the threat maker's clothing? Yes No

If yes describe (be as specific as possible):

DISPOSITION OF THE THREAT MAKER

Describe disposition/emotional state at the time of the interview (mark all applicable):

- Compliant, helpful, answered questions, and provided information and insight.
- Remorseful, apologized for behavior, and seemed able to internalize actions as wrong.
- Unresponsive, unwilling or unable to participate; neither helpful nor not helpful.
- Openly defiant, resistant, refused to answer questions or participate in the interview.
- Unrepentant, not sorry, and unable/unwilling to take responsibility for his/her actions.
- Denied wrongdoing, believed others are lying and/or out to get him/her.
- Phony, fake, overly eager to please while providing very little real information or insight.
- Aggressive, angry, openly stated that he/she wants to complete the threat.
- Out of touch with reality and unable to comprehend the situation.

Impaired, intoxicated, or under the influence of drugs (if yes, answer the following):

- Law enforcement notified: Yes No
- Student’s personnel items searched: Yes No
- Student’s clothing/body searched: Yes No
- Student’s locker searched: Yes No
- Student’s vehicle searched: Yes No

Student admitted to using drugs (if yes, provide the following information):

Type: _____

Dose: _____ Last taken: _____

Type: _____

Dose: _____ Last taken: _____

Type: _____

Dose: _____ Last taken: _____

Additional Comments:

THREAT MAKER: MEDICATION HISTORY

Threat maker is currently taking prescription and/or over-the-counter medication(s):

Yes No Unknown

If yes, list the type of medicine, dose, and schedule:

Medicine: _____ What is it taken for: _____

Daily dose: _____ Is student on schedule: Yes No Unknown

Medicine: _____ What is it taken for: _____

Daily dose: _____ Is student on schedule: Yes No Unknown

Medicine: _____ What is it taken for: _____

Daily dose: _____ Is student on schedule: Yes No Unknown

Medicine: _____ What is it taken for: _____

Daily dose: _____ Is student on schedule: Yes No Unknown

Medicine: _____ What is it taken for: _____

Daily dose: _____ Is student on schedule: Yes No Unknown

Additional medicines listed on attached/supplemental sheet.

Additional Comments:

THREAT MAKER INTERVIEW SHEET

Name of Threat Maker:

File No:

Summary/Findings:

Interviewer Name/Signature:

Date:

WITNESS INTERVIEW SHEET

Name of Witness:

File No:

Summary/Findings:

Interviewer Name/Signature:

Date:

PARENT/GUARDIAN INTERVIEW SHEET

Name of Parent/Guardian:

File No:

Summary/Findings:

Interviewer Name/Signature:

Date:

STUDENT (THREAT MAKER) HISTORY IN THE EDUCATIONAL SETTING

The student (threat maker)...				
1	Has been aggressive and/or disruptive in classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
2	Has been aggressive and/or disruptive towards teachers, especially of the opposite sex.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
3	Has been suspended from school. Reason:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
4	Has been expelled from school. Reason:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
5	Has a history of poor school achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
6	Has prior placement in alternative schools.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
7	Receives special instruction and assistance via an IEP.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
8	Is doing well academically.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
9	Has recently shown a drastic and negative change in academic performance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
10	Routinely participates in extra-curricular activities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
11.	Has IEP or 504 Plan.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

VIOLENCE

The student (threat maker)...				
12	Has been a victim of violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
13	Has been repeatedly exposed to violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
14	Has been a perpetrator of violent behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
15	Has a family history of violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
16	Has used violence as a means to get what he/she wants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
17	Has a known fascination with violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
18	Has a known fascination with pornography. Known fetish:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
19	Has engaged in severe cruelty toward animals.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
20	Has been a victim of bullying.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
21	Has been a perpetrator of bullying.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
22	Has been or is currently a member of a clique or gang that practices anti-social or violent behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
23	Is desensitized to violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
24	Has an obsession with infamous murders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
25	Has created violent writings or drawings.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
26	Has been found with violent writings or drawings created by others.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
27	Has been a victim of child abuse and/or neglect.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
28	Is obsessed with real or fictional violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
29	Has an obsession with setting or playing with fire.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
30	Has an obsession with explosives/enjoys making bombs.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
31	Scares/instills fear in peers, parents, or staff members.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

PERSONAL

The student (threat maker)...

