

Active Shooter



Detect, Deter, Delay
Respond and Recover



Wisconsin Crime Prevention Practitioners Association

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INTRODUCTION

April 20, 1999, is a day that changed many lives in the United States. It was that day when two students entered Columbine High School in Colorado and began assassinating students at will. It was this event that brought school safety and police tactics back to the training table and dramatically changed the way schools and law enforcement operated. It also brought the term *Active Shooter* into our homes and vernacular. Since that day we have been witness to over 160 active shooter events in the United States, some at places one would never think of like schools, churches, movie theaters, and parks, and some in communities where “that stuff does not happen,” like Wakefield (MA), Grundy (VA), Red Lion (PA), and Menasha (WI).

These events are very traumatic for all involved – obviously those directly at the time but also for the first responders and the community as a whole. National experts have been discussing these events in forums, trying to come up with an answer as to why they are occurring. Ideas have been tossed around with regards to gun laws, mental health issues, drug issues, propensity to violence, and so on. So far we have not come up with an answer or solution to prevent these from occurring. One way that that we can have an impact is in reducing the opportunity for these events.

In the world of crime prevention, we rely on the *Crime Prevention Triangle*. Similar to the fire triangle where it takes three things to create a fire (heat, fuel, oxygen), the same applies to crimes. If one is missing, a fire cannot happen. A criminal needs to have the following in place to be successful in committing that crime.

- **Ability** – A criminal is often savvy and has the tools or know-how to commit a crime. There’s not much we can impact here.
- **Desire** – Criminals are going to have that desire. In these active shooter events, it is often some sort of hatred or vengeful act that precipitates this.
- **Opportunity** – This is where we come into play and by doing certain things, we can remove that opportunity or certainly delay it!



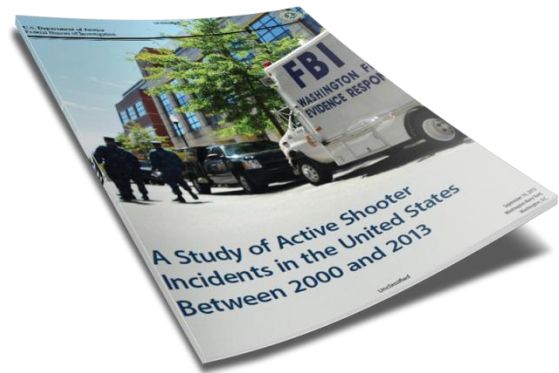
Security measures are often classified along the five steps of the security continuum: **Deter, Detect, Delay, Respond, and Recover**. In an active shooter situation if we wait until the response step (typically when law enforcement responds to a 911 call), there will likely already be a loss of life. Throughout this guide, we will look at these five steps and ways that they can be implemented in your building. While there is no single, fool-proof method, there are several well-established security principles that can provide a strong foundation for mitigating and reducing these situations.

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ACTIVE SHOOTER EVENTS

So what is an *Active Shooter* event? The Department of Homeland Security (DHS) defines an active shooter as “an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.” Although DHS uses the term ‘confined area,’ we have started to see these events unfold in any populated area – again looking not too far with the event faced in Menasha, WI at a public park.

In 2014, the Federal Bureau of Investigation (FBI) released a report titled *A Study of Active Shooter Incidents in the United States Between 2000 and 2013* where they researched 160 events in an effort to gather information as to how these events unfold, which may help prevent or mitigate future occurrences. In an attempt to obtain the most applicable data, the researchers excluded any shootings that were clearly gang and drug related and only focused on these ‘true’ active shooter incidents.



The information graphic on the next page highlights some of the findings, but a big one to take note of is where these incidents are occurring. All too often we hear that these events “don’t happen here,” or they “only happen in the big city.” Of the 160 events, 70% happened in communities with a population of 50,000 or less. An active shooter is the last thing on anyone’s mind in all of these communities! That is why we need to raise our awareness of these awful events and have a plan in place to detect, deter, and delay!

Over the past 13 years, the trend has been increasing with regards to the number of these events. Anecdotally, it seems that we are seeing some breaking news story on an active shooter a couple of times a month. That is backed up with the stats from the FBI’s report, showing an upward trend over the past 15 years. The locations of these incidents are really starting to become varied. Early incidents were primarily limited to workplaces or schools, but in the past few years, we have seen events occurring in shopping malls, movie theaters, parks, and military recruiting centers.



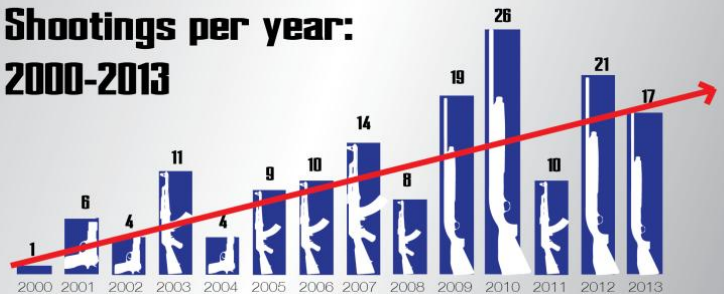
ACTIVE SHOOTER STATISTICS

FROM 2000-2013

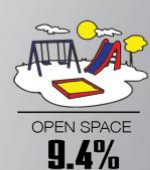
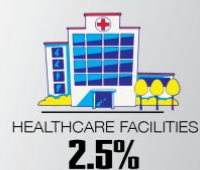
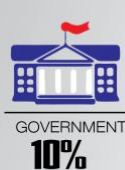
IN **160** INCIDENTS...

486 PEOPLE KILLED **557** OTHERS WERE WOUNDED

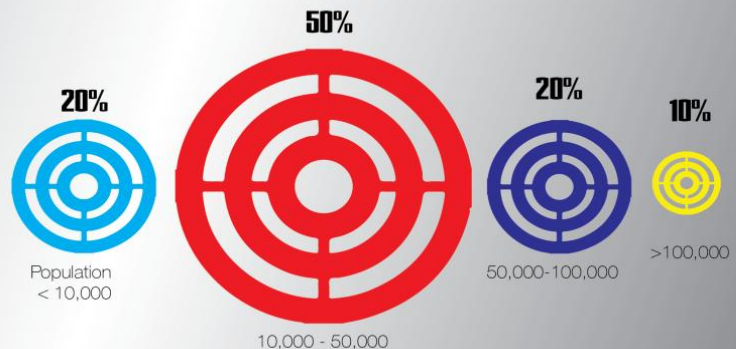
Shootings per year: 2000-2013



WHERE DO SHOOTINGS OCCUR?

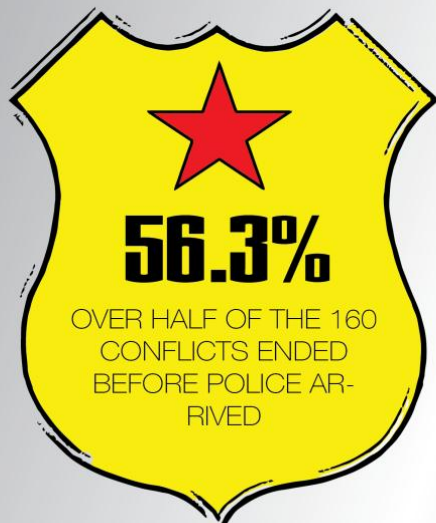


IN 158 OF 160
INCIDENTS, THE
SHOOTER
CHOSE TO ACT
ALONE.



CITY POPULATIONS OF MASS KILLINGS*

(1992-2012)



SHOOTINGS HAPPEN FAST.
THE TRAGIC SHOOTING
AT SANDY HOOK ELEMENTARY
LASTED LESS THAN **5 MINUTES.**

Statistics from the U.S. Department of Justice, Federal Bureau of Investigation Study of Active Shooter Incidents in the United States Between 2000 and 2013. September 16, 2013. fbi.gov
*City population data taken from riskology.co and data from mass killings in the U.S.

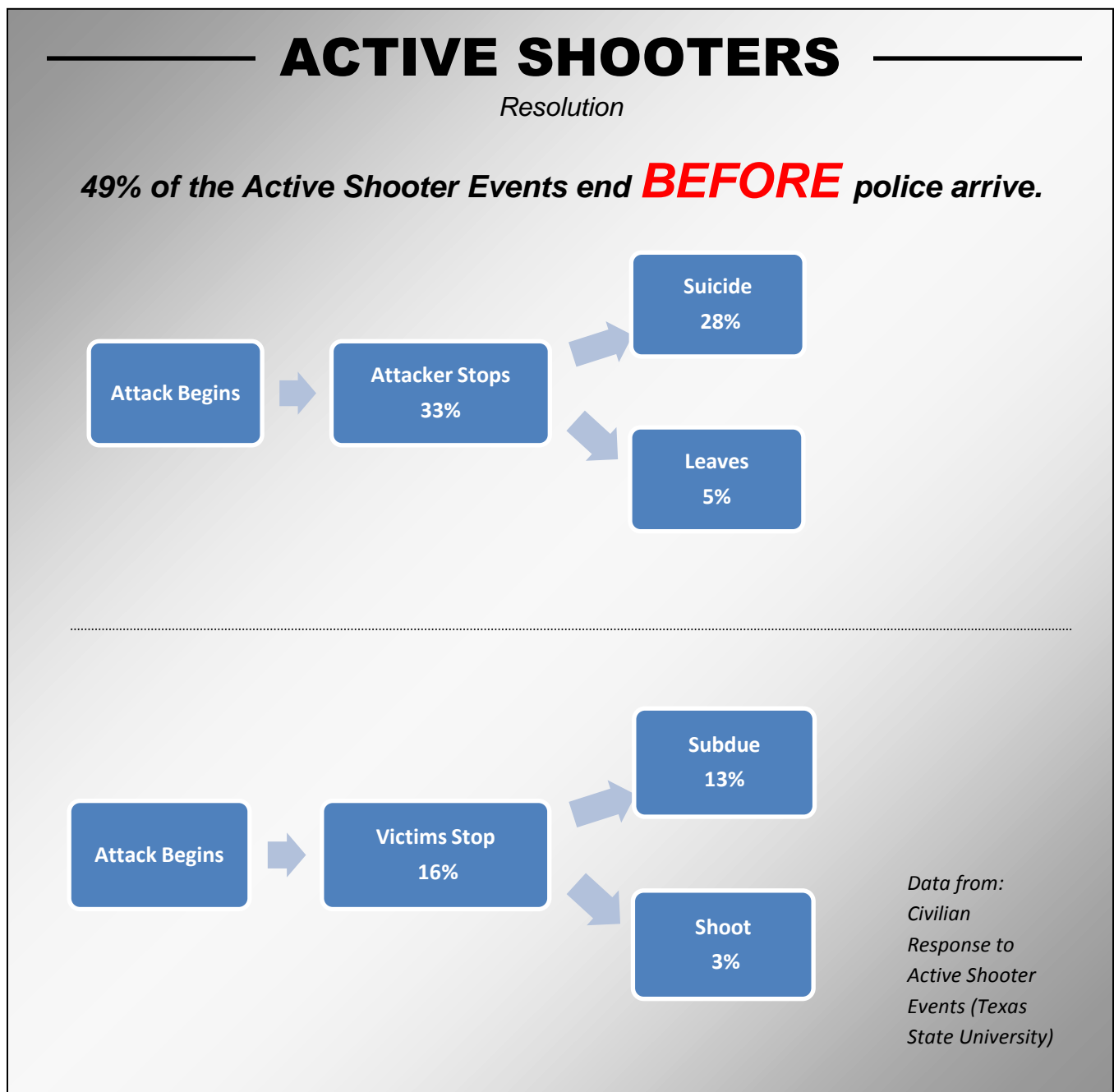
We have taken a look into the *what, where, and how often* of these events, but what about the *who*? In 2012 the City of New York Police Department released a report titled *Active Shooter: Recommendations and Analysis for Risk Mitigation*. Unlike the FBI report referenced earlier, the NYPD looked at 230 active shooter incidents between 1966 and 2012. As with the FBI report, the NYPD found that 97% of the shooters were men or boys and almost all of them acted alone. The attackers ranged in age from 10 to 89, but when they looked specifically at schools, the vast majority fell into two categories: 10-14 years old (12) and 15-19 years old (33).

The following graphic takes a closer look at who these active shooters are.



As we have learned, most of these events are planned days, if not weeks, in advance. That is because the shooter wants to inflict as much damage and casualties as possible. They know that they have only a short window of opportunity to achieve their goal. The tragedy at Sandy Hook Elementary School lasted only five minutes! On average law enforcement arrives on scene within three minutes. Therefore, the shooter is not worried too much about gaining access to locked rooms or those where the door is barricaded. We will look at that later in this book.

