

*Clackamas County Sheriff's Office***Task Force Members:**

Richard Evans, Craig Roberts, ~~Senator Betsy Johnson~~, ~~Representative Jeff Barker~~, Eriks Gabliks, Dave Novotney, ~~Lindsey Capps~~, ~~Heidi Moawad~~, Geoff Spalding, ~~Ted Kunze~~, Craig Roberts, Susan Graves, Peggy Holstedt, ~~Matt Utterback~~, Mindy McCartt

Guests:

Elisa Crebs, Kim Lippert, Sgt. McDonald, Bryon O'Neil, Michael Zagyva, Mitch Kruska, Kim Ybarra, Steve Campbell,

Meeting Notes:

1. Welcome- Craig Roberts
 - Introductions
 - August meeting minutes vote- Approved

2. FARO Presentation- Bryon O'Neil
 - Demonstrated the 3D laser scanner and how it may work with HSIN database to map schools.
 - This scan will not just show walls, doors, windows like blue prints, but line of sight as well as furniture, chairs, and bookcases
 - Possible concern is storage due to the pure size of the 3D maps (storage space)
 - Software allows for measuring distances, removing of walls, and changing the views.
 - Can create 2D maps and smaller fly through videos. These files are much smaller, but not maneuverable. What you see is what you get.
 - Question around how easy it would be to make changes? What is the cost of the scanner? \$70,000 for scanner, software and training. You can add, delete and over right any or all portions of a total scan with easy.
 - These scanners are becoming the standard in Law Enforcement reconstruction.

- We will need to scan while school is not in session.
- Michael from HSIN says that they are looking for a work around with the 3D storage size. He believes that they can use HSIN with the photos, 2D scans and the fly in videos.
- It takes an average of 4 days to scan an entire school.
- FARO trains teams to scan so we need to do it right the first time.
- Q: Would this project be eligible for the Cops secure our schools grant?
- Q: Could we do one school with cost, time, and processing estimates so we can get a better understanding of the scope of work to be done?
- We would need to prioritize what schools go first and where.

3. HSIN demo update- Rich Evans

- West Virginia is using HSIN for mapping all the schools
- Rich invited them to come to us to let us know the pros and cons of this system. Their schools are broken down into counties which is little different than what we will be doing in Oregon.
- West Virginia's struggle is maintaining school contact information.
- Nothing but positive interaction with HSIN.
- WV did hire a team of people to do the photos and mapping to ensure data quality and consistency.
- When this taskforce is looking for funding, we will need to discuss hiring personnel to do the mapping and entry. We will also need to have an overall system administrator to be the single point of contact for HSIN.
- Geoff Spalding- this has to be easy to use. If this system isn't easy, the Officers will not use it. Would it like to do a small project to iron out the wrinkles and get a better handle on the system as a usability test?

4. Tip-Line Timeline and Update- Rich Evans

- Went over timeline with hiring the technical writer, posting the RFP and choosing a vendor. All of this will be done in time to report to the February short session and request for approval and funding.
- Tip-line- who gets it and who controls it.

- Motion that if the tip-line gets approved that it goes to state police- Voted and approved.

5. Threat Assessment Proposal- Dave Novotney

- See PowerPoint and written proposal
- Could we have known and could we have prevented it?
- This would help with consistency and proactive responses though out the state.
- What is the best model? How do we solve the problem with where it resides and how it can be successful?
- This should be flexible due to the availability of resources in specific locations.
- If this group is interested in moving this forward, we can try to vet this out further.
- Rich believes that the more people statewide we have on board with a better lined out process/participation with fewer options is what we should present to the legislature.
- Sgt. McDonald added that the schools really take the lead on each incident and law enforcement gets notification to assess the criminal risk.
- Mitch added the ODE has been in the process of rolling something like this out. Jeremy Wells at ODE is the lead on this ODE project. If an area doesn't want to do this, we can't make them.
- Rich added that if we are doing anything tip-line, threat assessment team, mapping solution how do we make sure that it is not an option to participate. How do we make every child in Oregon safe?
- Mitch added Funding and mandates have to come out of the Legislature.
- Dave added that the purpose of this proposal is to advance and move this conversation forward. Dave's team believes that this conversations needs to be discussed now rather than later.
- Q: Rich asked what can this taskforce do to help move ODE's project forward?
- Dave based on his team says that the need is actual dedicated FTE so that it is there job to get this done without distraction.

- Eriks suggested that Mitch present ODE's plan to this group. If it isn't one person's job it isn't anyone's job.
- Dave asked what this group would like to do.
- Rich stated that he would like to see Mitch's program and continue this conversation.
- Mitch would like Jeremy Wells from ODE to talk to Dave's team and work out how they came up with their proposal.
- Dave is going to reach out to Jeremy to have him meet with his team.
- Sheriff Roberts reiterated Eriks idea to look at the "MDT model"

6. Task Force Report- Craig Roberts and Kim Lipper

- Prevention, planning and response
- Discussed the structure of the report, introduction, sections, appendices, and summary.
- Tip-line, Threat Assessment then Mapping. Also maybe add what we want to do. Where we want to go as a taskforce.
- Any questions for the Report have Kim email the group

7. Next Steps- Group

- Hopefully getting West Virginia to present to this group about how they use the HSIN tool.
- Need to start the discussing a legislative strategy and talking points for February. Gather some talking points –Tip-line, Threat Assessment and then mapping.
- Terminology done, resources done, etc.
- Peggy suggested using Safer schools instead of Safe schools
- Could we have known? Could we have prevented it? Did we respond effectively?
- FBI has another Active Shooter training video (30 min video) and 11 min documentary to show at the next meeting
- Kim will have a draft report at the next meeting
- Susan added- when considering the possibility of requesting to hire 8 FTE for a Threat Assessment Team coordinator, after the program is put in place and running we could also use these staff members

to assist with other School safety activities- Safety protocols, drills, mapping, a true safer school resources.

