



New Jersey

K-12 School Security Task Force Report

Submitted to

Governor Jon S. Corzine

September 2007



**School Security Task Force
Final Report**

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School Security Task Force
Final Report to the Governor

Introduction

October 4, 2006, Governor Jon S. Corzine established the School Security Task Force, and designated Richard Cañas, Director of the New Jersey Office of Homeland Security and Preparedness as chairperson. He named Lucille Davy, Commissioner of the Department of Education, and Chief Justice Stuart Rabner (former New Jersey Attorney General), as co-chairs. The creation of the task force underscores the need to remain vigilant in light of several tragic and violent events that occurred in schools in other states in recent years, namely, Colorado's Columbine High School massacre in the spring of 1999, and Pennsylvania's Amish School murders during the fall of 2006. Fulfilling that crucial responsibility requires cooperation, coordination, and preparedness, and begins with a critical assessment of the current state of school security in New Jersey.

Recognizing the benefit and need to have a multifaceted and collaborative approach, Director Cañas invited the participation of representatives from a cross-section of State, county, and local law-enforcement, emergency management and response, and education communities statewide. The Task Force welcomed the participation of representatives from non-public schools, from the New Jersey Education Association, as well as the New Jersey Chiefs of Police and the county prosecutors.

On October 19, 2006, the Governor announced the Strategic Actions for Violence Elimination ("SAVE") plan, a comprehensive agenda to improve school safety and safety awareness. The SAVE plan had eight major action items: 1) a greater commitment to gun safety including using New Jersey Gun Control laws as a model for the nation; 2) development of updated State Standards and Guidelines for School Security; 3) Legislative initiatives for regular school safety drills and exercises; 4) training for School Resources and D.A.R.E. Officers; 5) development of a school security web site by the Department of Education; 6) school security programs for school bus drivers; 7) routine meetings between law enforcement and school officials; and 8) development of a recognition program designating "Safe Schools".

Background

The Task Force had the benefit of substantial, prior efforts in New Jersey to assess, promote, and improve school security. In May 2005, at the request of Governor Richard Codey, the education and law enforcement communities collaborated in conducting an unprecedented statewide school security audit. The audit examined 75 key items in assessing school safety and security, and produced a database containing information about every school in the State. That database has been made available to all schools as well as county prosecutors by the Department of Education.

The Department of Education, with the assistance of the Office of the Attorney General and the Office of Homeland Security and Preparedness, has also prepared and distributed to the schools a school security manual. The manual provides to administrators and teachers alike a single source of guidelines and best practices to improve and maintain security of educational institutions. Additionally, the Department has enacted regulatory requirements that districts create and maintain school safety plans.

Perhaps most critically, multiple State, county, and local agencies whose jurisdictions and authority impact school security have been working together and with professional and community organizations to improve school security. The Uniform State Memorandum of Agreement between Law Enforcement and Education (MOA) provides a framework for those interactions, and has proven valuable in requiring regular discussions between school administrators and law enforcement. A key recommendation of the Task Force, which builds on and expands this framework and is discussed in more detail below, is to broaden the Memorandum to include more relevant areas and participants, including fire safety and emergency management officials. The Memorandum and the regulatory requirement that the parties review and renew the memorandum annually encourage the strong, collaborative effort that the Task Force deems crucial to effective prevention and preparedness.

The members of the Task Force recognized that school security is, to some extent, a process, a goal, and an aspiration. The threats facing our schools are spread across a range of likelihood and severity, ranging from the more common, such as bomb threats, to the most exceptional, such as the tragic events in Lancaster,

Pennsylvania, that truly shock the nation's conscience. Additionally, threats to school security can range from sources foreign to the school, like an armed intruder entering the school, to sources internal to the school population, such as students bringing weapons onto school premises. The measures and practices outlined in this report do not purport to provide universal protection against all threats in all schools, but rather to assist schools and law enforcement agencies in prevention, preparedness, and response.

Scope of Work & Methodology

The Task Force recognized that many federal and state agencies across the country, including in New Jersey, have been developing and implementing policies and procedures relating to school security. The Task Force determined that those policies were a resource upon which it could build, and sought to incorporate the lessons learned from other agencies that have considered the topic. Thus, the Task Force sought to gather existing information, assess and evaluate it for applicability in New Jersey, and to implement those lessons where appropriate.