The following two graphics take a closer look at how these events end – both before and after the police arrive.



ACTIVE SHOOTERS

Resolution

51% of the Active Shooter Events end *AFTER* police arrive.



*Data from:
Civilian
Response to
Active Shooter
Events (Texas
State University)*

Let's take a look at school-specific incidents, concentrating on the K-12 environment.

ACTIVE SHOOTER EVENTS

Schools

High Schools

The 14 incidents resulted in 21 killed (including five school employees) and 40 wounded (including 11 school employees). The shooters ages ranged from 14 to 19. All but two shooters were current students at the affected school; one was a former student and the other was a high school student at another school. The most incidents occurred on Mondays (5), followed by Wednesdays (4), Thursdays (2), Fridays (2), and a Tuesday (1).

These incidents ended when:

- Ten shooters were apprehended at the scene (two by responding police officers, seven after being initially restrained by school employees [including one incident where students assisted], and one by an off-duty police officer);
- Three shooters committed suicide at the scene (one before police arrived, two after); and
- One shooter fled and committed suicide at another location.

Middle Schools

The six incidents resulted in two killed (two school employees) and six wounded. The five shooters who were students at the affected school, ranged in age from 12 to 15; the other shooter was 32. The incidents occurred on Mondays (3), Tuesdays (2) and a Thursday (1).

These incidents ended when:

- Three shooters were apprehended by police after being restrained by school employees;
- Two shooters committed suicide at the scene before police arrived; and
- One shooter was apprehended by police at the scene.

Elementary Schools

The four incidents resulted in 29 killed (seven school employees) and eight wounded (five school employees). The shooters ranged in age from 20 to 48. None of the shooters worked at the schools, though one was a former teacher and one had a relationship with an individual at one of the schools. The shootings occurred on Fridays (2), a Wednesday (1), and a Thursday (1).

These incidents ended when:

- Three shooters were apprehended at the scene (one after being restrained by citizens); and
- One shooter committed suicide at the scene after police arrived.

Source: FBI: A Study of Active Shooter Incidents in the United States Between 2000-2013

NOTES

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Detect

It is quite apparent that the number of these mass shootings in the United States is concerning, but the question remains – *How do we stop them?* Research has shown that no one really can tell when these occur, but in many instances, there were ‘red flags’ that alerted many that the shooter had some anger or worrisome traits. These are the signs and symptoms that we need to pay attention to and not dismiss.

Research has shown that over two-thirds of the active shooter incidents since 2000 have occurred in either a business or school setting. Of those incidents, half of the shooters had some sort of connection to the location, such as being a student or employee. Therefore, if we recognize some of these ‘red flags,’ there is a chance that we can intervene and hopefully prevent a future incident!

Retired police Lieutenant Dan Marcou wrote an article for PoliceOne.com on the ***Five Phases of an Active Shooter***. Nearly every active shooter goes through these five phases, and if these are recognized and attention is called to them, maybe we can prevent these tragedies. Those five stages are outlined below.

- ***Fantasy Stage***

During this stage the shooter has daydreams of the shooting. He fantasizes about the news coverage. He idolizes other shooters. He might draw pictures of the event and make postings on social media. He may also discuss his desires with friends and enemies.

- ***Planning Stage***

In this stage the shooter is deciding on the “who, what, when, where and how” he is going to carry out his action. He may write these down or even discuss them with others. He will plan a location and time that will afford the most victims or target specific individuals. The shooter will also make plans on how to obtain his weapons and his mode of travel to the location.

- ***Preparation Stage***

This is the stage where the shooter starts to put his plan into place. He will be obtaining weapons, maybe stealing them from family members or other locations. He may also plant weapons, explosives or other items around his location of attack. This is where the *See Something, Say Something* motto comes into play! Past incidents have shown shooters notifying friends or co-workers not to go to school or work on this particular day.

- ***Approach Stage***

This is the stage where the shooter is on his way to the location. This is potentially a very volatile stage, but many would-be shooters have been stopped in this stage thanks to tips or alert officers on a routine traffic stop.

- **Implementation Stage**

This is the actual event. Remember that the shooter has one goal in mind and that is to commit as much carnage in a short period of time and will do so until he is finally stopped either by law enforcement, a citizen, or himself.

Many states are now requiring school districts to form a threat assessment team. Businesses should look at this strategy as well and form a team to look into these threats and make an assessment as to their credibility. Consideration has to be given to making assumptions and immediately going to the extreme so as to avoid 'profiling' or misidentifying an individual.



The threat assessment team needs to be created ahead of time and should contain a diverse group of people. School districts across the country have had a head start on creating these teams and we will focus on that group, but with a few tweaks they certainly can be adapted to the business setting. Note how we use the word *team*. This is truly a team effort and each member brings valuable expertise to the group.

Threat Assessment Team

Core members

- Senior respected and trained member of administration.
- School disciplinary or safety person
- A mental health professional (counselor, social worker, EAP)
- Local law enforcement

Contributing members

- Guidance counselors
- Teachers, coaches of the student
- School nurses
- Human Resources
- Other staff that may interact with student (bus driver, custodian, cafeteria staff, etc.)
- Other outside contacts (social worker, therapists, consultants, etc.)

So now that we have the team in place, what happens when we have a threat or person that has been brought to the team's attention? There is a step process that should be followed.

Step 1 – Make sure all students and staff are safe!

- Detain the student(s) - if need be.
- Do not allow them access to lockers, backpacks, coats, etc.
- If there is imminent danger – notify law enforcement

Step 2 – Notify student's parents/guardians.

Step 3 – Activate Threat Assessment Team

- The team will conduct an assessment of the threat and the person by conducting an investigation using a set of strategies in order to determine the credibility, the seriousness of the threat, and the likelihood of it being carried out. The following are some key questions that should be answered.

Key Questions

1. *Who is/are the target(s) of the threat?*

- a) Information about the target(s) may provide clues to the student's motives, planning and attack-related behaviors.

2. *Details of the threat.*

- a) Who was present?
- b) Where did it happen?
- c) What happened?

3. *What are the student's motives or goals?*

- a) What motivated the student to make the statements or take the actions that caused him to come to attention?
- b) Does the situation or circumstance that led to these statements or actions still exist?
- c) Does the student have a major grievance or grudge? Against whom?
- d) What efforts have been made to resolve the problem and what has been the result?
- e) Does the potential attacker feel that any part of the problem is resolved or see any alternative?

Key Questions

4. *Have there been any communications suggesting ideas or intent to act?*

- a) What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his ideas and/or intentions?

5. *Has the student shown inappropriate interest in school attacks, attackers, weapons, incidents of mass violence?*

- a) School attacks or attackers
- b) Weapons (including recent acquisition of any relevant weapon)
- c) Incidents of mass violence (terrorism, workplace violence, mass murderers).

6. *Has the student engaged in attack related behaviors?*

- a) Developing an attack idea or plan
- b) Making efforts to acquire or practice with weapons
- c) Casing or checking out possible sites and areas for attack
- d) Rehearsing attacks or ambushes.

7. *Does the student have the capacity to carry out the attack?*

- a) How organized is the student's thinking and behavior?
- b) Does the student have the means, e.g., access to a weapon, to carry out an attack?

8. *Is the student experiencing hopelessness, desperation or despair?*

- a) Is there information to suggest that the student is experiencing desperation and/or despair?
- b) Has the student experienced a recent failure, loss and/or loss of status?
- c) Is the student known to be having difficulty coping with a stressful event?
- d) Is the student now, or has the student ever been, suicidal or "accident-prone"?
- e) Has the student engaged in behavior that suggests that he has considered ending his life?

9. *Does the student have a trusting relationship with at least one adult?*

- a) Does this student have at least one relationship with an adult where the student feels that he can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be direct away from violence and despair and toward hope.)
- b) Is the student emotionally connected to – or disconnected from – other students?
- c) Has the student previously come to someone's attention or raised concern in a way that suggested he needs intervention or supportive services?

Key Questions

10. Does the student see violence as an acceptable or desirable way to solve problems?

- a) Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- b) Has the student been “dared” by others to engage in an act of violence?

11. Is the student’s conversation or story consistent with his actions?

- a) Does information from collateral interviews and from the student’s own behavior confirm or dispute what the student says is going on?

12. Are other people concerned about the student’s potential for violence?

- a) Are those who know the student concerned that he might take action based on violent ideas or plans?
- b) Are those who know the student concerned about a specific target?
- c) Have those who know the student witnessed recent changes or escalations in mood and behavior?

13. What circumstances might affect the likelihood of violence?

- a) What factors in the student’s life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- b) What is the response of other persons who know about the student’s ideas or plan to mount an attack?

14. What do the student’s parents to offer?

- a) Questions for the parents should focus on the student’s behaviors and communications.
- b) Parents should be encouraged to explore all of the student’s social media accounts and postings.

15. What does the student of concern have to offer?

- a) The primary purpose of this interview is to learn about the student’s thinking, motives and behavior.
- b) A few things to keep in mind with this interview:
 - i. When to notify parents and should they be present.
 - ii. Should legal representation be afforded
 - iii. Any search of student and belongings should be in accordance with state law and any school policies.

Step 4 – Determine the Level of Concern

- As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" There are three possibilities:

Levels of Concern

Low

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

Medium

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.

High

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

Step 5 – Develop and Action and Support Plan

- An Action and Support Plan can be developed for any situation but should be developed if evaluation indicates medium level concern and/or, upon re-entry of student, high concern. The purpose is to provide management of the situation, to protect and aid possible targets, and to provide support and guidance to help the student deal successfully with his problems. The plan also aids in monitoring of the student in the short-term and long-term. Strategies selected should have the best potential for long-term preventative power. The focus of the process is to connect the student to services and support systems that reduce the likelihood of future threatening behavior.

Action Plan Strategies

- Select actions and interventions related to the level of concern.
- Notify the potential target and their parents, if not already done.
- Consider the history of previous actions, consequences, and interventions and evaluate their effectiveness.
- Start with as intense of a plan as needed, and then adjust based on progress. Timelines for review of progress can be short, if needed.
- Specify consequences, monitoring and supervision strategies, support for skill development and relationship building.
- Maximize the resources of the student, family, community agencies, other intervention providers, etc. Use community collaborative teams for intervention planning or further assessment, as indicated.
- If additional formal assessment is part of the plan, obtain parent permission as necessary.
- Build-in formal follow-up meetings to review progress and response to the plan.
- Adjust plans as necessary.

Step 6 – Document the Threat Assessment

- Regardless of the outcome of the Threat Assessment Inquiry, the Threat Assessment Team should document the behavior of concern, the inquiry process, and any actions taken.
- It also is important to document the reasoning that led the threat assessment team to its decision.
- A well-documented record provides baseline information and can be useful if the student comes to authorities' attention again, or if at some point in the future, investigators or school personnel need to determine whether the subject has changed patterns of thinking and behavior.
- This documentation can also be an asset in demonstration that a threat assessment process was conducted properly and in compliance with applicable laws, policies, and procedures.

The threat assessment team is only as good as what is brought to their attention! We have all heard of the Homeland Security's slogan – ***See Something, Say Something*** and really need to heed that advice. There are so many more sets of eyes and ears out there than there are in law enforcement or positions of authority. If something catches your attention that doesn't seem right, notify someone! Back in 1999, the shooters in Columbine had planted 76 improvised explosive devices (IEDs), of which 30 were detonated! We have also seen reports of suspicious packages left in areas that have turned out to be explosives.



“Shooters will often say something or post threats online, so we need to follow the slogan *Hear Something, Do Something* as well.” Friends of the shooter at the Charleston, SC church in 2015 had noticed some odd behavior. His roommate told authorities that “he wanted to make something spark up the race war again” and another friend had taken one of his guns away from him after he went on a tirade. Neither one of these incidents were passed along to authorities to look into.

Now do all of these threats that we see or hear lead to something? Fortunately, no! However, it only takes that one to make a world of difference.



NOTES

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This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of notebook paper. The lines are thin and extend from the left edge towards the right. There is no handwriting or other markings on the page.

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Deter and Delay

Target hardening is a common term that can be found in crime prevention manuals and heard in seminars around the world. This is part of the *opportunity* side of the crime prevention triangle that we discussed in the introduction. Those who wish to cause harm will look at properties that are easy to strike; they look at the risk versus reward, the likelihood of getting caught, or the plan failing.

Target hardening is critical in deterring acts of crime and violence. Shortly after September 11, 2001, the New York Police Department (NYPD) was receiving intelligence that the Brooklyn Bridge was a prime target for terrorists. The NYPD conducted a security assessment of the bridge and found that there were areas of its infrastructure with unrestricted access. Immediately the NYPD put plans into place to secure this iconic structure through a variety of measures, including securing access points through physical measures and increased surveillance.