- The group needs to discuss how we maintain the drive and sustainability of the work this taskforce has done.
- How do we spread the word?

A Statewide Threat Assessment System for Oregon Public Schools

A Proposal Submitted to the
Governor's Task Force on School Safety

September 21, 2015



South Coast Education Service District

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I. Summary

A collaborative partnership comprised of Willamette Education Service District, Salem Police Department, Salem-Keizer Public Schools and the South Coast Education Service District is proposing a statewide threat assessment system for Oregon public schools to provide best practice standards for a consistent, structured approach to identify and support students who present a potential risk of reactive or targeted violence/aggression, self-harm or other self-destructive behaviors.

A statewide threat assessment will:

- Support all school districts in Oregon.
- Assist school personnel in identifying students with on-going incidents of reactive violence/aggression toward others.
- Assist school personnel in identifying students who present a potential risk for targeted violence/aggression toward others.
- Assist school personnel in identifying students who present a potential risk for non-normative or predatory sexual behavior within the school or extended school community.
- Assist school personnel in identifying students who present a potential risk for suicidal or self-injurious behavior and fire-setting behavior.
- Provide training and standardized screening protocols for school personnel.
- Provide supervision strategies for students who are in at-risk situations and help connect students and families with community-based services and related support.
- Mitigate education community risk and liability.

II. Introduction

Representatives from an education – public safety partnership have collaborated to propose a statewide system of student threat assessment that would produce a consistent and structured response to indicators of school violence. The collaborative approach the following participating agencies:

- Willamette Education Service District
- Salem-Keizer Public Schools
- Salem Police Department
- South Coast Education Service District

The proposal is based on tenets implemented in the Salem-Keizer Public Schools and neighboring school districts in the Mid-Willamette Valley. This program, in partnership with public mental health, law enforcement, and juvenile justice agencies, provides student threat assessment services to all participating school districts in Marion, Polk and Yamhill counties. Services provided include the following:

- Initial and annual update training to key staff in schools regarding the Level 1 school-based threat screening process of students or situations of concern.
- Assistance in sit based Level 1 assessments in the school when necessary.
- Consultation with school-based and community-based threat assessment teams.
- Coordination of Level 2 threat assessments in which a trained multi-disciplinary team deploys to a school site, assesses risk, and assists in management and intervention planning. Then continues the assessment with consultation from a community Level 2 support team to formalize the assessment and supervision strategies and resources.
- Preparation of timely written threat assessment summaries following the Level 2 assessment process.
- Provide education representatives on two regional multi-agency student threat assessment teams that review Level 2 assessments.
- Provide ongoing support for difficult cases.
- Help connect students, who are in at-risk situations, and their families, with community-based services and related support.

III. Problem to be Addressed

The majority of Oregon students will complete their education without being touched by peer violence. However, school related violence has become an all too common issue faced by our education community. The Center for Disease Control and Prevention reports that:

In a nationwide survey of high school students, about 6% reported not going to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to and from school (CDC, 2010).

Nationally, the FBI reports that 39 active shooter incidents occurred in education environments between 2000 and 2013 which resulted in 117 individuals killed and 120 wounded. The FBI also reports that school-based attacks are occurring with more frequency and account for some of the highest death tolls among all active shooter incidents during this time period. (FBI, 2013).

Although these incidents are rare compared to the other types of violence students face in and outside of school, recent school attacks (across the nation and in Oregon) have created uncertainty about the safety and security of our schools. Increased national attention to the problem of school violence has prompted educators, law enforcement officials, mental health professionals, legislators, parents and many others to "press for answers to two central questions: Could we have known that these attacks were being planned? And, if so, what could we have done to prevent these attacks from occurring?" (United States Secret Services and United States Department of Education/Fein et al., 2002)

Comprehensive and systematic threat assessment programs provide communities with an effective, evidence-based program to address these difficult questions and to identify and support students who present a potential risk of reactive or targeted violence. In September of 2014 the Office of Juvenile Justice and Delinquency Prevention (OJJDP) reported:

Threat assessment is at the forefront of national attention as part of President Obama's plan to reduce gun violence, which includes ensuring every school has a comprehensive emergency management plan, creating a safer climate in schools nationwide, and increasing access to mental health services. (OJJDP, 2014)

The FBI identified "a number of potential school shootings that were prevented because students reported a threat to authorities that was investigated and determined to be serious. Based on these observations, the FBI and Secret Service both recommended that schools adopt a threat assessment approach to prevent targeted acts of violence." (O'Toole, 2000; Vossekuil, 2002)

Many schools have developed a variety of systems and strategies for dealing with students at risk for violence. Unfortunately, these systems are often not consistent with best practices and may vary greatly in application. Schools also may lack the ability to partner with community agencies such as mental health, law enforcement or other agencies that may be able to provide valuable information and support. A lack of best practices or consistency may result in missed opportunities to avert a potential tragedy, or at the very least, opportunity lost to help a youth in crisis. It can also create a false sense of security in our schools.

The research in this area is clear. While no one can predict future human behavior, the application of multi-agency, multi-discipline threat assessment teams, provides the greatest opportunity for intervening in situations indicative of potential acts of violence.

Oregon needs a statewide threat assessment system to provide a consistent, structured approach to identify, differentiate and support students who present a potential risk for reactive or targeted violence/aggression.

Additionally, research is clear that suicidal behavior, non-normative and predatory sexual behavior and fire-setting behavior are destructive to the education environment because the behaviors have such significant impacts on teachers and students. These behaviors interfere with the positive social, emotional and behavioral growth of students as well as the overall learning process. Implementing a statewide system that assesses and offers intervention and supervision strategies for threats, non-normative sexual behavior, suicidal behavior and fire-setting behavior would address four of the most concerning issues facing Oregon schools today.

