

Swatting Considerations for School Districts



Prevention/Protection

- ☐ Do you have a mechanism to screen out potential swatting phone calls? For example, a firewall for your phone system.
- ☐ Do you have a system to screen out swatting emails? For example, a district-wide filter.
- ☐ Are you signed up with the [Connecticut Intelligence Center \(CTIC\)](#) For Official Use Only (FOUO) email notifications of swatting and other safety alerts?
- ☐ Does your local law enforcement agency have a mechanism to communicate with your district regarding swatting and other safety alerts? For example, via a school resource officer or a law enforcement liaison.
- ☐ Did you update your Communications and Warning Annex to include a public information plan and do the key stakeholders know how to effectively activate it?
- ☐ Have you sent out notifications to students and families regarding the criminal and economic liability of swatting? For example, the [cost of swatting to taxpayers](#).
- ☐ Did you educate your school community (staff, students, parents, local law enforcement, etc.) regarding communicating during a crisis. For example, text messaging, posting on social media, etc.
- ☐ Have you trained key personnel with [PREPaRE training](#) which is ideal for schools to improve and strengthen their school safety and crisis management plans and emergency response?

Mitigation/Response

- ☐ Did you call 9-1-1 in the event of a reported emergency or threat of violence and clearly indicate if there is suspicion of swatting?
- ☐ Did you update your Violent Behaviors Response Annexes in your All-hazards Emergency Operation Plan (EOP) to include guidance on suspected swatting?
- ☐ Did you work out a system with your local law enforcement agency regarding notification protocols, specifically if swatting is suspected? Consider that the phone call may come to the police department, the school district, or both.
- ☐ Did you train your call takers on swatting? For example, they are familiar with the most recent [Swatting Guidance](#).
- ☐ Did your call takers have the [CISA bomb threat checklists](#) near each phone and did they use it to capture critical information?
- ☐ Did your call taker notify their co-workers that they were handling a threatening call? For example, they hold up a bright colored threat checklist to signal others in the office.
- ☐ Did IT get notified to help with call information/recording?



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- ☐ Did you discuss your district's response with first responders to balance under responding and over responding? For example, using secure school vs. lockdown. Or, using a shelter-in-place vs. evacuation.
- ☐ Did you activate your Communications and Warning Annex?
- ☐ Did you identify your Public Information Officer (PIO) and coordinate your messaging with the law enforcement PIO? For example, aligning the messaging without compromising a law enforcement investigation.
- ☐ Did you remind your school community (staff, students, parents, local law enforcement, etc.) regarding communicating during a crisis. For example, text messaging, posting on social media, etc.
- ☐ Did you appoint a Mental Health Officer to your Command Staff in your Incident Command System (ICS)?
- ☐ Did you or your local law enforcement agency report the incident to the Connecticut Intelligence Center (CTIC)? Please use this link to [report swatting incidents](#).

Recovery

- ☐ Did you consult with your Mental Health Officer to help guide a trauma informed recovery process? (For example, [talking with students](#), [providing mental health resources](#), engaging the Employee Assistance Program (EAP), etc.).
- ☐ Did you debrief the incident with your staff? For example, a strength-based approach ([Debriefing Template](#)).
- ☐ Did you create an [after action report \(AAR\)](#) with input from the responding agencies to help you update your Emergency Operation Plan (EOP)?
- ☐ Did you share the lessons learned with your [Regional School Safety Coordinator](#) from the CT Center for School Safety and Crisis Preparation? Sharing with the Center allows for guidance and available resources to be updated.

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