NYPD Harbor Patrol patrolling the Brooklyn Bridge at sunset. (MusikAnimal)

Unbeknownst to the NYPD, there was a sleeper foreign terrorist in the United States who was making his way to the Brooklyn Bridge to commit an act of terrorism. Once he arrived, he immediately noticed the increased security measures and determined that his plot would not work. His response to his leaders was that the area was “too hot.” This is a great example of how Crime Prevention through Environmental Design (CPTED) techniques can play a pivotal role in deterring crime! Those committed to these acts of violence want their plans to succeed. They realize that they have a short time frame to inflict as much damage as possible before law enforcement arrives. The slightest thing to throw a wrench into their plan could be enough to delay or dissuade them and prove to be a lifesaver!

This section of our guide will highlight some of the principles of CPTED and how they can be applied in deterring and delaying an active shooter.

CPTED, or Crime Prevention through Environmental Design, has been an accepted practice worldwide by planners, architects, security, and law enforcement in reducing the opportunities for crime to occur. Many of the ideas that we will discuss have their origin in CPTED, and to better understand this concept, I'd like to introduce you to this concept.

CPTED adjusts the environmental design of a property by using lighting, landscaping and overall design. These adjustments then make the property undesirable to opportunistic criminals. CPTED has been used to combat crimes that might occur in residences, businesses, parking lots, and common areas. These crimes include assaults, robberies, burglaries, and thefts. CPTED has been extremely successful in combating the opportunistic criminal.

The four key principles of CPTED are:

Surveillance – "See and be seen" is the overall goal when it comes to CPTED and surveillance. A person is less likely to commit a crime if they think someone will see them do it. Lighting, cameras, and landscape play an important role in surveillance.



Access Control – Access Control is more than a high block wall topped with barbed wire. CPTED utilizes walkways, fences, lighting, signage and landscaping to clearly guide people and vehicles to and from the proper entrances. The goal of this CPTED principle is to keep intruders out, but also to direct the flow of people while decreasing the opportunity for crime.



Territorial Reinforcement – The goal of Territorial Reinforcement is to create or extend a "sphere of influence" by utilizing physical designs such as pavement treatments, landscaping and signage that enable users of an area to develop a sense of proprietorship. Public areas are clearly distinguished from private ones. Potential trespassers perceive this control and are thereby discouraged.



Maintenance – CPTED and the "Broken Window Theory" suggests that one "broken window" or nuisance, if allowed to exist, will lead to others and ultimately to the decline of an entire neighborhood. Neglected and poorly maintained properties are breeding grounds for criminal activity and send the message that the owner does not care.

A risk assessment should be conducted on the property to determine the facility's security status. This assessment will identify any deficiencies or security risks and make recommendations to minimize the exposure to those risks. The assessment should be conducted by a crime prevention practitioner who is trained in the application of CPTED and also attended by a representative(s) of the facility.

Each property has layers of security, kind of like the proverbial onion and its layers of skin that protect the core. A property has layers of security that are defined as:

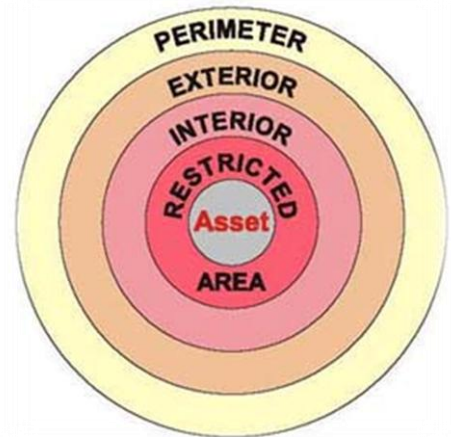
- Perimeter (property border)
- Exterior (building)
- Interior (students/staff)

In addition to the physical layers, there are policies and procedures that work in conjunction with keeping the students/staff and property safe and secure. These are equally as important and should be looked into along with the CPTED principles.

Perimeter

When we look at the perimeter and exterior of properties, especially in a school setting and a threat prevention aspect, the goal is to prevent or at the very least, slow the perpetrators ability to gain access. The use of **fences** around a school or business is a great way of demonstrating territoriality to discourage unauthorized persons from using the property. Many schools have playgrounds and other athletic facilities that should only be used under certain conditions, and a fence will work to prevent access afterhours.

Fencing comes in a variety of types and there are several factors to balance in the choice of the fence. The fence obviously should provide adequate protection, yet afford the ability for passersby to see into the area (surveillance). Oftentimes the entire property may need to be secured with a fence. If that is the case there would need to be gated access for vehicles – staff and delivery, trash removal, etc. Keep in mind that there should be some sort of convenience factor to ensure that the gate remains closed when need be. You may want to consider an electronic gate system that can open and close the gate. To allow for multiple users, the gate could be activated via a card reader or keypad.



Similar to fencing are **bollards**. Bollards are small vertical posts that are generally constructed of concrete or steel and are arranged in a path to obstruct vehicles. Oftentimes these are located in front of buildings to prevent a vehicle from striking the building or pedestrians walking. On a trail or roadway that may need emergency or maintenance access, there are removable bollards. Bollards can also be used to protect certain aspects of the building such as utilities. Instead of bollards, facilities have also used decorative landscaping to achieve the same goal.



Lighting provides another important surveillance aspect and a deterrent for would-be criminals. Any areas of use (walking trails, gathering points), parking areas, and the exterior of the building, particularly entrances/exits, should be well lit. Good lighting is one of the most effective crime deterrents! When used properly, lighting discourages criminal activity and enhances surveillance and reduces fear.

There are a couple of things to pay attention to when it comes to lighting. If you have too much light, you may cause more problems than benefits. Too much lighting will produce glare and could blind someone. Take a look at the two photos below, you can see how the light is blinding and hides the person.



Another concern with too much lighting is that it will 'trespass' onto other property. The photo to the right shows how the light is 'trespassing' into the windows of the building. Now granted, you want to light a fair amount of area, but you should remember what exactly it is that you are illuminating. In this photo shown, the light is more than likely intended for the walkway, gathering area and/or parking area – not the second floor of the building!



To address these issues of glare and trespass, a shield or cut off can be used on the light fixture. What these items do is aim or directs the light to the intended area. The photos below show the difference between the two fixtures.



So how much lighting will we need for the area? The lighting package will tell you how bright and how much the light output is. The amount of light coming from a light source is *luminous flux (lumens)* while the amount of light falling on a surface is *luminance (lux)*. A general rule of thumb for a parking area is the height of the pole multiplied by 4 will give the distance the light poles should be apart. For a building, height of the light multiplied by 6 will give you the distance they should be placed apart.

When installing lighting, plan ahead! If planting trees or other landscaping, think about what may happen when the tree begins to grow; will it block the light fixture, rendering it obsolete?

Sample Lux values	
Clear night, no moon	.002 lx
Clear night, full moon	.27 – 1 lx
Living room	50 lx
Sunrise/sunset	300-500 lx
Overcast day	10000 lx
Daylight	10,000 – 25,000 lx
Direct sunlight	32,000 – 130,000 lx



Types of Lighting

- **Incandescent**

These are the most common lights in our homes. Incandescent lights do not have a long life span and produce quite a bit of heat.

- **Fluorescent**

Used in both home and commercial settings. Three to four times more efficient than the incandescent and lasts up to ten times longer. Also has a low heat output.

- **Pressurized sodium**

These are most commonly used as street lights and exterior lights at businesses. They cut through fog well but have poor color rendition due to their “yellowish” light.

- **Metal Halide**

These are often found in gymnasiums or warehouses. They take a bit to ‘warm up’ but emit a white light that is excellent for color rendition. However, they have a higher initial cost than the sodium lights.

- **LED**

LED lights have a high initial cost but are extremely cost efficient and have a long life span. They emit a white light and do not have the warm up time that metal halide does.



Color Rendition



Daylight



Low pressure sodium



LED



High pressure sodium

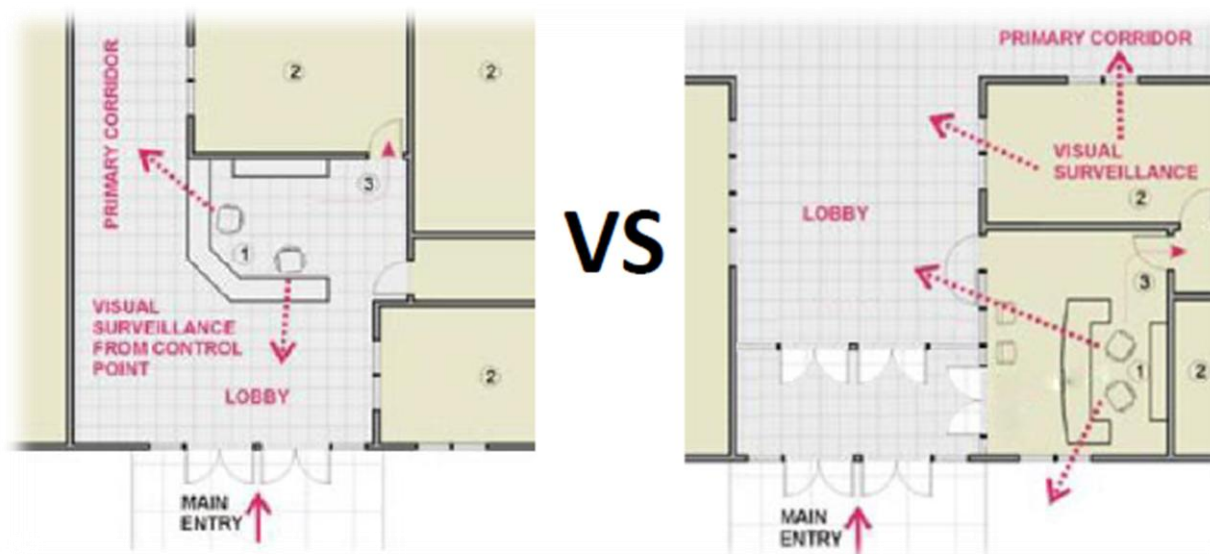


Metal Halide

Building

This is the second layer of security of a facility, and we still employ the bollards and lighting in this area, but now we look at access control more closely. How are people accessing the building? Given the nature of society, buildings are becoming less and less 'open' than in the past. For the general public, there really needs to be limited access points. Especially in a school or office setting, visitors need to be directed to a main point of entrance and greeted by someone.

Schools, for example, are creating areas where the visitor is forced to go into the office prior to gaining access to the rest of the school; this is called a '**layered approach.**' Office buildings have a similar approach where the guest encounters a receptionist first. Ideally all other access should be secure until they are vetted by the receptionist or office staff. Examples of the two variations are shown below.



Keep in mind, though, that during the morning schools have several points of entry and should have these **entry points staffed** in order to ensure that only authorized people are getting into the school at that time. Staffed entrances and greeters send a message to would be criminals that they are being watched. Have you ever been greeted at Walmart or said 'hi' to by a grocery store employee? Not only are those pretty good examples of customer service, but also a way of incorporating the CPTED practice of surveillance!

We also need to make sure that our **buildings are**



marked properly and give direction to the visitors. This is a part of the territoriality principle in CPTED. There are certain areas of the property that are off limits to visitors or reserved for staff, and we need to clearly mark that and give directions.



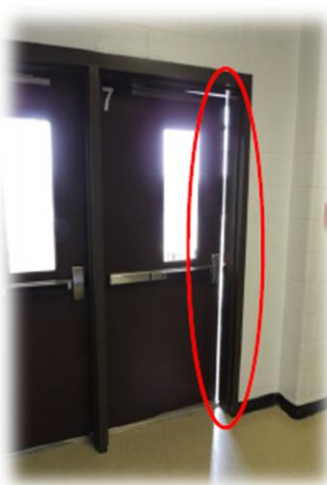
Invariably the **receptionist or office staff** is going to be part of our “front line” of defense, and we need to make them feel as comfortable as possible. Many businesses want that ‘open’ feel in their lobbies or reception area, so we need to find a balance between that and the level of security. A business could have a windowed office like the photo to the right. This area has a considerable amount of glass giving the open feeling and allowing surveillance, yet making it secure enough that it would be difficult for the intruder to get through and also allowing staff to exit quickly.



Another option is similar to what is seen in financial institutions with teller areas. Even though there are no full physical barriers with this, there is enough of a barrier that would make it difficult for a person to jump over or through, and at the very least, delay that intruder.



As we encourage the use of one main entrance that is staffed, we need to ensure that the other entrances and access points remain secured. All too often, when law enforcement visits various buildings, we see **doors propped open or not fully secured**. Sometimes this is done as a matter of convenience (air flow, deliveries, etc.) or there are maintenance issues that impede the door from closing completely. Correcting the issues in the photos below is relatively easy, and if the access point needs to be open for air flow, there are screened coverings that can be installed that will accomplish both air flow and security measures.