IV. Goals

The primary goal of this proposal is to establish a statewide threat assessment system. This system would support regions across the state in the development of regional capacity to train and support school districts in their administration of student threat assessments.

The proposed statewide student threat assessment system will require ongoing monitoring and support to ensure consistent implementation and adherence to standards. Conceptually, this monitoring and support role could be assigned to a state agency or a contract could be issued for a school districts, ESD or other agency to perform this work.

V. Scope of Work

Threat Assessment Protocols

The proposed statewide student threat assessment system is based on a two tiered approach for assessing youth risk.

- The Level 1 Protocol employs a school-based assessment completed by a trained site team comprised of at least a school administrator, counselor or mental health representative and a law enforcement officer (either in person or by phone consultation).
- The Level 2 Protocol typically employs a community based assessment completed through a collaborative effort by a multi-agency, multi-disciplinary team comprised of at least public education, public mental health and law enforcement. Additional members may be represented such as Oregon Youth Authority, Department of Human Resources, Local Juvenile Justice, Community Colleges and other public agencies serving youth.

The Level 1 Protocol would address situations that contain a threat of harm from one or more students directed toward other people (students, staff, parents, relatives and/or community members). The protocol would provide supervision strategies that directly address the established risk factors identified in the assessed student(s). When a school-based team is in need of assistance, either due to a perceived high risk, a need for further investigation or a lack of resources, a case may be referred to the Level 2 team for further assessment and consultation. Communities that are short of personnel for Level 2 support could tighten the referral criteria to address only

situations that contain either the potential for targeted violence (not aggressive bullying) or reactive aggression that has the potential to cause severe or lethal injury. If this is done, then referrals that do not meet those criteria would still be provided with a best-practice information and support packet for assisting with the concern.

Statewide Threat Assessment System

Conceptually, a regional model is envisioned to support the expansion and implementation of this program. The model would establish eight (8) regions across the state (to be determined at a later date) with an assigned Threat Assessment Coordinator (1.0 FTE) designated to support each region. One of the positions would be established as the Lead Statewide Threat Assessment Coordinator, and would provide oversight of the system and other coordinators in addition to supporting one of the eight (8) regions. The following eight professionals would constitute the statewide threat assessment team for Oregon.



The proposed statewide threat assessment team will assist regional education communities in establishing the capacity to provide the following services:

- Initial and annual update training to key staff in schools regarding the Level 1 Protocol that utilizes a school-based threat screening process of students or situations of concern.
- Consultation with school and community-based threat assessment teams.
- Coordination of Level 2 Protocols in which a trained multi-disciplinary team deploys to a school site, assesses risk, and assists in management and intervention planning and reports back to the Level 2 team for further consultation and resources.
- Preparation of timely written threat assessment summaries following the Level 2 assessment process.
- Provide education representatives to regional multi-agency student threat assessment teams that review Level 2 assessments, provide ongoing support for difficult cases and assist in providing a direct pathway to community services, especially for students deemed at high risk.

In addition to these paid positions, additional funds would be needed to support regional trainings, professional development, supplies, travel and mileage reimbursement, consultants and other costs associated with maintaining a statewide threat assessment system.

Oversight of the program would be needed to monitor the implementation of the program, provide support and ensure accountability. Conceptually, this monitoring

and support role could be assigned to a state agency or a contract could be issues for a school district, ESD or other agency to perform this work.

Furthermore, an oversight committee would be established. This body shall be comprised of experienced practitioners in the areas of: public mental health, law enforcement, education and juvenile justice. Additional areas of representation may be added, as needed.

Threat Assessment Training for School Districts and Local Partners

Implementation of this system will require training with school personnel and partner agencies participating in threat assessment teams. Training elements would include:

- A comprehensive threat assessment training that examines risk factors, research and intervention strategies for all populations (student and adult). For example, the Mid-Valley student and adult threat assessment teams currently conduct an annual three day comprehensive training that includes participation on two actual threat assessment teams and several lab studies. As currently written, the training is designed for professionals from all public agencies that serve students and are in need of developing threat assessment skills. It should be noted, however, that training intended for a K-12 population should be adapted to better support the education, mental health and law enforcement professionals who work within that education community.
- Additional training would be required to specifically address the application of threat assessment process, protocol and team development. These elements should be tailored to apply specifically to a particular team's group dynamics and the availability of time and resources. This training will require 1-2 days to deliver.
- Each school-based team will require Level 1 Protocol training as they prepare to implement threat assessment in their school. This training is normally 2-4 hours and should be provided in conjunction with threat assessment system implementation. Initial training would be supported by the statewide system personnel, but capacity will be developed in each regional team to train additional school-based teams in their region.

VI. Budget

Estimated costs to support a statewide threat assessment system in its first year are:

	Anticipated Costs
Salaries, including APC and Benefits (8 FTE)	\$848,371
Training	\$100,000
Technology	\$12,800
Professional Development	\$21,600
Mileage	\$45,000
Purchased Services	\$44,000
Dues	\$4,500
Supplies	\$16,000
Total	\$1,092,271

VII. Evaluation

The statewide threat assessment team would be tasked with the responsibility of maintaining the necessary data to determine the overall effectiveness of the program. An external evaluation could be conducted by a third-party evaluator, however, this would likely increase the overall cost of the program by approximately 10%.

VIII. Next Steps

Contact will be made with representatives from community colleges and universities to ascertain if this model (or adaptation of the model) would benefit Oregon's institutions of higher education.