In order to perform these functions, the Task Force established the following three subcommittees to conduct an in-depth review of specific subjects related to school security and the items outlined in the plan established by the Governor:

- A. ***Standards & Practices Subcommittee***, charged with developing model policies for law enforcement agencies addressing the topics listed in the SAVE plan;
- B. ***Teacher/Employee Training Subcommittee***, charged with identifying areas where training of teachers and school employees is appropriate and to identify possible resources to assist in that training;
- C. ***Policy Subcommittee***, charged with considering and evaluating the legislative and policy implications of school security.

Discussion Items

Action on Gun Safety

The member agencies of the Task Force support the Governor's call for more effective national gun control laws. The proliferation and easy-availability of illegal guns threaten the lives and disrupts the learning of our students. New Jersey Gun Control regulations are among the toughest in the nation. Among these regulations are a ban on assault weapons, the adoption of the "Zero Tolerance for Guns Act", which prohibits the use of guns on school premises, strict permitting procedures for the purchase and carrying of handguns, in addition to being a leading state in developing and implementing "Smart Gun" technology. By asking other states as well as federal authorities to model their gun control regulations on those of New Jersey we can present a more unified front in the battle against illegal guns and further protect our schools.

Updated State Standards and Guidelines

The Task Force would like to extend its appreciation for the work performed by the members of the Standards & Practices Subcommittee. The subcommittee was comprised of professionals in law enforcement, education, and emergency management, to address the following specific issues: bomb threats, evacuations, active shooters, lockdowns and public information policy.

The subcommittee identified best practices and/or industry standards in the above areas that are recognized nationally and developed similar policies. In drafting these policies, the subcommittee built upon policies of agencies that had satisfied the rigorous accreditation standards developed by the Commission of Accreditation for Law Enforcement Agencies (CALEA), generally recognized as the most detailed and comprehensive in the United States. The model policies incorporated the relevant policies from other agencies – both in New Jersey and nationwide – along with substantial input from New Jersey State Police and the State's twenty-one county prosecutors. The policies reflect what we believe to be the best, most logical requirements that could be readily implemented by local agencies and towns in New

Jersey, and the Task Force appreciates the serious consideration and valuable input that law enforcement officers from many agencies and offices provided concerning these policies.

The subcommittee recognized that the model policies needed to afford sufficient flexibility to local law enforcement and education professionals to modify them according to their specific needs. It is our hope, however, that any modifications will remain consistent with and advance the Task Force's central missions of improving school safety and enhancing communication between law enforcement, educators and school administrators for the best interests of their communities. These policies identify the baseline components essential to any local plan, and we are confident that the appropriate State, county, and municipal agencies will create customized plans that fully address local needs while utilizing the basic building blocks identified by the Task Force.

Summaries of these policies are provided below. While the Task Force declines to make the full policies available for public distribution as they contain tactical and strategic information reserved for law enforcement agencies, the policies will be distributed to county and local law enforcement agencies.

Model Policies & Procedures

Bomb Policy

Unfortunately, bomb threats have become all too commonplace. The threats are made against our school facilities as well as private businesses. They are used as a tool of terror that create fear and anxiety amongst the occupants of the facility, disrupt the daily routines of these occupants, negatively impact upon the ability to learn or conduct business, and may be used as a retaliatory tool against the management of these facilities. While nearly all of the reported bomb threats turn out to be false, it remains the responsibility of law enforcement to take each of these threats seriously, to respond to these scenes, assist in evacuating the facilities (if necessary), conduct thorough investigations and to coordinate the searches of these facilities.

The Subcommittee formulated a model bomb threat response policy that gives direction as to the duties and responsibilities of the many levels of law enforcement that

become involved in a response to a bomb threat: from the communications operators, to the initial responding officer, to the supervisor who is ultimately responsible for coordinating the response, to the investigatory personnel conducting the supplemental investigation. The policy identifies various specialized resources that may be needed to respond to and assist in handling these events, addresses issues such as evacuation, searches of the facility, the handling of suspicious packages, and command post parameters. It also discusses scene preservation, evidence collection, news media issues, and post event critiques.

Evacuation Policy

The need for orderly and safe evacuation during certain situations is critical to the safety of the occupants of a facility. Situations that may require evacuation encompasses a multitude of scenarios and may be the result of a criminal event (e.g., bomb threats or the presence of an active shooter), and/or may be needed to prevent potential injury created by another type of event (i.e., fire/fire alarm, damage to a nearby public utility that poses a threat to nearby buildings, etc.). Regardless of the underlying cause that necessitated the evacuation, it is the responsibility of law enforcement and other emergency services to respond and to assist in the orderly and safe evacuation when the need arises.