Now let's take a look at the types of access points that we have on our building. Typically these consist of **doors and windows** and we need to make sure that they are adequately protected to deny and delay an intruder. Doors come in a variety of types, most often in a commercial setting they are constructed of some type of metal. Exterior doors need to be of a stronger construction than interior doors. These are typically a solid construction.

Along with the type of door is the locking mechanism. Schools and office buildings need to have a commercial grade lock and hardware mostly due to the amount of use as compared to a residence. The following info boxes below show the difference between the three grades of locks.

Grades of Locks		
Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> -Heavy usage -Has built in features to resist manipulation and/or physical attack. -Tested for 320,000 openings. 	<ul style="list-style-type: none"> - Commercial use -Have some resistance to physical attack and fire resistance. -Tested for 160,000 openings. 	<ul style="list-style-type: none"> -Residential -Do not need to have physical resistance or fire resistance. -Tested for 80,000 openings.

Types of Locks

Keyed

- Uses a key to open. Locking mechanism is either a latch or deadbolt lock.
- Should maintain an inventory of who has keys.



Cipher Lock

- Uses a combination to open the door.
- Can be set to only work during certain times of the day.
- Can be changed should an employee leave.
- A downfall is that the code can be given to others



Device Locks

- Often used in machines in a factory as a safety measure.
- Can also be used to prevent the theft of items such as computers.



Electromagnetic Locks

- These are extremely powerful locks that have a holding force of 600 to 1200 lbs.
- There are two types – *fail secure* (remains locked when power is lost) and a *fail safe* (unlocked when de-energized.)



Keyless card

- Reprogrammable and often used in hotel operations.
- Locks are stand alone or networked that can log employee number, door number, and time of access.



Proximity Card

- Part of an automated and networked perimeter control system and have the capability of recording employee, door location and time of entry exit.
- Can be easily deactivated should an employee leave.



Biometric Controls

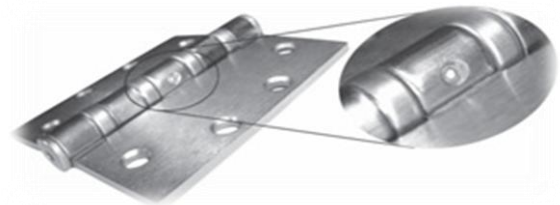
- Rely on fingerprint or biological info to open doors.



There have been occasions when a criminal will use a tool to manipulate the door latch to gain access to the building. If you have a door that may allow that to happen there are latch guards that can be obtained relatively inexpensively. You may also have a door that is an 'egress only' door, if so – consider removing any hardware on the exterior to limit the chances that it could be compromised.



In addition to the locking mechanisms, the hinges on exterior doors should have security features. If the door hinge is exposed, a would be criminal could remove that hinge pin and remove the entire door! To defeat this from happening, we recommend installing security hinges that have a set screw in the bolt preventing it's removal.



In addition to encouraging employees not to prop doors open, we need to be aware of people sneaking in or circumventing the security measures. Here are a few ways that is accomplished:

- **Piggybacking** - occurs when an authorized person gains access to a secure area and allows others to follow – by holding open a secured door.
- **Tailgating** - occurs when an unauthorized person enters a secure area by following closely behind an authorized cardholder.

Windows and glass is the next area of access points to a building. Glass affords excellent surveillance capabilities but is not as secure as metal doors. Many entries to buildings are through windows and/or glass doors. The photos below are from Sandy Hook Elementary School where the shooter gained entry to the office area of the school through the windows.



Glass originally was not designed to resist windblown debris, explosions, vandalism, forced entry or anything else that can put stress on it. When broken, this glass would produce lethal shards or fall in large pieces. To prevent this, legislation was passed in the 70's mandating the use of tempered glass. The mandates however only cover particular areas such as: floor to ceiling windows; glass doors; panes of glass next to doors; and glass areas next to heavy pedestrian traffic.

Types of Glass

Standard

- Inexpensive to produce. Weak glass and will not slow down or stop entry.
- Breaks into large and sharp pieces.



Tempered

- Stronger than standard and breaks into small pieces.
- May slow entry but not by much.



Wired

- Primarily a safety related product used in fire doors.
- Will keep glass in place but still breaks in large pieces.



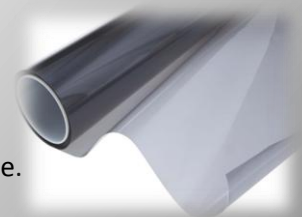
Laminated

- Two layers of glass that are bonded together by an interlayer of polyvinyl.
- Often used in aircraft and automobile windshields.
- Will remain in the opening upon breakage.



Security Film

- Film that forms a barrier which delays the penetration of the glass.
- If penetrated, the opening created is going to be the size of the device used to create it.
- If used make sure to have the film installed into the window/door frame.



Bullet Resistant

- Very costly.
- Also should have ballistic framing, bullet resistant doors and walls.



Interior

Ideally we work to prevent the access of unauthorized persons, and that is what the beginning of this chapter worked upon. However, it is what is inside of our buildings that are most important!

When it comes to prevention, the main goal is to *prevent* something from occurring. **Alarm systems** can serve that purpose as well as serve as a way of notifying the authorities of an intrusion or problem. There are two types of systems:

- **Monitored** - an outside agency monitors the alarm and notifies key holder and/or police of alarm. Can be silent, audible or a combination of both. This requires a monthly fee for service. Be aware that these alarm systems are often tied into your phone lines to communicate the alarm. Many phone providers now rely on computer modems for transmission. Make sure that your modem has a battery backup in the event of a power failure.
- **Non-monitored** – typically is an audible alarm that deters the criminal and also warns anyone in the immediate area.

Types of Alarm Sensors

- **Door/Window Contacts** – These are small magnetic contacts installed along the opening of either the door or window. The alarm is activated when the magnetic field is broken between the two sensors.
- **Motion Detector** – These are small alarms with a sensor that will detect any motion. Earlier versions of these alarms would activate with any type of movement – such as balloons blowing when an HVAC system kicked in. Current versions are pretty accurate and are able to distinguish the difference between an 80 pound child and 80 pound dog!
- **Glass Breakage** – As we read earlier, glass can be a pretty weak access point and enticing way for criminals to get access to our building. There are sensors that can detect the sound of breaking glass.
- **Panic Alarm** - This could be a system that is monitored or tied into an internal notification system whereby a message or alert is conveyed to someone internally. There are panic alarms that are a hard wired button system and others that are portable.



Security cameras can be used to monitor activities in and around the building. Areas for cameras could be at points of entry, hallways, parking lots, and really any area that could afford extra monitoring. Many times these cameras are used after the fact unless you have someone monitoring the cameras all of the time. Because they are used after an incident and for evidentiary and investigative purpose we want to make sure that the cameras you select are worth the investment.

The main question to answer is *what am I hoping to capture on film?* Once you have that answer, then you can work on selecting the appropriate camera and system.

Security Camera Considerations

- **Lighting** – The camera needs to be able to see what is being filmed. If you have an area that has periods of low light, you are going to need an infrared camera.
- **Quality** – We have all seen the various police television shows where they are able to zoom in and obtain a license plate or even more. The ability to enhance an image is only as good as what is originally obtained. The higher the megapixel of the camera, the better the image and the greater area that is covered.

In this example the 2.1 megapixel camera has a much greater ability to clearly zoom in on the person.



In this example the 2 megapixel camera has a much greater area of coverage that is equal to 6 analog cameras.



- **Data Storage** – The amount of storage needed is going to be dependent on the size of the image (megapixels) and how long you plan on storing the image. Give consideration to storing the data at an offsite or cloud location to prevent someone from tampering with the server. Some systems also have the capability of only recording when the camera detects motion, which may be a way to save on data storage.

Security Camera Considerations

- **Placement** – Make sure the camera is picking up what is intended. In the retail setting, we see surveillance all too often from a camera placed high in a corner. Many criminals will go to lengths to hide their appearance from cameras, and the placement of these cameras makes any footage useless.

These two photos show the difference between a high mount and one that is more at eye level.



If you choose to identify cars coming onto the property, you are going to want to limit access control and set a camera that is specific to capturing license plates, which is going to be slightly higher quality than one that captures people in a hallway.

- **Camera Types** – There are many types of cameras and housings available which are all dependent on where you are installing them.



Another camera type that has become popular in recent years is the panoramic camera. These cameras have the ability to capture an area in a 360 degree, 270 degree, or 180 degree field of view.



- **Portable Cameras** - There may be times when you are concerned about certain areas that don't necessitate the installation of a permanent camera, maybe the funding is unavailable, or it is something that you need addressed immediately. Wildlife or trail cameras have become more common in security applications.



In the event of a crisis, we need to ensure that our staff and visitors are well protected. In the next chapter we will look at the response portion of a critical incident but here are some ideas that can be employed to further harden the criminals attempt to gain access to our most important assets!

- **Classroom/Office Doors** – the doors should be locked (not necessarily closed) at all times so that in the event of a lockdown, all the teacher/employee has to do is close the door and not worry about making sure that it is locked. To prevent accidentally locking yourself out of the room, a magnet can be placed over the bolt opening as shown in the photo to the right.

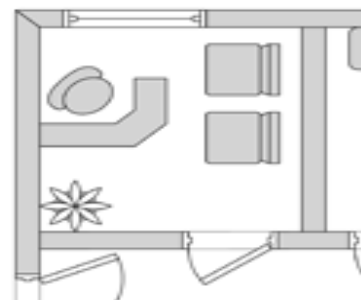
It is also a good idea to have all doors (classrooms/office) closed and locked during non-use hours, as it limits the access to those unauthorized visitors. It also helps to expedite a search of the building by law enforcement in the event of an alarm or burglary.



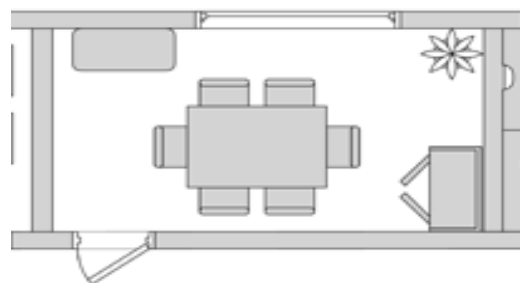
- **Office layout** – there are some offices where the employee may have visitors, customers or other employees that will stop by. The layout of the office is particularly crucial in the event that the visitor becomes hostile. This is an important consideration if this is a human resources office or one that has interactions with potentially unhappy people.

A majority of office layouts are similar to what is pictured to the right. The desk is in opposite corner of the room as the door and there are chairs on either side of the desk.

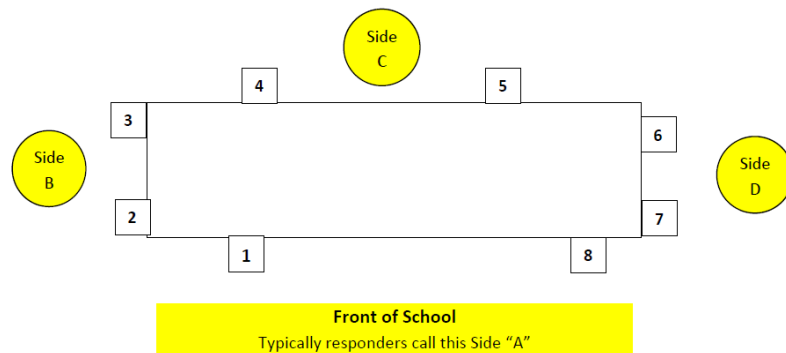
This can be problematic if the visitor becomes hostile and will allow them to 'trap' the employee. A better layout would be to have the employees' chair or workstation right next to the door affording them a quick escape. However it makes for a rather awkward setting and most employees are reluctant to make such a change to their office.



With that said, should an employee need to meet with someone for a disciplinary hearing, termination or just a potential unhappy client – a conference room may be more appropriate. Once in that room, pay particular attention to the seating arrangements and ensure that those conducting the meeting have a quick exit in the event that it is needed.