IX. Endorsements

If the Governor's Task Force on School Safety decides to advance the concept of a statewide threat assessment system, as part of its recommendations to the Oregon Legislature, we believe we could secure endorsements from multiple organizations and professional associations such as:

Federal Agencies:

Federal Bureau of Investigation
U.S. Department of Education
U.S. Secret Service

Oregon Law Enforcement Agencies/Associations:

Oregon State Police
Oregon Department of Justice
Oregon Association Chiefs of Police
Oregon State Sheriffs Association
Oregon Peace Officers Association

Education Agencies/Associations:

Oregon Department of Education
Oregon School Boards Association
Confederation of Oregon School Administrators
Oregon Association of Education Service Districts

Labor Unions:

Oregon Education Association
Oregon School Employees Association

Additional State Agencies/Associations:

Oregon District Attorneys Association
Oregon Judicial Department
Oregon Youth Authority
Oregon Department of Human Services – Child Welfare

Mental Health Agencies:

Marion County Children's Mental Health
Polk County Mental Health
Yamhill County Family and Youth

XI. Acknowledgements

This proposal is a collaborative effort among the following professionals:

Dave Novotney, Ph.D., Superintendent
Willamette Education Service District

Dave Okada, Lieutenant
Salem Police Department

Clem Spenner, Threat Assessment Consultant
Willamette Education Service District

John Van Dreal, Director, School and Risk Management Services
Salem-Keizer School District

Tenneal Wetherell, Superintendent
South Coast Education Service District

A special thank you is extended to Jeremy Wells, an Education Specialist with the Oregon Department of Education, who participated in the early stages of this project.

X. References

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A Statewide Threat Assessment System for Oregon Public Schools

A Proposal Submitted to the
State Task Force on School Safety

Dave Novotney, Ph.D.
Superintendent

Overview

- The purpose of this PowerPoint presentation is to supplement the written proposal submitted to the task force members and highlight select information in order to facilitate a conversation about the merits of the proposal.



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Success, Achievement, Together...for All Students

Background

- As you know, increased national attention to the problem of school violence has prompted educators, law enforcement officials, mental health professionals, legislators, parents and many others to press for answers to two central questions...



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Background

- Question 1: Could we have known that these attacks were being planned?
- Question 2: If so, what could we have done to prevent these attacks from occurring?

United States Secret Services and United States Department of Education/Fein et al. (2002). *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. Washington D.C.



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Background

- These questions resurface after every violent school-related attack or event...Could we have known? And, could we have prevented it?
- In the Mid-Willamette Valley region, these questions have guided our thinking and our collective actions.
- We have developed a comprehensive threat assessment system (an expanded model) to assist school personnel in identifying and supporting students in at-risk situations in order to help make our schools a safer place for all.



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Background

- The proposal I am sharing with you today is a collaborative effort among several highly regarded threat assessment professionals from the following organizations:
 - Willamette ESD
 - Salem Police Department
 - Salem-Keizer Public Schools
 - South Coast ESD
- Disclaimer: I am not a threat assessment professional...just an advocate of the program.



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A Brief Overview of the Proposal

Refer to Page 3 of 12
in the Proposal

Proposal

- Our Proposal: To create a comprehensive statewide threat assessment system for Oregon public schools to provide best practice standards for a consistent, structured approach to identify and support students who present a potential risk of reactive or targeted violence/aggression, self-harm or other self-destructive behaviors.



Proposal

- A statewide threat assessment system will:
 - Support all school districts in Oregon.
 - Assist school personnel in identifying students with on-going incidents of reactive violence/aggression toward others.
 - Assist school personnel in identifying students who present a potential risk for targeted violence/aggression toward others.



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Proposal

- A statewide threat assessment system will:
 - Assist school personnel in identifying students who present a potential risk for non-normative or predatory sexual behavior within the school or extended school community.
 - Assist school personnel in identifying students who present a potential risk for suicidal or self-injurious behavior and fire-setting behavior.



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Proposal

- A statewide threat assessment system will:
 - Provide training and standardized screening protocols for school personnel.
 - Provide supervision strategies for students who are in at-risk situations and help connect students and families with community-based services and related support.
 - Mitigate education community risk and liability.



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The Problem to be Addressed (New Information Introduced)

Refer to Page 4 of 12
in the Proposal

Problem to be Addressed

- We know the majority of Oregon students will complete their education without being touched by peer violence.
- However, school related violence has become an all too common issue faced by our education community.



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Problem to be Addressed

- Students who feel unsafe at school. The Center for Disease Control and Prevention reports that:
 - *In a nationwide survey of high school students, about 6% reported not going to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to and from school.*

Injury Prevention & Control: Division of Violence Prevention. (2010). Retrieved from Center for Disease Control and Prevention:

<http://www.cdc.gov/violenceprevention/youthviolence/consequences.html>



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Problem to be Addressed

- An increase in active shooting incidents across the nation. The FBI reported 160 active shooter incidents between 2000 and 2013.
 - An average of 11.4 incidents occurred annually.
 - An average of 6.4 incidents occurred in the first 7 years studied.
 - An average of 16.4 incidents occurred in the last 7 years.

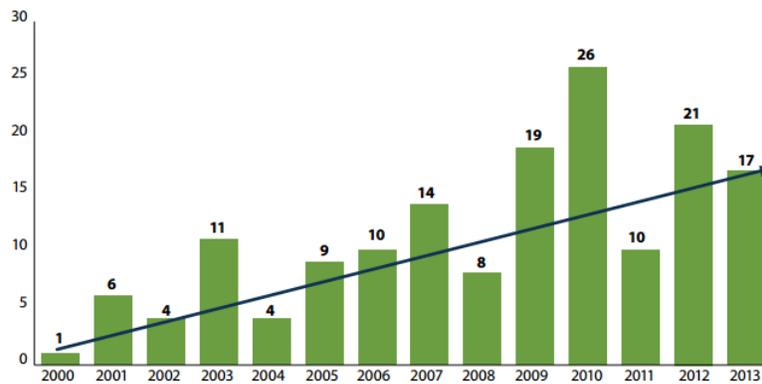
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A Study of 160 Active Shooter Incidents in the United States Between 2000 - 2013:
Incidents Annually



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Problem to be Addressed

- An increase in the number of school-related shootings across the nation. The FBI reports 39 active shooter incidents in education environments between 2000 and 2013 (117 individuals killed and 120 wounded).