The Subcommittee drafted a model evacuation policy that delineates who has the authority to order an evacuation in different situations and identifies the duties and responsibilities of the law enforcement personnel who respond to a reported evacuation or an incident that may require an evacuation. It also addresses issues that are common to large scale evacuations, such as the handling of news media, establishment of a field command post and designating appropriate staging areas.

Rapid Response to Active Shooter Policy

The term “active shooter” and Columbine High School have become synonymous. This singular event demonstrated how vulnerable our school facilities had become. As a result, active shooter situations have caused law enforcement to approach this type event with an entirely new mindset. It is no longer an accepted

practice for law enforcement to passively stand by and await the arrival of special response units to handle the event. Now, the first arriving field personnel are expected to aggressively pursue and confront the suspects in order to minimize the risk to the occupants. Furthermore, history has demonstrated that this type of event is not limited to schools or to certain regions of the United States. These events can happen at any type of facility in any part of the country.

The Subcommittee created a draft policy that delineates definitions, identifies characteristics of an active shooter, outlines response and investigatory guidelines as well as post event issues (i.e., critiques, counseling, etc). The policy mandates immediate action by the arriving law enforcement personnel as well as tactics associated with conducting building searches in the pursuit of an active shooter.

Lockdown

The “lockdown” of a facility is designed to aid victims located within the facility and protect others at risk to injury from an armed intruder.

The Subcommittee drafted a model policy that distinguishes between a “lockdown” versus “shelter in place.” The policy identifies the role of law enforcement in assisting the facility operators who initiate a lockdown as well as the duties and responsibilities of the law enforcement community: from the communications personnel, to the first responding officer(s); to the supervisory personnel, to investigative personnel. It also addresses corresponding issues, such as media access, supplementary investigation into the event that necessitated the lockdown, to post event issues, such as multi-agency critiques.

Public Information Policy

The law enforcement community recognizes the importance of prompt and accurate information supplied to the public, especially during times of emergency. Executive Order 69 and the Open Public Records Act are government-initiated actions designed to create more clear-cut parameters for law enforcement in fulfilling their

obligation to keep the public informed, while protecting certain victim and suspect information as well as the integrity of on-going investigations.

The public interest, hence the media interest, is magnified anytime there is a high profile event that has potential lethal consequences, such as an active shooter. It is imperative that law enforcement protects the scene and those in and around the scene, while keeping the public informed in accordance with applicable laws and regulations.

The Subcommittee recognizes the sometimes contentious relationship and competing interests that occurs between law enforcement and the members of the media, especially during these large-scale events. The Subcommittee also recognizes the need to create mutual respect and understanding between the two disciplines. Our goal was to create a model policy that would: clearly guide law enforcement in how to deal effectively and professionally with the media and identify the responsibilities of a designated public information officer; encourage cooperation with the media while mandating that the media possess and display the proper press credentials before entering a media staging area/briefing; give certain fundamental parameters as to the type of information that can or cannot be legally released; and give guidance in regards to media access to certain crime scenes or other types of scenes.

Preventive Measures - Threat Assessments

In the event that a student or students threatens to commit an act of violence, risk and violence assessments provide school administrators a set of tools for evaluating the threat, and the circumstances surrounding the threat, in order to uncover any facts or evidence that indicate the threat is likely to be carried out. Based on the Secret Service's studies of persons who attacked or threatened public officials, the Secret Service and the U.S. Department of Education collaborated in developing threat assessment tools applicable to schools.¹ In May 2002, the agencies issued the result of

¹ Six key principles underlie the threat assessment process: (1) targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior; (2) targeted violence stems from an interaction among the individual, the situation, the setting, and the target; (3) an investigative, skeptical, inquisitive mindset is critical to successful threat assessment; (4) effective threat assessment is based upon facts, rather than on characteristics or "traits"; (5) an "integrated systems approach" should guide threat assessment inquiries and investigations; and (6) the central question in a threat assessment

their efforts, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (“*Threat Assessment in Schools*”). The guide aimed “to provide school administrators and law enforcement officials guidance in incorporating the threat assessment process for investigating, evaluating, and managing targeted violence into strategies to prevent school violence.” *Threat Assessment in Schools* at 5. The study identified ten key findings:

1. Incidents of targeted violence at school are rarely sudden, impulsive acts;
2. Prior to most incidents, other people knew about the attacker’s idea and/or plan to attack;
3. Most attackers did not threaten their targets directly prior to advancing the attack;
4. There is no accurate or useful "profile" of students who engage in targeted school violence;
5. Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help;
6. Most attackers were known to have difficulty coping with significant losses or personal failures. Many had considered or attempted suicide;
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack;
8. Most attackers had access to and had used weapons prior to the attack;
9. In many cases, other students were involved in some capacity;
10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.