- **Room identification** - there have been acts of violence where certain people have been targeted. Many schools and businesses are starting to go away from labeling rooms and offices with the names of the occupants. For instance, don't label this room as "Mrs. Jones" room or even showing a list of who the students are in the room. If the person is unfamiliar with the building, this may delay them in locating their target. Various human resources areas have unlabeled rooms as well and will never meet with employees in their personal offices and have a certain set up for those meetings as we discussed on the previous page.
- **ID Cards** – Distinguishing between authorized and non-authorized persons is critical to maintaining the safety of students and staff. Granted the employees are going to know one another, but they may not know the parents volunteering or other visitors to the building. Consider issuing staff ID cards and also maintaining a system where a visitor logs into a book and is issued a visitor ID card. These cards – staff and visitor – should be worn and visible at all times.
- **Numbers on Exterior Doors** - When emergencies occur, the rapid response of emergency workers to the incident can be critical. Many schools and large businesses have dozens of doors providing entrance and egress to their buildings. During an emergency it may be necessary for responders to gain access through the door closest to the emergency scene. Numbering external doors can have great value to the emergency responders and will also assist your students and staff in acclimating themselves to door locations in case of an emergency.
 - All exterior entrances that allow access to the interior of the building should be numbered in a sequential order starting with the main entrance (office door/public entrance). The main entrance will always be #1.
 - Subsequent entrances should be numbered in sequential order in a clockwise manner.



Territoriality

This is a combination of both access control and surveillance. What territoriality does is show a sense of ownership in the property. This can be accomplished by signs giving direction as shown in the photo below. Subconsciously people will follow these directions, it's like the gates and lines at an amusement park that direct guests to snake their way to the attraction. These gates or sometimes ropes really do not actually prevent or stop anyone, but they do send the message and give direction which people will follow.



Maintenance

Another area that is crucial to sending the message to those who wish to do harm to people or the property is showing a sense of pride in the property. There is a criminology theory that was introduced in 1982 by social scientists George L. Kelling and James Q. Wilson called the Broken Windows Theory that correlates the lack of maintenance and/or ownership to the potential for increased criminal activity.

For example, if a building has a broken window that goes unrepaired it sends a message to others that no one is observing or caring and that will lead to vandals breaking more windows. This in turns reinforces that message and will lead to potentially more severe and significant criminal activity.



The two examples above highlight a lack of maintenance and ownership. The photo on the left is at an apartment building and is a perfect example of what one improperly discarded item can lead to. The tennis courts send the message that it is unused and the residents complain of loitering and possible drug activity in and around the tennis courts. Both of these examples can be remedied with relative ease and low cost.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, typical of notebook or primary writing paper. The background is white, and there are no margins, text, or other markings present.

[illegible]

RESPOND

In the previous chapters we have discussed how to identify those potential threats and steps that we can take to detect, deter, and delay those wishing to cause harm. Unfortunately there are those instances where the threat is going to gain access to our building. That is why this chapter is critical in mitigating injuries and loss of life.

Research has shown that on average it takes law enforcement about three minutes to arrive at the scene of an active shooter. If you think about it, three minutes is pretty darn fast – it would take that long for most of us to get up and walk out to our car. However, if you are in a critical situation, those three minutes can seem like an eternity! It was what we, as citizens, do in those three minutes that could potentially be lifesaving!

Notification

When a threat presents itself, we need to notify others! There should be some sort of **notification system** in place to notify staff and students of an incident and lockdown. This can be done via a paging or telephone system. Don't limit the system to only being in place in the office or main part of the building. You may be faced with an emergency in other parts of the building that are a distance from the main office. Some schools and business also utilize two-way radios to communicate with other staff throughout the building. This is a cost effective method that can be implemented rather quickly. Also think about some redundancy in the system in case plan 'A' fails!



So now that you have a system in place, what exactly is it that you are communicating? For those who have been in a critical situation, you know the chaos and stress levels are extreme. That is why you need to have a clear and simple message that can be easily understood. We have found a great program called the Standard Response Protocol that was created for schools but can really be adapted to any setting.

The Standard Response Protocol is a uniform response to any type of situation such as a fire, active shooter, weather, accidents, intruders, and so on. The protocol is not based on an individual situation but rather the response to any given situation. The premise is simple, there are **four specific actions: Lockout, Lockdown, Evacuate, and Shelter.**



Standard Response Protocol in Action

- **Lockout** is followed by the directive *"Secure the Perimeter"* and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by *"Locks, Lights, Out of Sight"* and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. *"Evacuate to the bus zone."*
- **Shelter** is always followed by a type and a method and is the protocol for group and self protection. *"Shelter for tornado; drop, cover and hold."*

In the school setting we tend to see *lockdown and lockout* used interchangeably. There is a difference between the two. A **lockout** situation typically means that something is happening outside of the building such as a tactical situation nearby. In a lockout, access is tightened to the building and those inside are kept inside until the situation is resolved or an all clear is given. Business can continue as usual inside of the building. A **lockdown** is when you have a credible threat inside of the building. That is when normal activities stop and staff and students take precautions.

Response

There has been quite a bit of research conducted on these active shooter events, and all have agreed that the shooter's intention is to cause as much harm and damage as possible. The shooters are well aware that they have a small window and know that law enforcement will be arriving in a short time. Department of Homeland Security research has shown that the active shooter incident lasts just over 12 minutes. As we look into what our response options are, we need to first look at the human psyche in a critical incident.

For the most part, we do not want to believe what is occurring...if we don't acknowledge it, it isn't happening. Take a gunshot for example; there are times when someone hears a gunshot, a lot of the time it is immediately dismissed as being a firework. We need to look at the situation and think for a minute if this makes sense! *Wait a minute...it is October and we are in the middle of an office or school....why would there be firecrackers going off?* The quicker we can recognize the threat, the quicker we can formulate our action step.

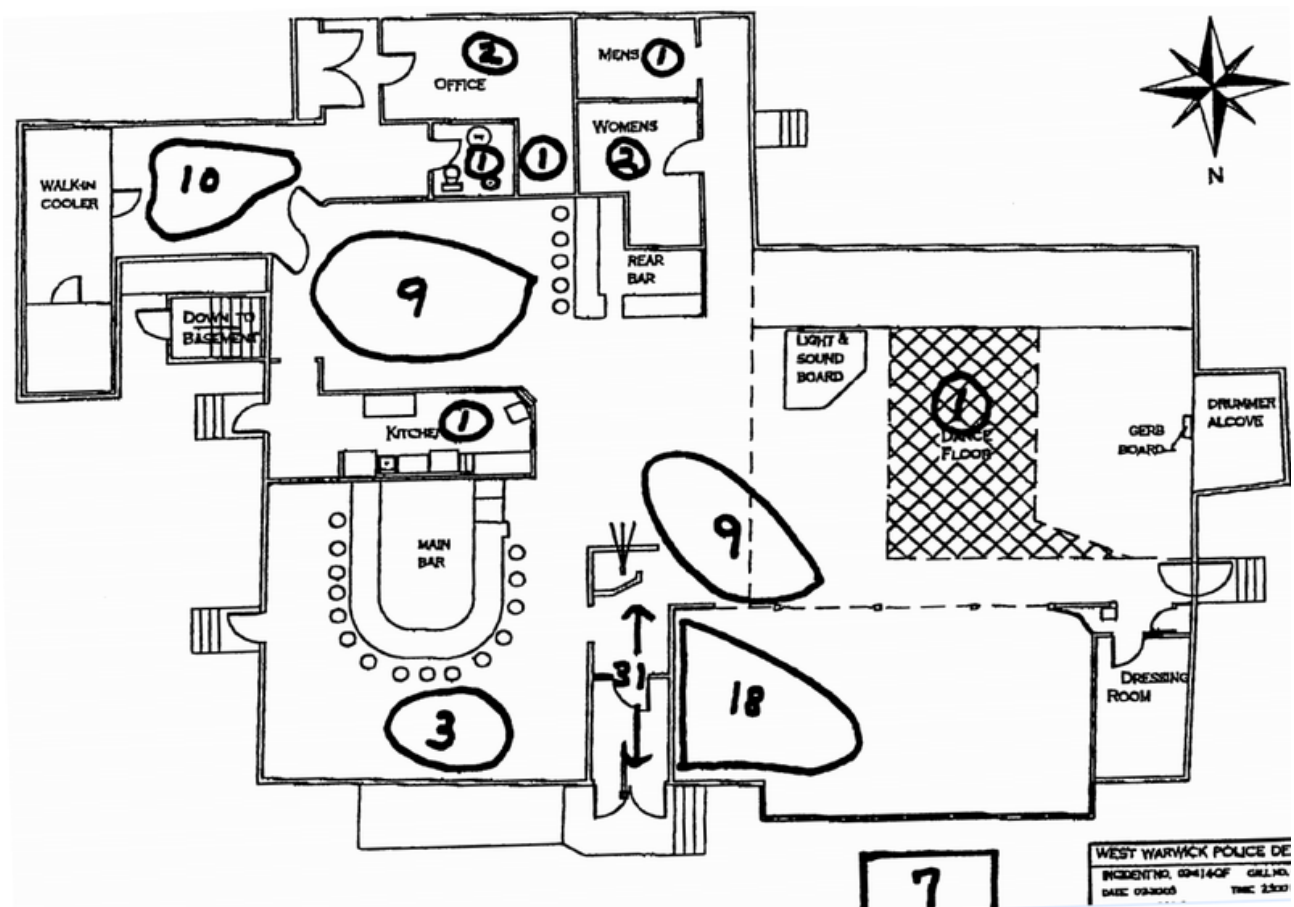


The next part of the human psyche is the tendency to follow others. There was an interesting study several years ago in Great Britain where a subject was feigning to be injured or ill and was lying in a public park. The goal was to see how long it would take for someone to offer assistance. Time after time, individuals would walk past the subject – some taking a glimpse at him and others ignoring the situation. It wasn't until one person would stop to offer assistance that others would follow.



Another example of this occurred back in 2003 at what is known as the Station nightclub fire where 100 people died. In this case, the band Great White was playing a concert when a fire broke out causing people to flee the nightclub. A good majority of the crowd not only followed others but was focused on leaving the same way they entered.

The image below is from the investigation and shows the club and where the exits were along the number of deaths in each area. Note how a majority of the fatalities were in that front entrance where the club goers arrived through.

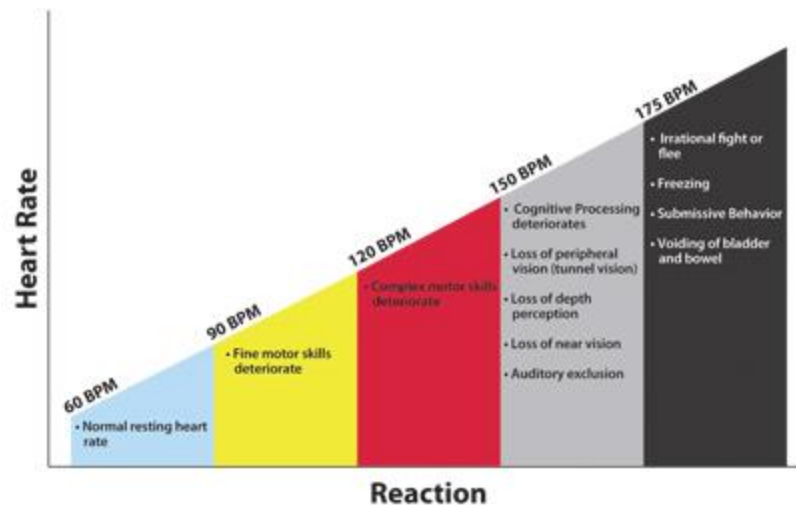


This is a good example of having **situational awareness**. Wherever you are, you should be aware of your surroundings and have a plan if something goes awry. It is a relatively easy concept to employ at work in that when you return to your office or classroom, take a look around and think, “*What am I going to do if something happens?*” If you have that plan formulated in your head and have thought about it, there’s a good chance that it’ll go like clockwork in the event of crisis!

This is something that police officers have been trained in for the past 50 years. When a new officer is paired with a seasoned training officer, each call for service is evaluated and discussed. For example after a routine animal complaint, the training officer may ask the rookie what he/she would have done if the man had come down the stairs with a knife. Regardless of the call, officers need to be cognizant of officer safety and have an “out” formulated in their mind, regardless of the call or situation. This is a tactic that is a potential lifesaver for an officer and can certainly be for anyone else.



Speaking of tactics, an active shooter event is going to be chaotic and very stressful, quite possibly the most stressful situation you will ever encounter. Research has shown that the higher the **stress level**, the less clear our thinking and reactions become. This is another situation that those in the military and public safety encounter and train for. The chart to the right shows the comparison between a person’s heart rate and the effect on their reactions.



You can see that the higher the heart rate, or stress level, the diminished reactions a person has. One way to combat this is through a technique called **combat breathing**. Most of us are probably familiar with this, but maybe not under that terminology. How combat breathing works is when you start to notice an increase in heart rate and stress, take a moment to collect yourself and take a few deep breaths, in through the nose and out through the mouth. What this does is slow your heart rate and allow you to return back to those blue and yellow, or even red levels, where we still have most of our faculties!