Federal Bureau of Investigations. (2013). *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*. U.S. Department of Justice.



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Problem to be Addressed

- The FBI also reports that school-based attacks are occurring with more frequency and account for some of the highest death tolls among all active shooter incidents during this time period.

Federal Bureau of Investigations. (2013). *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*. U.S. Department of Justice.



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Problem to be Addressed

- Remember, these numbers do not include recent Oregon school-related shootings such as...
 - Reynolds High School (2014)
 - Rosemary Anderson High School (2014)
- Nor do they include recent school shootings in Washington such as...
 - North Thurston High School (2015)
 - Marysville Pilchuck High School (2014)
 - Seattle Pacific University (2014)



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Problem to be Addressed

- Youth suicide in Oregon is on the rise. The Oregon Health Authority (2014) reports 283 youth suicides in Oregon between 2009 and 2012.
- The Oregon Health Authority (2014) also reports that youth suicides have increased significantly during this time period.



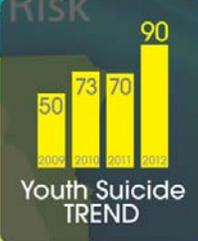
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Oregon Youth At Risk



OVER 750
YOUTH SUICIDE ATTEMPTS



Youth Suicide TREND

Year	Count
2009	50
2010	73
2011	70
2012	90

Oregon Health Authority, 2014



lines for life
Preventing Substance Abuse & Suicide



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Tri County 8th Grade Snapshot

Percentage of 8th Graders who experienced:

	Oregon	Marion	Polk	Yamhill
Suicidal Ideation	8%	16.5%	16%	13%
Bully/Harrassment	49%	41%	48%	59%
Cyberbullying	18%	16%	14%	27%
Absenteeism/ Felt Unsafe	8%	8%	19%	9%

■ Above State Average
 Student Wellness Survey, 2013 - 14



lines for life
Preventing Substance Abuse & Suicide



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Proposed Scope of Work

Refer to Page 6 of 12
in the Proposal

Scope of Work

- A regional model is envisioned to support the expansion and implementation of this program.
- Eight (8) regions would be established across the state (locations TBD at a later date). A Threat Assessment Coordinator (1.0 FTE) would be assigned to support each region.
- One of the eight positions would be established as the Lead Statewide Threat Assessment Coordinator who would provide oversight of the system and the other coordinators in addition to supporting one of the eight regions.



Scope of Work

- The following eight professionals would constitute the statewide threat assessment team for Oregon.



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Scope of Work

- The scope of work is outlined in detail on page 6 of 12 through page 8 of 12.
- Oversight of the program would be needed to monitor the implementation of the program, provide support and ensure accountability. This could be assigned to a state agency or contracted with a school district, ESD, or other organization. (Indirect rate)
- A steering committee would be established consisting of experienced practitioners to provide guidance, direction and technical assistance to the program.



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Proposed Budget

	Anticipated Costs
Salaries, including APC and Benefits (8 FTE)	\$848,371
Training	\$100,000
Technology	\$12,800
Professional Development	\$21,600
Mileage	\$45,000
Purchased Services	\$44,000
Dues	\$4,500
Supplies	\$16,000
Total	\$1,092,271

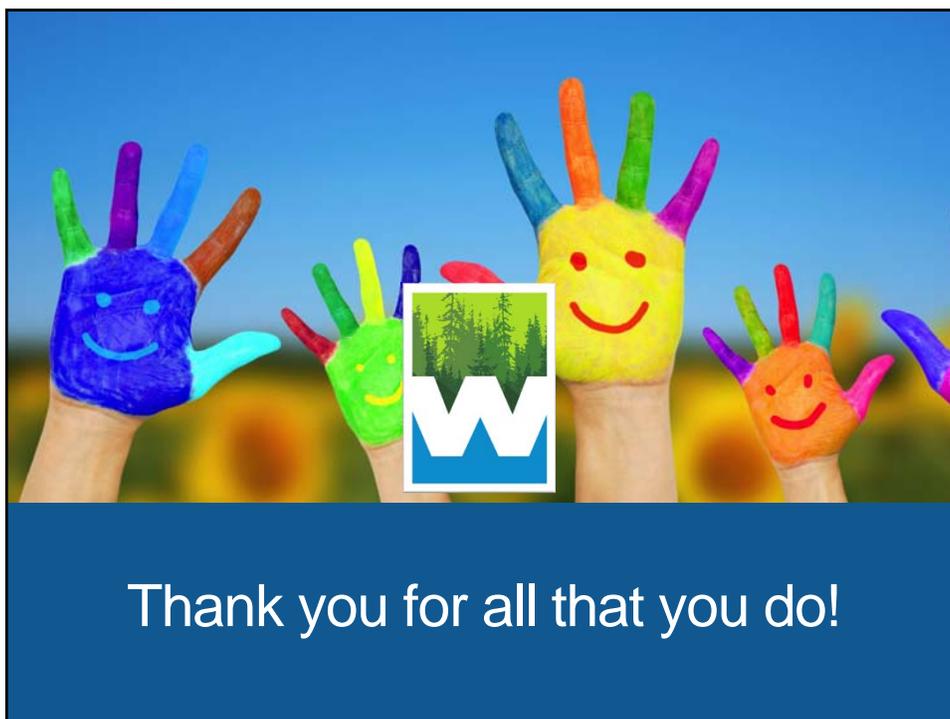


Willamette
EDUCATION SERVICE DISTRICT

Success, Achievement, Together...for All Students

Final Thought for the Day

Could we have known? And, could we have prevented it?