[Id. at 17.]

inquiry or investigation is whether a student poses a threat, not whether the student has made a threat. *Threat Assessment in Schools*, at 29.

In addition to these findings, the Secret Service and the Department of Education also developed a training curriculum in threat assessment for educators, administrators, and law enforcement

The subcommittee concluded that efforts to replicate Secret Service training, without their assistance, would be unlikely to provide a curriculum of similar quality in the amount of time provided. By all accounts, the training curriculum provided by the Secret Service is superb. To date, Secret Service has provided some training in New Jersey. However, many education and law enforcement professionals who would benefit from the curriculum remain untrained. Fortunately, the Secret Service and the United States Department of Education have recently produced and made available a CD-ROM based on the school safety curriculum. The CD leads educators and law enforcement through school-based scenarios that assist them in developing threat assessment skills.

Accordingly, the Task Force recommends that the Department of Education obtain copies of the CD-ROM, distribute it to school administrators and educators, and incorporate its lessons on threat assessment into the State's in-service curriculum. Additionally, the Task Force recommends that the law enforcement agencies encourage their officers to complete the Secret Service training. Lastly, the Task Force recommends that the State ask the Secret Service to schedule additional training.

Suggestions for Implementation

Attorney General Directive

The Task Force recommends that the Attorney General distribute the model policies to the State's law enforcement agencies. As discussed above, the policies created by the Task Force are not intended to mandate the sole law enforcement approach in these areas. Rather, they address the major baseline components that any policy on that topic should address and provide guidance and suggestion on how an agency might address these critical school security areas. The Task Force recognizes that law enforcement agencies may choose to customize and modify the plans appropriate to their needs and resources. To that end, the Task Force

recommends that the county prosecutors review the plans developed by the law enforcement agencies to ensure that, first, the plans contain the baseline components identified in the policies and second, the plans are consistent with the needs and resources of the agency's jurisdiction.

Uniform State Memorandum of Agreement between Education and Law Enforcement

The Uniform Memorandum of Agreement between Education and Law Enforcement (MOA) guides school administrators and local law enforcement agencies in reaching agreement on the framework of their interactions. Regulations promulgated by the State Board of Education require that all school districts adopt and implement procedures that are consistent with and complementary to the State Memorandum of Agreement, developed and promulgated by the Commissioner of Education and the Attorney General.

Additionally, the regulations require annual discussions between local chief school administrators and the appropriate law enforcement officials. Such annual discussions are a natural forum for broader communications between educators and law enforcement on school safety and security.

Accordingly, the Task Force recommends that the Commissioner of Education and the Attorney General modify the Memorandum of Agreement between Education and Law Enforcement to include annual review, assessment, and, if necessary, modification of policies and practices as directed by the School Security Task Force. Additionally, we suggest that fire safety and emergency management professionals also participate in the formulation of the memorandum, and join as parties to the memorandum. We also recommend that the memorandum of understanding include all relevant policies and regulations concerning school security and safety. This compilation will provide a mechanism of accountability as well as ensure that the policies are reviewed on an annual basis.

The Commissioner of Education has several mechanisms to ensure statewide compliance and uniformity in the area of school safety and security. First, each school district must develop plans, procedures, and mechanisms concerning "the prevention of,

intervention in, response to and recovery from emergency and crisis situations.” N.J.A.C. 6A:16-5.1a. The regulations require that the “chief school administrator shall consult with law enforcement agencies, health and social service provider agencies, emergency management planners and school and other community resources” in developing plans that are “consistent with the provisions of this section and the format and content established by the Domestic Security Preparedness Task Force . . . and the Commissioner of Education.” Thus, in areas of school safety and security, the Commissioner and the Domestic Security Preparedness Task Force can, together, assist local school administrators in identifying the minimum requirements of such a plan. Accordingly, the Task Force recommends that the Administrative Code be amended to require that school district plans and procedures contain the best practices identified (later in this report) as “model plans.”