32	Has the ability to express him/herself well.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
33	Has a negative nickname and/or one associated with an infamous person/murderer/previous school attacker.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
34	Is known or suspected to use alcohol or other drugs.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
35	Has had a sudden and negative change in behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
36	Has had a sudden and negative change in personal appearance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
37	Is frequently dirty and practices poor hygiene.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
38	Has an extremely sad and depressed disposition.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
39	Believes that he/she is unworthy of love or unlovable.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
40	Has an extremely negative perspective of self-worth or status among his/her peers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
41	Is known or has visible evidence that he/she may be intentionally cutting, burning, or hurting him/herself.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

STRESS

The student (threat maker)...

42	Is visibly under an overwhelming amount of real or perceived stress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
43	Views life as an overly stressful, overwhelming, or hopeless situation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
44	Has effective problem-solving skills and the ability to handle stressful situations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
45	Has recently experienced the loss of a relative, peer, family member, or beloved pet (circle as appropriate).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
46	Has recently experienced a significant real or perceived change or lowering of his/her public status.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
47	Has recently suffered disciplinary action.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
48	Has recently suffered significant public humiliation and/or embarrassment.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
49	Has suffered real or perceived boyfriend/girlfriend relationship difficulties.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
50	Has recently suffered real or perceived teasing, bullying, and/or abuse.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
51	Has suddenly become calm after a prolonged period of being visibly stressed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

STABILIZING FACTORS

The student (threat maker)...				
52	Has caring adults and effective parental involvement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
53	Is receiving mental health treatment on a regular basis. Therapist/Physician Name: Reason for Treatment:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
54	Has supportive social networks (friends, adults, other).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
55	Has a trusted relationship with at least one responsible adult. If so, who:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
56	Is focused on a future goal/direction for his/her life.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
57	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

LAW ENFORCEMENT

The student (threat maker)...				
58	Has prior or current involvement with the police.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
59	Has a record of NON criminal behavior Activities:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
60	Has a record of violent criminal behavior. Crimes committed:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

WARNING SIGNS

The student (threat maker)...				
61	Has the capacity to carry out an act of targeted violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
62	Feels justified or obligated to use violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
63	Feels that violence will raise his/her self-worth or status among peers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
64	Has given away personal items, said his/her 'goodbyes', or created a 'goodbye' letter or video.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
65	Has a detailed plan or real desire to harm others.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
66	Has a detailed plan or real desire to harm him/herself.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
67	Is inconsistent – His/her story is 'out of touch' or inconsistent with his/her actions and the facts.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
68	Has access to weapons.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
69	Has created or collected bomb making materials.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
70	Has recruited or solicited others to help in the attack.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
71	Hears voices that tell him/her to use violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
72	Has practiced, rehearsed, or scouted out the place and manner of attack.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

SOCIAL

The student (threat maker)...				
73	Has fewer limited (2 or less) to no close friends.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
74	Exhibits a lack of concern for the safety of others.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
75	Routinely participates in community or social activities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
76	Is a member of an outcast and/or alienated peer group.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
77	Has negative peer group influences.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
78	Exhibits poor social skills with peers – pushes people away with disturbing and/or outrageous behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
79	Exhibits poor social skills with adults – pushes people away	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

	with disturbing and/or outrageous behavior.			
80	Is severely intolerant of the opinions of other people.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
81	Is purposely isolated and socially withdrawn.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
82	In relationships with his/her peers is a follower, leader, victim, loner, or outcast. (circle appropriate)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
83	Displays a normal degree of empathy for those he/she hurts.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