XI. Acknowledgements

This proposal is a collaborative effort among the following professionals:

Dave Novotney, Ph.D., Superintendent
Willamette Education Service District

Dave Okada, Lieutenant
Salem Police Department

Clem Spenner, Threat Assessment Consultant
Willamette Education Service District

John Van Dreal, Director, School and Risk Management Services
Salem-Keizer School District

Tenneal Wetherell, Superintendent
South Coast Education Service District

A special thank you is extended to Jeremy Wells, an Education Specialist with the Oregon Department of Education, who participated in the early stages of this project.

Governor's Task Force on School Safety Legislative Report

Terminology and School Drills

Submitted by:
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As per House Bill 4087 (2014 regular session) Outcomes:

Examine models for existing protocols for school safety and incident response and consider whether standardized statewide school safety and incident response protocols would be appropriate.

The task force decided that common language (terminology) among school districts, first responders and law enforcement is critical for effective communication in an incidence response. The rational is that multiple agencies will respond to a school incident and many agencies also respond to multiple school districts and if each district, and even within a district individual schools, used different terminology the effectiveness of the response would be jeopardized.

A subcommittee was formed to bring recommended terminology and definitions back to the full task force for approval.

The following terminology and definitions were approved by the full Task Force:

Lockdown: Used in a situation to quickly secure all school staff, students, and visitors in rooms away from immediate danger.

Lockout: Used in a potentially dangerous situation outside of a school, school's exterior doors are locked. May be combined with a lockdown.

Shelter in Place: To take immediate shelter where you are and isolate your inside environment from the outside environment.

Evacuate: Remove from a place of danger to a safer place.

In the 2015 legislative Session HB 2661 was passed and signed by Governor Kate Brown requiring “*drills and instruction on safety threats to include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take place when there is a threat to safety.*”

This legislation also allows for schools boards to use executive session with in the public meetings law to “*consider matters relating to school safety or a plan that responds to safety threats made toward a school*”.

As a result of this legislation the Oregon Department of Education has drafted Oregon Administrative Rules (OAR’s) to be adopted by the state Board of Education to implement this legislation. See attached. For information on this OAR. Contact Mitch Kruska at the Oregon Department of Education. mitch.kruska@state.or.us.

In addition to the proposed OAR’s the Oregon School Boards Association has revised two policies, Policy EBCB- Emergency Drills and Policy EBC/EBCA Emergency Procedures and Disaster Plans, that reflect the mandates of this legislation to be released October 1, 2015 to all school districts. See attached. For information on these policies contact Peggy Holstedt at the Oregon School Boards Association. pholstedt@osba.org

As for training in incident response protocols, Property Causality Coverage for Education (PACE) , an insurance coop for all but 3 K-12 districts along, with the Oregon School Boards Association (OSBA) provide **free** statewide Standard Response Protocol (SRP) train the trainers training for k-12 as well as community colleges during the 2014-2015 school year. This training involved not only school staff but law enforcement and first responders. This training model is from the I Love U Guys Foundation and one of the Task Force’s recommended models of “existing training programs for law enforcement, law enforcement and school employees in the area of school safety and incident response.” Three more **free** trainings will be offered January 2016.

Examine models of existing training programs for law enforcement, law enforcement and school employees in the area of school safety and incident response.

In addition to I Love U Guys Foundation: <http://iloveugoy.org/> the following resources are also recommended by the full Task Force:

Rural Consortium training Center: <https://www.ruraltraining.org/>

Readiness And Emergency Management for School
<http://rems.ed.gov/OverviewEmergencyOperationsPlans.aspx>

Emergency Management Institute- FEMA: <http://training.fema.gov/emi.aspx>
Energetic Materials research and Testing Center <http://emrtc.nmt.edu/>

The legislation has defined the “*what*” of the drill and instruction needs to be done. The “*how*” each drill and instruction is done is left up to the local district, law enforcement and first responders. Each community has unique circumstances and no one size fits all on the “*how*”. The Task Force respects the need for local control in this area.

Oregon School Boards Association
Selected Sample Policy

Code: EBCB
Adopted:

Emergency Drills

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes.

All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal tsunami hazard zone and safety threats.

Instruction on fires, earthquakes[,] [and] safety threats [and tsunami dangers¹] and drills for students, shall be conducted for at least 30 minutes each school month. ~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. At least two drills on earthquakes and two drills on safety threats shall be conducted each year. [At least three drills on earthquakes that include tsunami drills shall be conducted each year.]~~

Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. At least two drills on earthquakes and two drills on safety threats shall be conducted each year. [At least three drills on earthquakes that include tsunami drills shall be conducted each year.²] Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake [and Tsunami] Emergencies

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

[Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake, when appropriate, or after a tsunami warning to protect students against inundation by tsunamis.¹]

¹This is required language for districts in a coastal tsunami hazard zone.

²This is required language for districts in a coastal tsunami hazard zone.

Safety Threats

Drills and instruction on safety threats shall include ~~appropriate actions to take when there is a threat to safety, such as procedures related to lockdown, lockout, shelter in place and evacuation procedures or and other procedures~~ appropriate actions to take when there is a threat to safety. ~~to the safety threat.~~

School boards may use ORS 192.660(2) (k) to go into executive session ...to consider matters relating to school safety or a plan that responds to safety threats made toward a school.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist schools in the instruction and drilling of students in emergency procedures.

END OF POLICY

Legal Reference(s):

ORS 336.071

ORS 476.030(1)

OAR 581-022-1420

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

Oregon School Boards Association
Selected Sample Policy

Code: EBC/EBCA
Adopted:

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. School boards may use ORS 192.660(2) (k) to go into executive session ...to consider matters relating to school safety or a plan that responds to safety threats made toward a school.

[In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;

- 11. Facility utilization by other agencies procedures;
- 12. Business operations plan for offsite operation or alternative measures].