So....what is our plan? That tends to be the \$64,000 question from everyone. The answer is....*it depends!* There really is no fail-proof plan and it all depends on the situation and what your position is relative to the event. There are essentially three options – **Avoid, Deny, Defend** – and not necessarily in that order!

Avoid, Deny, Defend

- **Avoid** - Ideally, we want you to avoid the situation if you can do so carefully. So what does that mean? If there is an escape route – get out! That may mean breaking a window, but a broken window is easier to replace than a human! Remember situational awareness....*where are the exits?* Also, don't worry about your belongings – get out! This is another one of those actions that we do repetitively and tend to go on auto pilot.
- **Deny** – If you can't get out safely, you are going to need to find a place and hide. Now we don't want you to hide and pray. You are going to need to take some defensive actions and deny the person from entering. Remember that the shooter has a short amount of time to inflict as much chaos as possible so something as a locked or barricaded door is going to cause them to move on. This is again where that situational awareness comes into play and having that plan... *what am I going to do?* Make sure that you are hidden and that your phones are silenced and that you are quiet.
- **Defend** - This is in the event that you are face to face with the intruder and your life is in danger! Whether you are alone or in a group and this is what you are faced with, remember that you are in this 110% as it is a fight for your life; you need commit. Act with aggression and use some improvised weapons.



After reading the Avoid, Deny, Defend tactics there typically are some questions that arise.

What about accountability? We have young students, disabled people, etc.

Ideally accountability is great, but if you think about it, do we really have accountability all day long? Students are in different classes, meetings or bathrooms at all times during the school day. It is even worse for adults in business settings. If you recall, the shooter is going to pre plan his event at the most opportune time to strike as many victims as possible. This could be in between classes, lunch time, or during a student assembly. How are we going to maintain accountability in those events? This can give us some ideas for when we may want to have a lockdown drill!



Small children are another concern that arises. Kids are smarter than we give them credit for. The tragedy at Sandy Hook Elementary School provides us with an example of students using the *avoid* tactic and running away. Some of those students ran into the woods while others ran to friends homes in the area. It took awhile for those students to be located, but eventually they were all accounted for and all right, which is our main goal! At a recent shooting at a park in Menasha, WI, two young children whose family was shot continued to run to the family's van. The children told a Good Samaritan that their parents were shot, the park was not safe, and they wanted to go to the police department.

Invariably there may be a situation where the condition of the students or adults is not conducive to leaving and that is where the *Deny* tactic is crucial. Through situational awareness, you can have a plan in place.

What about concealed carry? My school or work will not allow me or anyone to have a gun!

This is a highly debated question! As a law enforcement officer, I can attest that just carrying a gun is not the "end all be all." If you are going to carry a weapon, you better be trained in its use – and not just periodically shooting at a target, you need to have some combat training! Bad guys move and do not stand still, and you need to train for that. The same goes for what accessories you are carrying. Officers carry multiple magazines of bullets in case you encounter a malfunction with your weapon. By having another magazine, you can quickly overcome one of these and continue with the gun battle. The type of ammunition also has a bearing on your tactics. The National Rifle Association advocates that a good guy with a gun will stop a bad guy with a gun, and that is certainly true. However, that good guy better be adequately trained!



Training

Now that we have some idea how we are going to respond, we need to put those actions to the test. Fire drills are conducted routinely in schools and businesses across the country. These were put in place after many severe fires occurred in schools during the early 20th century. One significant fire happened in Chicago in 1958 at the Our Lady of the Angels catholic school where 92 children and three nuns perished in the blaze. Monthly fire drills were put in place in schools and businesses across the country after that, and coupled with an increase in education, deaths and injuries as a result of fires have significantly decreased.



Unfortunately in today's world, we need to start implementing the same when it comes to active shooter and crisis situations. Many schools are conducting **lockdown drills** in schools periodically to get the students acclimated to responding in the event of such a situation. Some administrators worry about the trauma inflicted on a student during such a drill, but these can be as routine as a fire drill, and students will take to these as they do with fire or tornado drills. Some schools have combined these lockdown drills to coincide with a search of the hallways for another threat to our students – drugs.



In addition to the periodic lockdown drills during the school day, many schools and businesses are opening their doors to work with their local law enforcement agency and conducting a more active type of drill. These tend to be much more realistic, and consideration needs to be given if you want to have students present during the drill.

The active shooter training exercises normally involve officers and the use of role players and simulated firing of weapons. These are a great way to work with your local law enforcement and see what such a response entails and will afford you the opportunity to ask questions specific to your building and area!



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ADDRESSING AND RECOVERING

In the event that you are faced with an active shooter or crisis event at your school or business, more than likely it will be the most chaotic and traumatic event in your life. Emotions and stress levels will be high, and we need to have a plan in place to help guide us through this.

Information and Access for Emergency Responders

The safety of our students and employees is our utmost concern, and we need to alert law enforcement and other emergency responders. If we heed the advice to secure access to our building, we need to ensure that those coming to help have access. Many law enforcement agencies across the United States are preplanning with schools and businesses to obtain that access and any necessary information ahead of the event. In the past there have been crisis boxes in the office that contain keys, maps, and other info.

Crisis Box Contents		
Aerial photo of campus	Fire alarm/sprinkler turnoff procedures	Evacuation sites
Map		Student disposition cards and emergency contact info
Campus layout	Utility shut-off valve locations	Attendance list for day
Blueprint of buildings	Gas/utility line layout	Emergency resource list
Teacher/employee roster	Cable/telephone shut off	
Student roster/photos	First aid kit locations	
Master keys		

However, as noted, these are chaotic situations, and there may not be time or access to that crisis box. With the advent of mobile data computers (MDC) in squad cars, many agencies are obtaining floor plans and real time access to surveillance cameras and loading them into the MDCs. Some schools and businesses have also provided access to the “Knox Box,” which is a fire box located on many buildings that allow firefighters access to the building’s keys. Some are also providing law enforcement with an access card for those with card readers installed on doors.



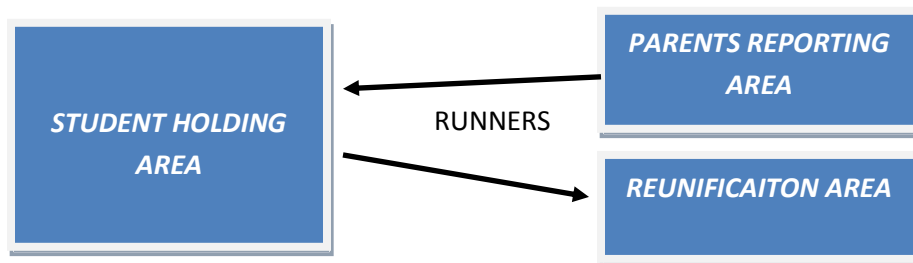
Reunification and Family Assistance

The scene is going to be extremely chaotic with a security perimeter set up, and the last thing needed is frantic loved ones trying to gain access to the area. In pre-planning and table top exercises, team members can seek out potential locations for reunification and family assistance centers. In the event of a crisis, there should be a school/business liaison assigned to assist the incident commander with this endeavor. This area is where many of the items in the crisis box come into play, such as student rosters, emergency contact info, and disposition cards.



When selecting a reunification site, to avoid any further congestion the location does not necessarily have to be onsite and could be at a different location. Families are going to be in distress and needing comfort. Ensure that there is enough staff, counselors, and resources available such as food, beverages, sitting areas, and tissues.

Students should be kept in a separate area from where the parents arrive in order to keep the process orderly. Team members need to be cognizant of who is picking up whom, verify that information against their contact info, and ensure that the disposition cards are completed. The illustration below gives an example of how you can keep an orderly process in an otherwise stressful situation.



Having an orderly process not only simplifies this process but also has a calming effect. In the next page we will discuss communicating with parents during a crisis. Keep in mind that you will want to deliver the message on when and where to pick the students up. Also remind the parents to bring along a photo ID to assist in the process. If a parent is unable to pick the student up, the next choice should be someone on the emergency contact list. For those older students who may have driven to school, they could be released on their own.

Reunification is a process that protects both the safety of the student and also provides for an accountable exchange of custody from the school to a recognized custodial parent or guardian.

Communicating with Parents and Public

This may seem like the last thing that you need to worry about in a time of crisis, but it really needs to be at the top of the list. In this day of social media, cell phones, and so on, word tends to travel fast! According to a Pew Research Center study, nearly a third of the US population gets their news from Facebook! In a recent active shooter incident in Menasha, WI the public information officer for the agency had received posts via the department's social media accounts almost simultaneously as he was getting notified by the agency of an active shooter incident. Any time there is an active incident at a school or business, or even a rumor of violence, it disrupts normal activities not only within the school but also throughout the community. These messages can affect attendance and morale the following day and have even forced closures. Often these rumors or misinformation can fuel more panic than an actual event. That is why we need to "get out in front" and manage the information.



At the same time, notification needs to be made to the family members of students and staff. Many businesses and schools have notification lists that can send out a message a variety of ways with relative ease. Mass notification systems typically use existing data and voice networks to deliver pre-recorded or live messages that alert parents, students, faculty, and employees of emergencies and provide them with instructions, such as evacuating a building or going to pre-assigned rooms that serve as shelters. A comprehensive mass notification system typically allows administrators to immediately contact every parent, faculty member, staff member and student through phone calls, text messages (also known as short message services, or SMS), instant messages, e-mails and other alerts on a wide variety of devices. These can also be set up to notify certain subsections of the student body such as certain grades.

A recent example of this use in Wisconsin was in the case of a missing 4th grade student. The boy had been missing for a few hours on a weekend, and through collaboration between a school resource officer and school district, a message was sent to every 4th grade parent; within a short time, the boy was located at a friend's home.

Working with the Media

More than likely this is the last thing you are going to want to address. However, the quicker that we can get information out, the better! As you can imagine, there will be a lot of information shared via social media and with bystanders and others speaking to the arriving media. If your business or school has a media relations or public information person, have them work with the public information officer assigned through the Incident Command.

Law enforcement more than likely will take the reins on the initial few press conferences, but here are a few of the guidelines for working with the media.

- **Staging the media**

Make sure that your location can handle an abundance of media and satellite trucks. The selected area should not interfere with the crime scene or any other work yet afford the media some good background footage. The more that you can work with and accommodate the media, the less frustrating it will be.



- **Preparing the message**

Work with other media relations/information persons to develop talking points and make sure that all understand what can and cannot be conveyed to the media. These comments should be short and easy to understand. Anticipate potential questions from reporters and have prepared responses.

- **Delivering the message**

There are going to be A LOT of cameras and microphones. Stay on task and be careful not to “over talk.” Be hesitant to answer questions if you do not have the answer. Respond, “We do not know the answer at this time,” or “Once we have more information, we will let you know.”

NEVER say “No Comment!” That implies that you have something to hide. Instead you can say, “We are still assessing the situation,” or “This is a fluid moving case, and I can’t answer that with certainty at this time.”

Highlight actions and plans that went well during the response.

Be careful with non-verbal communication. Do not wear sunglasses or chew gum. You should be appropriately attired (not wearing shorts, t-shirt, etc.). Have eye contact with the crowd and be mindful of your expressions (i.e. smiling or laughing).



Psychological Trauma

These events are very traumatic and affect a wide variety of people, such as survivors, witnesses, loved ones of victims and survivors, emergency responders, neighbors, and community members. One thing to keep in mind is that there is no “one size fits all” approach to intervention – it must be tailored to the phase and nature of the incident. Certain traumatic events, such as an active shooter event, present an even greater mental health challenges than other forms of disaster.

In that immediate stage, having grief workers and supporters at the reunification center is crucial. This is the place where families and loved ones are going to gravitate for information and support. Keep in mind that these areas are meant to be a private place for loved ones to grieve and should be off-limits to non-essential people and the media. Professionals to reach out and help staff can include local hospitals, mental health providers, social service organizations, employee assistance programs, etc.

Effects of Trauma

Emotional

Whether witnessed firsthand or through the media, school shootings can cause psychological trauma. People experiencing such trauma may continually replay the event in their minds, seemingly unable to stop it. They may experience flashbacks or nightmares, particularly when similar events unfold. Victims often avoid situations that will remind them of the shooting, so they may resist returning to school, contacting classmates, and participating in activities that they associate with the event.

Physical

Psychological difficulties stemming from school shootings often manifest in physical symptoms, such as headaches, sleeping difficulties, and gastrointestinal problems. The patterns of behavior created after trauma can exacerbate physical symptoms.

For instance, anxiety can lead to poor eating habits, which in turn can lead to stomach discomfort. The psychological trauma is often the underlying cause.

The mental health response to an active shooter event is going to be an ongoing operation. There will be many different locations and phases of the healing process that need to be addressed. This obviously includes the scene and hospital immediately after the event. But this will continue as the survivors transition from hospital to home, and we certainly are going to need a support presence at vigils and funerals.