EMOTIONAL / MENTAL HEALTH

The student (threat maker)...				
84	Is irritated easily, overly emotional, or anxious.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
85	Is emotionally superficial, phony, or fake.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
86	Frequently displays signs of depression and/or hopelessness.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
87	Reacts to criticism with extreme hostility and anger.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
88	Reacts to authority with hostility and anger.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
89	Is disdainful and belligerent towards authority, believes no one has the right to tell him/her what to do.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
90	Believes that he/she is superior to other students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
91	Believes that he/she is superior to all adults.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
92	Displays a high number of attention-seeking behaviors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
93	Grossly over-reacts to minor frustrations and routinely blows things way out of proportion.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
94	Must be in complete control at all times.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
95	Hears voices that tell him/her what to do.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
96	Blames everybody else, he/she never does anything wrong even when caught red-handed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
97	Is overly defensive, extremely paranoid, or highly suspicious of other people. Thinks everyone is out to get him/her.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
98	Focuses on perceived or real injustices, can't ever let anything go. Has to get even.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
99	Has irrational beliefs/ideas including unreciprocated romantic obsession with others who may have no idea of his/her true feelings.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
100	Is currently under the influence of medication. If so, what kind:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
101	Has engaged in occult or 'dark arts' activities. If so, what:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
102	Self-identifies with a real or fictional person. If so, who:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
103	Obsesses with the violence in video games.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

FAMILY

The student (threat maker)...				
104	Has experienced rejection from the primary caregiver.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
105	Has experienced a lack of parental involvement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
106	Has little to no parental supervision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
107	Has family members that use or own weapons.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
108	Has too much freedom and agreed upon 'private' space from other family members-his/her room is locked and only he/she has the key.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
109	Is disciplined reasonably and consistently.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
110	Has a history of substance abuse in the family.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
111	Moves frequently from house to house.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
112	Has a history of parent instability (continual separation and/or new boyfriends/girlfriends).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
113	Has a family history of mental illness.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
114	Has a family history of domestic violence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
115	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure

To assist in determining the current threat posed by the threat maker, review the sources used to analyze the threat and determine if other sources are needed for final analysis.

SOURCES USED TO ANALYZE THE THREAT				
1	Student behavior checklists.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2	Student disciplinary records.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3	Student academic records.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4	Student and Parent Contact Journals.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5	School Resource Officer (SRO).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6	Law enforcement personnel (not school-based).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7	Personal Belongings.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8	IEP / 504 records.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9	School administrators.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10	Church groups.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
11	School counselors/School Psychologists.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
12	Community members.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
13	Student journal or diary.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14	School papers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
15	Juvenile Probation Department.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
16	Family members.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
17	Juvenile Court.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
18	Interviews with threat maker's friends.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
19	Interviews with threat maker's parents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
20	Interviews with parents of the target.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
21	Interviews with witnesses.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
22	Interviews with the student threat maker.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
23	Interviews with the target.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
24	Personal observations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
25	School security personnel.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
26	Youth services.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
27	Social services.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
28	Foster parents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
29	Athletic coaches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
30	Homework assignments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
31	Previous school projects.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
32	Medical experts.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
33	School Nurse.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
34	Websites.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
35	Social networking sites.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
36	Girlfriend or boyfriend.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
37	Teachers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
38	Blogs.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
39	Internet histories.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
40	Staff members.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
41	School lockers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
42	Vehicle.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
43	Bedroom, house.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

44	Extra-curricular leaders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
45	Assistant Principals.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
46	Student dynamics/histories (personal, family, etc.).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
47	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
48	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
49	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
50	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
51	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
52	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
53	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
54	Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

DETERMINE RISK LEVEL AND COMPLETE BEHAVIORAL THREAT ANALYSIS

Through the information received and the behaviors observed, determine the threat maker's current level of risk as a threat to others. Check the appropriate boxes and chose the level which best matches the risk.