END OF POLICY

Legal Reference(s):

ORS 332.10
ORS 51.264(2)(e)
ORS 433.260
ORS 433.441

OAR 437-002-0161
OAR 437-002-0360
OAR 437-002-0377

OAR 581-022-0705
OAR 581-022-1420

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Created by CH on 8/13/15

581-022-1420

Emergency Plans and Safety Programs

The school district shall maintain a comprehensive safety program for all employees and students which shall:

- (1) Include plans for responding to emergency situations.
- (2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.
- (3) Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
- (4) Require necessary safety devices and instruction for their use.
- (5) Require that an accident prevention inservice program for all employees be conducted periodically and documented.
- (6) Provide assurance that each student has received appropriate safety instruction.
- (7) Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
- (8) Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.
- (9) In schools operated by the district that are occupied by students, the district must ensure that all students are instructed and have drills on emergency procedures in compliance with ORS 336.071. The emergency procedures shall include drills and instruction on:
 - a) Fires;
 - b) Earthquakes, which shall include tsunami drills and instruction in schools in tsunami hazard zone; and
 - c) Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 336.071

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-024-0275

Facilities and Safety and Emergency Planning

- (1) Each district shall operate and maintain an administration office and other physical facilities as necessary to accommodate district services. These facilities must be in compliance with applicable federal and state health and safety regulations.

(2) Each district shall maintain inspection reports showing the district in compliance with all applicable federal and state health and safety regulations.

(3) In facilities operated by the district, each district shall provide for regularly scheduled and documented safety inspections to assure that the facilities and services are operated and maintained in a manner that protects the safety and health of staff and students.

(4) In ~~facilities~~schools operated by the district that are occupied by students, the district must ensure that all students are instructed and have drills on emergency procedures in compliance with ORS 336.071. The emergency procedures shall include drills and instruction on:

a) ~~f~~Fires; and

b) ~~e~~Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and

(c) Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety. In addition, facilities that are in a coastal zone shall include tsunami drills and instruction.

(5) In facilities operated by the district, each district must have a written plan for responding to emergency situations. Emergency situations include but are not limited to: injury accidents, fire, chemical spill, hazardous materials, exposure to contagious disease, fire arms on the premises, and other illegal acts that threaten the health and safety of staff and students.

(a) Emergency plans should be coordinated with appropriate police and fire services, ambulance services and area hospitals.

(b) There should be an adequate internal communication system in district operated facilities to transmit emergency information to staff and students in a rapid and clear manner.

(c) The emergency plan should be posted in conspicuous places throughout district operated facilities.

(d) There should be periodic training for staff and students regarding the emergency plan. Appropriate first-aid supplies and at least one staff member with a current first-aid/CPR card shall be available at all district operated facilities.

Stat. Auth.: ORS 334.125, 334.217 & 336.071

Stats. Implemented: ORS 334.125, 334.217 & 336.071

Hist.: 1EB 237, f. & ef. 7-9-76; 1EB.265, f. & ef. 8-22-77; 1EB 4-1985, f. 1-4-85, ef. 7-1-85; EB 10-1994, f. & cert. ef. 8-16-94; ODE 28-2008, f. 10-23-08, cert. ef. 10-24-08

Task Force on School Safety Report

Tip-Line section:

The Task Force designated a Tip-line Subcommittee to initiate a Request For Proposal (RFP). With this new direction, the Oregon State Police with the assistance of this subcommittee is in process of hiring an independent contractor to write a business case and assist with the RFP.

Based on the subcommittee's research, we believe there are several key components for a successful tip-line.

- Effective marketing and promotion to ensure statewide reach and familiarity with the line
- Excellent call counseling experience to make the most of each call- and guarantee the safest and most effective interventions
- Technological expertise and capacity to handle both traditional calls and tips from electronic media
- Established relationships with both school systems and law enforcement throughout the state

The Tip-line project itself must ensure statewide public safety services needs are met now and into the future. Allowing students and adults to anonymously obtain and share information, this information will be evaluated and shared with school officials and/or law enforcement when threats to student safety is reported—whether that involves a threatened mass incident or harm to a single student. In addition to reports/calls on threats of violence or feared threats the Tip-line will be staffed by counselors to provide crisis intervention and de-escalation for calls related to bullying, suicide, or mental health concerns.

The Task Force created a vendor requirements documents to assist with the RFP vendor selection and to ensure that the vendor solution chosen will have the capacity and the capability to handle all types of calls such as:

- Violence
- Threats of violence
- Bullying
- Suicide
- Mental Health
- Acute Crisis Intervention

This Tip-line vendor solution also needs to address marketing, technology, and relationship. Marketing and promotion is the key to the success of this project. The vendor will need to be able to demonstrate successful outreach within all levels of schools. Show how they engage with parents and students to become agents of change in the schools and the communities. The vendor needs to have the technology to handle online reporting whether through web portal, text, email or chat venues. The vendor will need to cultivate excellent relationships both with schools districts and public safety entities.

The Oregon State Police had created an aggressive timeline in order to complete the RFP as well as identify a vendor solution by January 15, 2016. With that information that will be gathered the Task Force on School Safety will present our finding during the 2016 Special Legislative Session.

Task Force on School Safety Report

Mapping Database section:

The Task Force designated a Database Subcommittee to examine the value and viability of a web-accessible school floor plan database to store facility information for Oregon's public and private schools. The Subcommittee hired a contractor to help interview educators and emergency responders statewide, establish solution parameters as indicated by the local respondents, field a Request For Information (RFI), and evaluate vendor responses.

Five two-hour interview panels were held with Salem-Portland, Astoria-Seaside, Pendleton, Bend, and Roseburg school superintendents and emergency response teams. These panel interviews validated the initial hypothesis that a web-accessible school floorplan database would solve a number of problems and produced a final list of 31 specific benefits to the local respondents and a number of high-level user stories that tie the benefits to specific stakeholders and their roles in a school safety emergency.