People experiencing psychological problems after a school shooting should realize they are not alone. Talking about the experience and their reactions to it may help alleviate some of the anxiety and reduce emotional and physical symptoms, but victims should not dwell on the event since overexposure may increase stress. Volunteering to help others affected by the shooting helps empower victims. Breaking the cycle between physical and emotional symptoms is an important step toward recovery. Eating well

and engaging in stress-reducing activities like moderate exercise are important. After such a traumatic incident, counselors focus on two stages of recovery: the immediate response of helping people feel safe and the long-term process of helping them cope. “Most people process the events and heal, but about 8% to 15% are likely to develop post-traumatic stress disorder (PTSD),” said Russell T. Jones, Professor of Psychology at Virginia Tech, who counseled survivors of the shootings. Arrangements should be made to assist students who become afflicted with PTSD.

After the Crisis

The actions taken after a crisis situation will have a tremendous effect on the well-being of your students, staff and the community at large! The following are some ideas to keep in mind following an event.

- Maintain both an information line and special call-in line for victims and their families whenever large groups of students are affected.
- Keep in close contact with injured victims and/or surviving family members.
- Determine the need for additional health services and resources (e.g., nursing staff) to attend to increased physical needs of students.
- Hold regular meetings to provide staff with information related to the crisis, eliminate rumors, advise them of next steps, and advise them what information is appropriate for their students.
- Develop written statements for teachers to read in class. Send similar statements to parents.
- Whenever possible, assist teachers and staff in dealing with their trauma before they interact with their students.
- Hold a special meeting with victims and their siblings.
- Ensure that each school in the district supports siblings of victims by offering them additional reassurances of safety and academic support as appropriate.
- Provide space and time for members of peer groups to meet and counsel each other.
- Designate space for “safe rooms” where, at any time, students, teachers, and staff can receive counseling.
- Provide information to parents/guardians who want to know how to help their children cope with feelings about the crisis.
- Keep parents/guardians informed of the support services being made available to their children.
- Provide space where parents/guardians can meet with counselors and other adults to discuss ways to help their children transition back into school.
- Find additional time for teachers to work with students needing additional academic support due to such problems as grief, stress, difficulty concentrating, and anxiety.
- Evaluate whether community forums should be initiated for people to air their concerns about the tragedy or other issues pertaining to school safety.

Source: Los Angeles County Sheriff's Department

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RESOURCES

Ever since the tragedy at Columbine High School in Colorado, there has been a push to raise awareness of these incidents and educate students, staff and the general public on how to detect, prevent and respond to active shooter events. Researchers take a look at each of these active shooter incidents and compile an after-action report on what went right and what could be improved upon. We tend to learn from our past, and this is where we get our information to pass along in trainings and books.

Over the past two decades, several programs have arisen to deal with and prepare for active shooter events. All of these programs are well-intentioned and have great ideas. What we have tried to do with this training and workbook is provide ideas from each of these following programs and encourage people to make a decision on their own and potentially take bits and pieces of each program to create a hybrid version that works well for their facility.

A.L.I.C.E.

The ALICE program was authored by a police officer to keep his wife, an elementary school principal, safe after the tragic events at Columbine. Since these humble beginnings, ALICE continues to be the leading active shooter response program in the US.



The purpose of ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training is to prepare individuals to handle the threat of an Active Shooter. ALICE teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster.

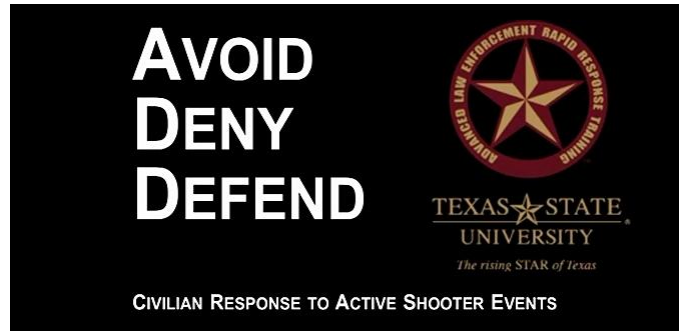
To make it easy to remember in a stressful situation, ALICE is broken up into five strategies: Alert, Lockdown, Inform, Counter, and Evacuate.

- **ALERT:** notify as many people as possible within the danger zone that a potentially life-threatening risk exists.
- **LOCKDOWN:** secure in place and prepare to EVACUATE or COUNTER if needed.
- **INFORM:** continue to communicate the intruder's location in real time.
- **COUNTER:** interrupt the intruder and make it difficult or impossible to aim. This is a strategy of last resort.
- **EVACUATE:** remove yourself from the danger zone when it is safe to do so.

For more info visit www.alicetraining.com

Avoid, Deny, Defend

Since 2002, the Advanced Law Enforcement Rapid Response Training (ALERRT) Program at Texas State University has been used to train law enforcement officers across the nation in how to rapidly respond to dangerous active threat situations. Over the years, we've seen response times shorten and the capabilities of law enforcement increase. As a result of increased public awareness, many citizens have asked what individuals can do to protect themselves and reduce the dangers faced during one of these events. **Avoid, Deny, Defend** has been developed as an easy to remember method for individuals to follow. As we've seen, hiding and hoping isn't a very effective strategy.



The program is based on the following concepts: Avoid, Deny, Defend. It is a civilian response plan containing three options:

Avoid. This is the preferred option and begins with situational awareness of one's environment prior to any active, hostile act occurring. It also includes having a plan ahead of time regarding what you would do in the event of an active shooter and knowing escape routes. Avoid Danger.

Deny. If avoidance isn't possible, find ways to prevent the attacker from having access to you and others around you. (Close and lock doors, barricade doorways with furniture, etc.). Deny Access.

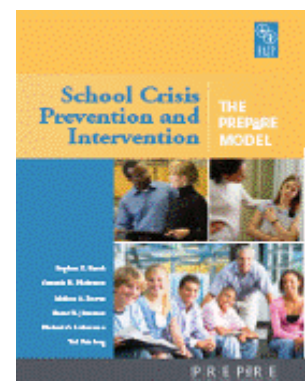
Defend. Take action! As a last resort you have a right to defend yourself if you believe your life is in imminent danger. Defend Yourself.

For more information, visit www.avoiddenydefend.org

PREPaRE

PREPaRE provides school-based mental health professionals and other educational professionals training on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams. PREPaRE is one of the first comprehensive, nationally-available training curriculums developed by school-based professionals with firsthand experience and formal training. The curriculum is based on the assumptions that

- the skill sets of school-based professionals are best utilized when they are embedded within a multidisciplinary team that engages in crisis prevention, preparedness, response, and recovery;



- school crisis management is relatively unique, and as such, requires its own conceptual model; and
- by virtue of their professional training and job functions, school-based mental health professionals are best prepared to address the psychological issues associated with school crises.

Specifically, the PREPaRE model emphasizes that, as members of a school safety and crisis team, school mental health professionals must be involved in the following specific hierarchical and sequential set of activities:

- **Prevent** and PREPaRE for psychological trauma
- **Reaffirm** physical health and perceptions of security and safety
- **Evaluate** psychological trauma risk
- **Provide** interventions
- **and**
- **Respond** to psychological needs
- **Examine** the effectiveness of crisis prevention and intervention

The model also incorporates foundation knowledge provided by the U.S. Departments of Education and Homeland Security. Specifically, the PREPaRE curriculum describes crisis team activities as occurring during the four states of a crisis: prevention, preparedness, response, and recovery. It also incorporates the incident command structure as delineated by the National Incident Management System (NIMS).

For more information, visit www.nasponline.org/professional-development/prepare-training-curriculum

Standard Response Protocol

A critical ingredient in the safe school recipe is the uniform classroom response to any incident. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. Historically, schools have taken this scenario-based approach to respond to hazards

and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.



The Standard Response Protocol (SRP) is based not on individual scenarios, but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple; there are four specific actions that can be performed during an incident. When communicating these directives, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

For more information, visit www.iloveyouguys.org

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APPENDICES

[INSERT SCHOOL DISTRICT NAME]

THREAT ASSESSMENT

The building team should initiate a threat assessment when a *student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently*. This document does not need to be completed for student discipline issues involving threats between students that occur in the heat-of-the-moment. This document addresses the cases in which there is a concern about or there appears to be a plan for targeted violence. If there is a concern about a student being at risk for self-harm, complete the suicide risk assessment. In some cases, both the threat assessment and the suicide risk assessment will need to be completed.

Assemble the building threat assessment team and all other faculty and staff who have information about the situation being assessed. This protocol must be completed by a trained employee with the assistance of the team. If no trained employees are available, call **[INSERT NAMES HERE]** for support.

This threat assessment protocol will guide your inquiry, document concerns, and help you develop an intervention plan to maximize student safety. Actively seek information from any of the following as appropriate:

- | | |
|--|---|
| <input type="checkbox"/> Current and <i>previous</i> school/discipline records | <input type="checkbox"/> Searches of the student(s), lockers, and cars |
| <input type="checkbox"/> Law enforcement, probation, diversion, etc. | <input type="checkbox"/> Other agencies: mental health, human services, etc. |
| <input type="checkbox"/> Interviews with school staff, students, parents, the target of the threat, the student of concern | <input type="checkbox"/> Activities: internet histories, diaries, notebooks |
| | <input type="checkbox"/> Parent interview: offer support, seek their help in understanding, clarify interest in/access to weapons |

Complete this protocol electronically. Print it out. Have all team members print and sign their names. Follow step 8 for routing.

Today's Date: _____

Student: _____

School: _____

DOB: _____

Student Number: _____

Grade: _____

Age: _____

Parents Name: _____

Date of Incident: _____

Step 1: Make Sure All Students Are Safe

- ☐ **Appropriately detain the student(s) being assessed until this protocol is completed.**
- ☐ Do not allow access to coats, backpacks, or lockers.
- ☐ If there is imminent danger, call **[INSERT EMERGENCY NUMBERS HERE]**

Step 2: Complete Incident Report

- ☐ Complete a copy of the district incident report.

Step 3: Notify the Students' Parent(s) or Guardian(s)

- ☐ Parents/guardians have been notified of the situation and this screening.
- ☐ Parents/guardians have NOT been notified because _____

Step 4: Initiate the Level I Threat Assessment Screening

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses a threat* to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the targets of the threat? _____

Describe the incident or concern. Who was present? Where did the incident occur? What happened?

Assess and Discuss All Areas

Notes

- ☐ Is there evidence of a plan to hurt *self* or *others*?
Is the threat vague, or specific, plausible and detailed?

- ☐ Violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings, or videos? Subtle threats, boasts, innuendos, or predictions?

- ☐ Homicidal ideation? Suicidal ideation? Obsessive thoughts?

- ☐ *Motives* for the student's threat or behavior?

- ☐ Has the student engaged in behaviors relevant to carrying out the threat? "Practice sessions?"

- ☐ Interest in weapons or acts of violence? Weapon-seeking? Access to firearms? At home or friends?

- ☐ Violence seen as a way to solve problems?

- ☐ Difficulty controlling impulses or emotions? Are emotional reactions extreme or disproportionate to the situation?

- ☐ History of disruptive behavior? Aggressive behavior? Suspension? Expulsion?

- ☐ Nature of the student's achievement/academic progress?

- ☐ Irrational beliefs or ideas? Mental health concerns?

- ☐ Student accepts responsibility for actions? Denials?

- ☐ Are peers fearful of the student? Staff fearful of the student?

- ☐ Drug or alcohol concerns? Nature of substance use/abuse?

- ☐ Initiator or victim of harassment or bullying?

- ☐ Student experiencing hopelessness, personal failure, desperation, depression?

- ☐ History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)? _____
- ☐ Student feels treated unfairly? Grievances, grudges? Against whom? Result of attempts to solve these problems? _____
- ☐ Recent loss or emotional trauma? Loss of status: Shame, rejection, humiliation, failed love relationship? _____
- ☐ Member of a closed peer group? Does the student's peer group reinforce antisocial attitudes? _____
- ☐ Quality of support? Quality of the student's relationships with peers/adults at school? _____
- ☐ What support will parents provide? Lack of supervision? _____
- ☐ How will the student react to discipline in the current situation? Student's reaction to recent or past disciplinary incidents? _____

Step 5: Review Findings of this Threat Assessment process

As a team, ask the question: "To what extent does the student pose a threat to school/student safety?"

☐ **Low Level of Concern**

Risk to the target(s), students, staff, and school safety is minimal. Example: In the heat of the moment, a student becomes angry and makes a statement such as, "I am going to blow you all up!"