	Risk Factors (Threat to Others)	(Level
3):	<input type="checkbox"/> Threat is direct, specific, and very plausible.	
	<input type="checkbox"/> Concrete steps have been taken toward carrying out the threat.	
	<input type="checkbox"/> Behaviors indicate the threat maker is currently on a path to violence.	
	<input type="checkbox"/> The victim(s) or target area has been studied/reconnoitered.	
	<input type="checkbox"/> Has sought/recruited accomplices.	
	<input type="checkbox"/> Developed a specific plan.	
	<input type="checkbox"/> Practiced with weapons.	
	<input type="checkbox"/> Built an explosive device or possesses materials to build an explosive device.	
	<input type="checkbox"/> Has secured resources to carry out the plan.	
	<input type="checkbox"/> Feels justified and/or obligated to carry out the plan.	
	<input type="checkbox"/> Strong history of conflict and previous violent behaviors.	
	<input type="checkbox"/> Is experiencing hopelessness, desperation, or despair.	
	<input type="checkbox"/> Does NOT have a trusting relationship with a least one responsible/trusted adult.	
	<input type="checkbox"/> Sees violence as an acceptable or desirable means to solve problems.	
	<input type="checkbox"/> Is obsessed with violence, school attacks or attackers, weapons, or mass violence.	
	<input type="checkbox"/> Has previously attempted suicide.	
	<input type="checkbox"/> Has displayed cruelty to animals.	
	<input type="checkbox"/> Has engaged in attack related behaviors.	
	<input type="checkbox"/> Student's story is NOT consistent with his/her actions.	
	<input type="checkbox"/> Persons close to threat maker deeply concerned about his/her potential for violence.	
	<input type="checkbox"/> Lacks positive support from family and/or friends.	
	<input type="checkbox"/> Lacks positive 'stabilizing' factors.	
	<input type="checkbox"/> Other: _____.	

**DETERMINE RISK LEVEL AND COMPLETE BEHAVIORAL THREAT ANALYSIS
(Continued)**

Risk Factors (Unable to Determine Potential of Threat to Others)

(LEVEL 2):

- Threat to harm others is indirect, unspecific, but somewhat plausible.
- Unable to determine whether threat maker has taken step towards harming others.
- Unable to determine whether threat maker developed a feasible plan of attack.
- Unable to determine whether threat maker previously contemplated harming others.
- Unable to determine whether threat maker has previously attempted to harm others.
- Threat maker's story is somewhat inconsistent with his/her actions.
- Minor concern by persons close to threat maker about his/her potential to harm others.
- Threat maker lacks some positive support from family and/or friends.
- Threat maker lacks some positive 'stabilizing' factors.
- Unable to determine whether threat maker is experiencing hopelessness, desperation, or despair.
- Unable to determine whether threat maker has secured resources to carry out the plan.
- Unable to determine whether threat maker feels justified or obligated to carry out plan to harm others.
- Other: _____.
- Other: _____.
- Other: _____.

Risk Factors (No Viable Threat to Harm Others)

(LEVEL 1):

- Threat is clearly vague and indirect.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- Threat lacks realism.
- Evidence and behaviors suggest the threat is highly unlikely to be carried out.
- Evidence suggests threat maker is unlikely to have access to resources/materials.
- Evidence and behavior suggests a clear lack of intent and/or motivation.
- Student does not present a history of conflict or related violent behaviors.
- Student has positive support from family and/or friends.
- Student has positive 'stabilizing' factors.
- Other: _____.
- Other: _____.
- Other: _____.

DETERMINATION OF APPROPRIATE INTERVENTION FOR THE STUDENT (THREAT MAKER)

Name of Student:	File No:
------------------	----------

LEVEL 1

- The Behavioral Threat Analysis Team (BTAT) has completed our behavioral threat analysis and believes there is sufficient and convincing reliable information to support that the student **Does NOT / Did NOT** pose a threat to others.