The subcommittee used the research in an RFI posted in ORPIN in February, 2015, to which seven vendors responded. The results of the RFI were tabulated and a summary was presented to the full Task Force on School Safety on April 28th, 2015. The summary included the following findings:

There was statewide consensus that a web-accessible database of school floorplans, including not only school buildings but facilities on the school campus, would offer significant value in school safety and corresponding insurance discounts.

Of the 31 features identified in the benefits table, six were consistently requested.

There is an active and mature market of solutions. All seven responding vendors were able to comply with a customized off-the-shelf (COTS) system, which means solutions were not proprietary and would have significantly lower risks and costs than proprietary solutions for development, testing, training, and maintenance.

The act of creating a database would help constrain a problem of communicating clearly between disciplines within a geography, and across geographies. Vocabulary, protocols, and procedures would be defined more clearly and support out-of-district respondents and new transfers in any of the affected domains (fire, medical, police, and school). Creating common named data and using that data consistently helps all stakeholders in emergency response.

The subcommittee's recommendations were

- a business case be completed by the OSP to define the costs and returns of implementing the project, from the development of an RFP through the project deliverable, using the \$3 million - \$5 million range quote.
- a plan for creating a statewide vocabulary for common terms, as requested by the end users, be created by the ODE, including one or more templates for school safety plans to support schools lacking the resources to do their own.
- an inventory of technology platforms currently in use, as well as approved upgrades, be published to constrain final quotes.

- project governance use the state's gated process with flexible project management ("agile") within each gate to reduce overhead and provide essential change management for a project of this size.

During the August 27, 2015 Task Force meeting, the Task Force voted to hold off on moving forward with a Request for Proposal (RFP) until more work could be done looking into the Homeland Security Information Network that was presented to the group. It was also voted that we would move forward with a School Safety Tip-line RFP.

Student Threat Assessment

Threat assessment continues to be one of the most effective ways school districts, law enforcement and mental health professionals can reduce the likelihood of an active threat situation in the school environment. Student threat assessment is an investigative fact-based and analytical approach to mitigating threats by a team-based approach. The basis of the student threat assessment started with the U.S. Secret Service/U.S. Department of Education, Safe Schools Initiative study in 2002. This study looked at 37 school shootings from 1974 to 2002. Early detection of threats and intervention with students who make threats is key to preventing behavior that could result in harm or loss of life.

The student threat assessment model is a community-based approach that requires a team to work collaboratively. The team works collaboratively to plan and implement safety measures for the student making the threat and works with those threatened on personal safety plans. The threat assessment team may consist of teachers, principals, school psychologists, counselors, juvenile departments, law enforcement, parents, DHS or any entity that would be helpful in assessing the threat and determining what has "triggered the behavior" and those safety measures which could inhibit threatening behavior in the future. Risk assessment and safety planning based upon the behaviors and the [ds] of the student and family.

Comment [GS1]: Not sure what this is

An Overview:

- Student threat assessment has different levels based on the threat that was made. This includes, circumstances, context and situation.
- Student threat assessment has two levels: Level 1 Assessment determines the nature of the threat and the seriousness level.
- Level 2 Assessment is a meeting of various entities including: principals, school psychologists, counselors, juvenile departments, law enforcement, parents and DHS. The level 2 assessment involves creating a safety plan for the student who made the threat. The safety plan can involve participation of the various entities, for example mental health involvement, teachers checking in with the student and/or trusted adults.
- Once a safety plan is in place, it is up to the school building administrators to monitor the plan and periodically review the plan to ensure that it still meets the needs or keeping the school, community and student safe.
- The goal of student threat assessment is basic, identify the risk and reduce the risk.
- Information sharing between educators, social services and law enforcement is allowed under the Federal Education Rights Privacy Act (FERPA) in threat assessment committees.

Threat assessment is a proven method of early intervention to deter acts of violence in the school environment. It is recognized that there are some acts of violence that are random in nature, however; it is also proven that most active threats/shooters have pre-planned the event and have told someone within their peer group. Having a tip line goes hand-in-hand with the process of threat assessment.

References/Resources:

Association of Threat Assessment Professionals (ATAP) <http://www.atapworldwide.org/?17>

"Assessing Student Threats" A Handbook for Implementing the Salem-Keizer System, John Van Dreal. <http://www.studentthreatassessment.org/>

U.S. Secret Service Safe Schools Initiative, 2002
http://www.secretservice.gov/ntac/ssi_final_report.pdf

School Safety Task Force

HB 4087 Sections 3 (b) & (c)

(b) Examine models of existing education and training programs for law enforcement officials, other first responders, and school employees in the area of school safety and incident response;

(c) Examine models for existing protocols for school safety and incident response and consider whether standardized statewide school safety and incident response protocols would be appropriate;

- The task force reviewed Lines for Life and considered the possibility of recreating a statewide school safety tip line;
- The task force reviewed the I luv you guys emergency response protocol and the Do the Drill protocol and discussed the pros and cons of these types of canned approaches;
- The task force examined the Salem-Keizer threat assessment model and discussed the possibility of expanding this model statewide;
- The task force examined the possibility of developing a standardized emergency response protocol that could be utilized by all school districts and emergency first responders. It was discussed that this could alleviate the confusion of having more than one protocol for first responders who may have multiple school districts within their jurisdiction;
- The task force looked at the Do the Drill protocol for emergency response;
- The Oregon Department of Education (ODE) currently supports and sponsors the following school wide programs to enhance school safety and safe school climates statewide:
 - Positive Behavioral Interventions & Supports (PBIS) – a school and district wide program that focuses on creating a safe and nurturing school environment by emphasizing tiered interventions to impact overall student behavior and involvement;
 - Mental Health First Aid – A series of trainings that emphasize appropriate interventions for individuals experiencing personal crisis;
 - Restorative Justice – A research based method of disciplinary intervention that emphasizes the use of peer to peer engagement instead of exclusionary discipline actions.