Regular drills

The Task Force recommends that schools train regularly in school security scenarios in order to familiarize educators, law enforcement, and emergency management and fire safety personnel with the facilities, procedures, and protocols that will be implemented in the event of an emergency. Effective cooperation and collaboration require that educators and all responding agencies be well-versed in the appropriate responses to threats to school safety. In order to avoid the dual concerns of desensitizing the students, on the one hand, and traumatizing them on the other, the Task Force recommends that certain scenarios – such as the active shooter response – be drilled on weekends with volunteer law enforcement or educators playing the role of students, as well as media and parents responding to the scene.

Teacher & Employee Training Curriculum

The Teacher and Employee Training Subcommittee consisted of members of the education and law enforcement communities, including NJEA and the NJ School Resource Officers Association. The subcommittee conducted a review of existing training and awareness programs that are relevant to the risks outlined in the SAVE

plan. The subcommittee considered programs that could be presented in a variety of ways – classroom training, web-based instruction and/or self study.

The subcommittee identified two current training curricula that could be applied in New Jersey and implemented almost immediately. The subcommittee also reviewed the Secret Service curriculum on risk assessment, and concurs that the curriculum has significant value to both educators and law enforcement personnel.

Bomb Threat Response CD-ROM

The Bomb Threat CD ROM was developed by the U.S. Department of Justice's Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) and the U.S. Department of Education's Office of Safe and Drug Free Schools. The Bomb Threat CD-ROM is a free interactive planning tool for schools that includes staff training presentation and implementation resources. Federal agencies offer the CD-ROM to law enforcement agencies and schools upon request (available at www.threatplan.org). The below web link provides a media based introduction of the program and directions on ordering the CD Rom. This CD Rom could be ordered and distributed via the County School Superintendents along with the below link info on the DOE portal.

Teacher “Refresher” Training

In accordance with the *School Safety & Security Manual: Best Practices Guidelines*, teachers are required to be trained in their school crisis plans. If an emergency event occurs in a school, it is imperative that school personnel be thoroughly trained in the appropriate response, as well as be aware of how law enforcement will respond to the event. Teachers should have knowledge of their role for an active shooter (prevention/response/recovery), lockdown, evacuation, shelter-in-place and relocation procedures.

The Manual (recently updated) is posted on a secure website hosted by DOE and is accessible to teachers and administrators with a valid username and password. Website address: www.nj.gov/njded/students/safety/schools/manual/safety

Additionally, training sessions related to the updated manual are available upon request by contacting the DOE School Security Unit at schoolsecurity@doe.state.nj.us

Website

As part of the SAVE Plan, the Governor charged the Department of Education with expediting its creation of a school safety and security website. The website was completed and unveiled to the public on Jan 9, 2007. The website is available at www.nj.gov/njded/schools/security, and contains information and numerous links to other valuable resources.

“Safe Schools” Initiative

The Governor asked the Task Force to consider the development of a “Safe Schools” program. The Task Force recommends to the Governor and the Commissioner of Education that no such designation be developed or implemented for the following reasons. Primarily, and most importantly, such a designation could make the school so designated a target for violence. As a corollary, a school not designated could also be targeted. In short, both schools could be targeted for violence if such a designation were assigned.

Final Task Force Recommendations

1. *Distribution of Model Policies – Attorney General Directive*

(Active Shooter, Bomb Threats, Lockdown, Evacuation & PIO)

The Task Force recommends that the Attorney General distribute the model policies to the State’s law enforcement agencies with the direction that they are to begin implementing these policies with current operations plans and training. Law enforcement agencies may choose to customize and modify the plans appropriate to their needs, resources and the unique characteristics of the communities they serve.

2. *Distribution of “Companion” Model Policies for School Administrators & Teachers*

The Task Force recommends that the Commissioner of Education distribute “companion” model policies – focused on the roles of administrators and teachers during a crisis - to school superintendents for distribution throughout the K-12 community.

3. *Joint Training for County Prosecutors and County Schools Superintendents*

The Task Force recommends that a seminar program be developed – through the Office of Homeland Security & Preparedness – for the 21 County Prosecutors and 21 County Schools Superintendents to review school security strategies and programs together. Foreseen as a half-day session, it will include a review of the aforementioned model procedures, the revised MOA between Education and Law Enforcement, and a discussion of agency responsibilities and expectations of officials at the county and local levels.