LEVEL 2

- The Behavioral Threat Analysis Team (BTAT) has completed our behavioral threat analysis and we are **Unable to Determine** by a preponderance of the facts whether or not the student poses a danger to others.

LEVEL 3

- The Behavioral Threat Analysis Team (BTAT) has completed our behavioral threat analysis and believes there is sufficient information to be reasonably certain that the student **Does / Did** pose a danger to others, and appears to have / have had a plan of violence or attack.

CONFIDENTIALITY NOTICE (FERPA)

The information contained in this document has been compiled on behalf of the Newtown Public Schools for the purpose of investigation and intervention. This document and any information contained herein is confidential and shall be maintained in accordance with Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and may not be disclosed or disseminated except as permitted by law.

RECOMMENDATIONS / INTERVENTION PLAN (FOR STUDENT THREAT MAKER)

RECOMMENDATION AS A TEAM: (No one person should ever make recommendations alone).

- Continuation of safe school environment.
- Contact / Apprehension of the threat maker (Newark Police Investigation).
- Warning and protection for the targeted victim(s) of the threat.
 - Reason for targeted victim advisement: _____
- Reconvene the Behavioral Threat Analysis Team (BTAT) when necessary.
- Disciplinary action.
- Implement an Intervention Plan (Referrals):
 - Referral to Special Education: _____

 - Referral to FACT/WBH: _____

 - School-based Counseling Support: _____

 - Other: _____

The undersigned members of the Behavioral Threat Analysis Team (BTAT) convened pursuant to this matter and completed the above behavioral threat analysis by consensus (as a team).

Print Name
Date

Signature

1. _____
2. _____
3. _____

We thank the Newtown (CT) Public School District for providing the model for this BTAT process.

Appendix B.



This form is to be used by the Facilitator to conduct the Hot Wash for the drill. Use this form to record the top three strengths and the top three items requiring improvement as observed during the drill or exercise.

Additional comments and discussions recorded during the Hot Wash will be recorded on in the comments section of the form.

HOT WASH REPORT FORM

Exercise Determined Accord

DATE:

Name:		Evaluated Organization:	
Email:		Staff/Section:	
Telephone:		Role in Exercise:	

List the top three (3) organizational strengths:	
1.)	
2.)	
3.)	

List the top three (3) items requiring improvement:

1.)

2.)

3.)

HOT WASH REVIEW	Action Items

SWOOP ONE ROLES AND RESPONSIBILITIES

SECTION 1: SERVICES TO BE PERFORMED

1.1 Term

Owner agrees to hire Security, to perform the services and work as stated in section 1.2 of this agreement for the period of the contract that is agreed upon between Security and Owner.

1.2 Duties

Security will utilize registered security guards wearing an appropriate and highly visible uniform to provide the following services to the Owner:

- protection of individuals and/or property from harm, theft or other unlawful activity; deterrence, observation
- detection and/or reporting of incidents in order to prevent any unlawful or unauthorized activity including but not limited to unlawful or unauthorized intrusion or entry, larceny, vandalism, abuse, arson or trespass on property
- response to security system alarms installed and/or used by the Owner to prevent or detect unauthorized intrusion, robbery, burglary, theft, pilferage and other losses and/or to maintain security of a protected premises
- prompt reporting of suspected criminal activity to police authorities
- render assistance to local police authorities as necessary and requested
- respond to and assist with any emergency situations that occur and call 911 if appropriate
- provide the Owner with a daily patrol log of security guard activities
- provide a command presence (clean & neat uniform attire)

1.3 Equipment

Owner agrees to provide security with the following equipment which will be utilized during the performance of duties:

- Two-way radios (when necessary)

SECTION 2: PATROL AREAS AND STAFFING

2.1 Locations

Security agrees to provide services and patrol to the locations operated by the Owner:

2.2 Staffing

Security agrees to provide the following staffing to the owner as follows:

- Security Officer

WAYNE COUNTY SHERIFF'S OFFICE ROLES AND RESPONSIBILITIES

3. Description of General Duties

A. Duties of the School Resource Officer

Duties of the SRO, described with more specificity in Section 6, below, will include, but not be limited to:

- Instruct students in grades 6 and 8 health classes in conflict resolution, crime awareness, and anger management;
- Present a minimum of five educational programs (i.e. technology and crime, drug related behaviors, crime awareness) annually to school employees, parents, and school board members; Provide a police presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors

- Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
 - Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies.
 - Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety.
- Build relationships by being a liaison between the WCSO and the District and act as liaison with police and other emergency personnel;
- Present evaluations regarding crime and disorder problems and gang and drug activities occurring in and around the school
- Advise the District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property
- Assist the schools with security concerns and recommend changes to enhance security;
- Assist in preparation of response plans and respond to criminal activity in and around the school (as per the Safe Schools Against Violence in Education Act);
- Assist the District in meeting requirements mandated by New York State Law;

- Attend monthly management team meetings.
 - When feasible and requested to do so by District’s officials, and in a manner which does not infringe upon individuals’ Constitutional rights, screen persons entering the building or school grounds;
 - Question any individual not having appropriate identification to ascertain his/her status;
- The SRO shall not enforce school rules or policies or act as a school disciplinarian. Matters of school discipline shall be referred to the appropriate building principal.
- The SRO shall not detain or question students about their immigration status.

B. Duties of the WCSO

The WCSO will:

- Ensure that the SRO spends an adequate period of time at the District in order to accomplish all assigned duties. However, said work week of the SRO shall not exceed 40 hours per week;
 - Maintain open lines of communication with the assigned staff member designated as the School Representative for the School Resource Officer Program to facilitate coordination of services;
 - Attend monthly meetings with the Superintendent of the **Newark** School to monitor the efficacy of the SRO Program;
 - Cooperate with the District to implement and run the SRO Program with the least possible disruption to the educational process.
- WCSO will comply with all applicable requirements regarding the confidentiality of student records, including the Family Educational Rights and Privacy Act and the regulations of the United States Department of Education.

The Wayne County Sheriff’s Office SRO will share relevant information about school safety issues with the District, including but not limited to:

- The SRO monthly activity log;
 - The completed **Newark** School District CSD SS/HS Program Documentation System – a monthly electronic log form to chronicle the types, frequency, staffing, and participants in prevention and intervention evidence-based programs;
 - Any necessary interventions/referrals to service providers arising from incidents/reports received on school property, e.g., suicide prevention, drug or alcohol abuse, reports of sexual abuse;
- Any information pertinent to school safety and/or safety of individuals on school property.

3. Description of General Duties

A. Duties of the School Resource Officer

Duties of the SRO, described with more specificity in Section 6, below, will include, but not be limited to:

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- Present a minimum of five educational programs (i.e. technology and crime, drug related behaviors, crime awareness) annually to school employees, parents, and school board members; Provide a police presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors

- Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
 - Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies.
 - Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety.
 - Build relationships by being a liaison between the WCSO and the District and act as liaison with police and other emergency personnel;
 - Present evaluations regarding crime and disorder problems and gang and drug activities occurring in and around the school
 - Advise the District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property
 - Assist the schools with security concerns and recommend changes to enhance security;
 - Assist in preparation of response plans and respond to criminal activity in and around the school (as per the Safe Schools Against Violence in Education Act);
- Assist the District in meeting requirements mandated by New York State Law;

- Attend monthly management team meetings.
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- Cooperate with the District to implement and run the SRO Program with the least possible disruption to the educational process.

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 - Any necessary interventions/referrals to service providers arising from incidents/reports received on school property, e.g., suicide prevention, drug or alcohol abuse, reports of sexual abuse;
- Any information pertinent to school safety and/or safety of individuals on school property.