4. *Uniform State Memorandum of Agreement between Education and Law Enforcement (MOA)*

The Task Force recommends that the Commissioner of Education and the Attorney General modify the Memorandum of Agreement between Education and Law

Enforcement to include annual review of the model policies issued by the School Security Task Force.

Additionally, the Task Force recommends that fire safety and local emergency management directors join as parties to the memorandum - participating not only in the formulation of the memorandum, but the subsequent reviews as well.

5. *Enhanced Training for School Resource Officers*

The Task Force recommends that the Police Training Commission (PTC) modify the curriculum that is under development for school resource officers (SRO) to include training on the aforementioned model procedures.

Furthermore, it is recommended that the PTC consider the feasibility of incorporating this training into the basic police academy curriculum for new officers throughout the state. The Task Force believes that every patrol officer in the state should be made “familiar” with the model procedures, if not fully trained in their deployment.

6. *Teacher Training – Development of a Video/DVD*

The Task Force recommends that DOE, in coordination with OHSP Training Bureau and NJEA develop a video training tool to serve as a supplement to the aforementioned model procedures for administrators and teachers. Furthermore, the Task Force recommends that educators be required to review the video and procedures annually – and to include designated local law enforcement and emergency management personnel in the viewing/training session.

In accordance with the *School Safety & Security Manual: Best Practices Guidelines*, teachers are required to be trained in their school crisis plans. Teachers should have knowledge of their role in the following emergency scenarios: active shooter, bomb threat, lockdown, evacuation, shelter-in-place and relocation.

7. Local School Security Councils/Working Groups

The Task Force recommends that school administrators convene district-level working groups of parents, educators, and State, county, and local law enforcement, fire, and emergency management personnel to address issues of school security.

At a minimum, these local councils should convene at least once, annually, to review the procedures and terms set forth in the Education – Law Enforcement MOA.

8. Regular Drills & Amendments to NJ Fire Code (Legislative Action Required)

The Task Force recommends that the current regulations that require monthly fire drills should be amended to incorporate drills and exercises for the following additional scenarios: bomb threats, emergency evacuation/reverse evacuation, active-shooter, lockdown, shelter-in-place.

Furthermore, the Task Force recommends that the NJ Fire Code be rewritten/amended to allow school administrators to employ security measures for potential violent incidents i.e. lockdown without risk of penalty from the local fire marshal for violating traditional fire code rules. *Example:* The school principal should be allowed to lock and/or chain doors if the situation warrants.

SCHOOL SECURITY TASK FORCE

Richard L. Cañas, Chairman
Office of Homeland Security and Preparedness

Lucille E. Davy, Co-Chair
Commissioner, Department of Education

Anne Milgram, Co-Chair
Attorney General

TASK FORCE MEMBERS

Office of Homeland Security and Preparedness

- Scott Kisch, Chief of Staff
- Dennis Quinn, Acting Deputy Director of Preparedness

Attorney General

- Robert Lougy, Deputy Attorney General

Dept. of Education

- Sue Martz, Director of Educational Support Services
- Anthony Bland, Coordinator, School Security Unit

Governor's Office

- Julie Kashen, Deputy Policy Director
- Marcus Hicks, Policy Advisor

NJ Office of Children & Families

- Debra Stewart, Administrator, DCF Office of Education

NJ Fire Safety Division

- Paul Allen, Supervisor of Local Assistance

NJ State Police & OEM

- Lt. Douglas Heath

NJ Prosecutors Association

- Bruce Kaplan, Middlesex County Prosecutor

NJ Association of Chiefs of Police

- Chief Robert Coulton (Ewing Township Police Dept.) 3rd Vice President

NJ School Superintendents Association

- David Livingston, Somerset County Superintendent of Schools

NJ Sheriffs Association

- Sheriff Frank Provenzano, Somerset County Sheriff

NJ Principals & Supervisors Association

- Chuck Stein, Assistant Executive Director, NJPSA

Non-Public Schools Advisory Council

- Dr. George Corwell, Associate Director for Education, NJ Catholic Conference

NJEA

- Kim Cowing, Associate Director, Professional Development and Instructional Issues

References & Resources:

- a) New Jersey Administrative Code (N.J.A.C. 6A:16-5.1)
- b) NJ DOE School Security Manual:
www.nj.gov/njded/students/safety/schools/manual/safety
- c) NJ DOE School Security Website: www.nj.gov/njded/schools/security
- d) Bomb Threat CD-ROM: www.threatplan.org

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