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

☐ **Medium Level of Concern**

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible. Example: A student with history of inadequate anger management makes a statement to a peer that he is going to pull the fire alarm and shoot people as they come out of the building. Call to family indicates no weapons in the home.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.

☐ **High Level of Concern**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Example: A student shares parts of a plan with his friends to target specific students in their school. He has more thoroughly explained plans for targeted violence in a language arts essay. When family is contacted, it is discovered that there are handguns in the home.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

Step 6: Decide on a Course of Action

Using the level of concern from above, decide between the two following courses of action.

☐ **Low to Medium Level of Concern**

- Complete the Step 7 Action and Intervention Plan on page 4. (*Most students can be managed at school with increased support and interventions.*)

☐ **Medium to High Level of Concern**

- Immediately notify **[INSERT CONTACT PEOPLE]**.
- If there is imminent danger, call the **[LOCAL LAW ENFORCEMENT NAME] at 911** (e.g., a gun is found).
- Complete the Step 7 Action and Intervention Plan on page 4 and use it to provide for student safety. Document all interim steps taken by the building team.

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

Step 7: Develop an Action and Intervention Plan

Use the following plan to address all concerns identified during this threat assessment process.

SCHOOL (attach additional pages as needed)

- ☐ Adult supervision is needed and will be conducted by: _____
- ☐ If suspended, student will return on: _____
- ☐ Intended victim warned and/or parents or guardian notified.
- ☐ Suicide assessment initiated on: _____ by _____
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ Daily or ☐ Weekly check-in with (title/name): _____
- ☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- ☐ Backpack, coat, and other belongings check-in and check-out by: _____
- ☐ Late arrival and/or early dismissal: _____
- ☐ Increased supervision in these settings: _____
- ☐ Modifications to daily schedule: _____
- ☐ Behavior plan (attach a copy to this threat assessment screening).
- ☐ Intervention by support staff (psychologist, social worker, counselor).

Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:

- ☐ Drug and/or alcohol intervention with: _____
- ☐ *Referral to IEP team to consider possible special education assessment.*
- ☐ *If special education student, review goals and placement options.*
- ☐ *If special education student, refer to your program manager for consideration of change in placement.*

Review community-based resources and interventions with parents or caretakers.

Name and phone # of probation or parole officer: _____

- ☐ Intervention plan case manager: _____

Review date: _____

PARENTS/GUARDIANS

Parents will provide the following supervision and/or intervention: _____

☐ Parent signatures: _____

Type in and sign all participant names:

Administrator _____

Discipline faculty

Member _____

Support

services _____

Classroom

Teachers _____

Campus security

Officer _____

Denver Police Department

Officer _____

Additional team

members _____

Step 8: **[INSERT DISSEMINATION INFO HERE]**

☐ File this copy in the student's discipline folder. Do not destroy this copy.

For office use only:

Date fax received:

Date reviewed:

Level of concern:

Feedback to the school:

Date contacted:

Contact made to:

Additional concerns:

_____ Discipline concern

_____ Concern of suicide risk

_____ Mental health concern

[INSERT YOUR DEPARTMENT NAME HERE]

[INSERT SCHOOL NAME HERE]

DATE



Risk Assessment Guidelines for School Buildings Pre K-12

SENSITIVE SECURITY ASSESSMENT INFORMATION

SENSITIVE INFORMATION – FOR OFFICIAL USE ONLY

School Security Assessment

Purpose:

To assess the level that a school building can protect the school's staff and students from a deliberate act of targeted violence that is intended to result in widespread or severe damage to property or widespread loss of life or injury.

Intent:

In the wake of the Sandy Hook tragedy in Newtown, Connecticut in December 2012, law enforcement agencies began to collaborate on *best practice* recommendations to increase physical security in schools, grades Pre K-12.

The information provided in this document is intended to be a blueprint for safer schools. This risk assessment was developed to assist school officials in identifying building and training improvements to increase the physical safety of students, staff, and visitors.

This is not a complete list of every security recommendation available for school facilities. These recommendations have been compiled after a review of select studies on the topic, as well as the participation of experienced professionals from within relevant fields.

These recommendations are not mandates. It is hoped that this document will assist school officials in long and short term planning, as well as the ability to identify reasonable priorities during the budgetary process or several budgetary cycles.

It also should be noted that this document is not intended to assist schools in mitigating risks from the all-hazards perspective. The sole focus of this document is to assist schools in mitigating *acts of targeted violence focused at school facilities*.

By supplying the user of this document with a wide variety of security recommendations, it is hoped that local school officials can determine for themselves what best suits their needs and budgetary limitations.

Many studies on this topic acknowledge that security upgrades are expensive and compete with educational goals and priorities. Studies have also suggested that when security measures far exceed the needs and potential threat risk of the school, the security measures are likely to undermine the academic environment of school.

School security measures should not create environments that promote isolation between faculty and staff or the public. Maintaining and promoting a safe environment that is open, transparent, and endorses a healthy learning environment for students and the entire community must be taken into consideration when schools decide to make security improvements.

School and community culture is an important factor when making decisions about school facility enhancements. It is crucial that local officials work together to best identify which strategies are most effective in their environments and to decide how to reasonably implement these strategies within their budgetary and resource limitations.

Assessment Methodology

One of the concepts that we employ is Crime Prevention Through Environmental Design (CPTED). CPTED adjusts the environmental design of a property by using lighting, landscaping and overall design. These adjustments then make the property undesirable to opportunistic criminals. CPTED has been used to combat crimes that might occur in residences, businesses, parking lots, and common areas. These crimes include assaults, robberies, burglaries, and thefts. CPTED has been extremely successful in combating the opportunistic criminal.

The four key concepts of CPTED include:

Natural Surveillance – "See and be seen" is the overall goal when it comes to CPTED and natural surveillance. A person is less likely to commit a crime if they think someone will see them do it. Lighting and landscape play an important role in Crime Prevention Through Environmental Design.

Natural Access Control – Natural Access Control is more than a high block wall topped with barbed wire. CPTED utilizes the use of walkways, fences, lighting, signage and landscape to clearly guide people and vehicles to and from the proper entrances. The goal with this CPTED principle is not necessarily to keep intruders out, but to direct the flow of people while decreasing the opportunity for crime.

Territorial Reinforcement – Creating or extending a "sphere of influence" by utilizing physical designs such as pavement treatments, landscaping, and signage that enable users of an area to develop a sense of proprietorship over it is the goal of this CPTED principle. Public areas are clearly distinguished from private ones. Potential trespassers perceive this control and are thereby discouraged.

Maintenance – CPTED and the "Broken Window Theory" suggests that one "broken window" or nuisance, if allowed to exist, will lead to others and ultimately the decline of an entire neighborhood. Neglected and poorly maintained properties are breeding grounds for criminal activity. We will work with you to develop a formal CPTED-based maintenance plan to help you preserve your property value and make it a safer place.

This onsite analysis was conducted after evaluating **[SCHOOL NAME]**. This evaluation was conducted on **[DATE]** by **[OFFICERS NAMES]**.

For further information about school facility safety planning, school emergency preparedness, or about how to best use and implement these self assessment guidelines, please contact the following:

[INSERT YOUR CONTACT INFO HERE]

[INSERT PARTNER'S CONTACT INFO HERE]

The following suggestions are made for the purpose of reducing the likelihood of criminal activity. While no guarantee can be stated or implied, the concepts presented in this report have proven themselves internationally.

*The **[INSERT YOUR DEPARTMENT NAME]** offers the inspection as a public service, with the understanding that there is no way to predict or prevent all crime risks. The purpose of this inspection is to reduce the formability of crime, by making a good faith effort to provide a safe environment.*

School Information

Principal's Name:	
Name of School:	
Physical Address:	
Street Name/Number:	
City/State/Zip:	

What is the student population of the school?	
How many full time staff does the school employ?	
How many part-time/volunteer staff does the school employ?	
What year was the school built?	
What year(s) were structural additions made to the school?	
What is the approximate acreage including playgrounds/sports fields of the school property?	
What grades are at the school?	

RECENT INCIDENTS OF CONCERN

[INSERT REPORTS OF POLICE ACTIVITY]

SAMPLE - *There has not been a lot of police activity on the property recently. A review of police records shows some vandalism and trespassing on the school playground. It appears that that issue has been addressed based upon information from the principal, and the last documented report on any such incident was on January 9, 2012.*

EMERGENCY OPERATION PLAN

Does the school facility have an emergency operation plan?	
What year was the emergency response plan last update?	

Does the Emergency Response Plan include						
Section	Yes	No		Section	Yes	No
Lockdown Procedure				Communication		
Lockout Procedure				Reunification		
Shelter in Place Procedure				Behavioral Health		
Avoid, Deny, Defend Procedure				Security		
Evacuation Procedure				Bullying		
Active Shooter				Natural Emergencies		
Fire Emergencies				Medical Emergencies		

Does the school facility have an emergency response team made up of key representation, such as law enforcement, emergency service personnel, mental health professionals, school counselors, facilities personnel, food service managers, transportation providers, school nurses, disability specialists, teachers, student leaders, local emergency management directors, parent representation, and school administrators?	
Does the district provide training for the emergency planning team that includes workshops and refreshers?	
Have floor plans of the school been supplied to local emergency responders?	
Does the school have an armed school resource officer (police) or other armed police officer(s) present in the school?	
Is the resource officer shared with other schools?	
Do emergency response organizations (police, fire, emergency medical, emergency management) tour the school facility on an annual basis other than annual fire department inspections?	
Is the organizational structure of school leadership designed in such a way that all school employees are empowered to put a school into lockdown if necessary?	
Is there a plan for reunification in the event of an emergency?	
Is there a plan for other facility use in the event that the school is unavailable?	

What are the estimated response times to the facility?		
Organization	MIN	MAX
Law Enforcement		
Emergency Medical Personnel		
Fire Department		

What is the distance from the school to the nearest hospital?	
---	--

Does the school conduct the following drills per year?				
Type of Drill	Number/Year		Type of Drill	Number/Year
Lock down:			Avoid, Deny, Defend	
Lock out:			Evacuation/Fire	

Has the school participated in joint exercises with local emergency service providers to include the following types of exercises?						
Exercises	Yes	No		Exercises	Yes	No
Intruders				Mass casualty		
Active shooters				Evacuation		

Does the school have personnel who are familiar with the lifesaving procedures to stop massive bleeding, applying tourniquets and/or to open a closed airway?			
Number CPR Trained		Number First Aid Trained	

RISK ASSESSMENT CHECKLIST

ACCESS CONTROL

The facility perimeter and areas within the facility that require access control are well defined.	
The facility limits building access points.	
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.	
Designated access points are monitored to control facility access.	
Positive entry control systems are established (e.g., telephone entry control, biometric access control).	
Signs direct visitors to designated building entrances and exits.	
Exterior doors to gyms, maintenance areas, kitchen, and delivery areas are secured when not in use.	
Visitors are required to check in with the front office upon arrival and departure.	
Visitors are provided with school issued identification badges when on school grounds.	
Policies are in place for those with and without appointments or official school business.	
Vendors and contractor personnel are escorted throughout the facility.	
Background checks are conducted on all school employees, vendors, and contractors.	
A key control program is established that monitors keys, entry cards, and duplicates.	
Key control program is audited annually.	

BUILDING EXTERIOR

Policies are in place that restricts access to bus-loading zones.	
Bus-loading, unloading, drop off zones and fire zones are clearly marked.	
School designates areas for use of parking lots (e.g., staff lot, student lot, visitor spaces).	
Parking system incorporates an identification system (e.g., placards in windshields).	
Appropriate perimeter barriers or gates are installed and secured when not in use.	
Perimeter barriers are clear to enable continuous monitoring and to inhibit concealment of people or packages.	
Windows are locked securely.	
Window hardware and frames are regularly inspected for security weaknesses.	
Facility has visual surveillance capability (e.g., designated surveillance points, cleared lines of sight).	
Clear zones adjacent to buildings are free of vegetation and other obstructions.	
Barriers are installed to protect doors and windows from small arms fire and explosive blast effects.	
School grounds are adequately lit.	
Vandalism and graffiti is documented and removed.	
Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.	

Access to the roof is restricted.	
Speed limits are posted.	
Covered walkways are adequately lit to ensure visual surveillance.	
Fire hydrants are clearly visible.	

BUILDING INTERIOR

School front office is clearly marked.	
First aid/school nurse office location is clearly marked.	
Critical utility systems and equipment are secured and locked.	
Employees are familiar and trained with how to shut off utility services.	
A positive inventory is kept on chemicals in use or used in science classes or laboratory areas.	
Roof access doors are secured and locked	
Custodial and storage closets are secured and locked.	
The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.	
Unassigned lockers are secured.	
Doors and stairwells are numbered.	
Stairwells, hallways, and restrooms are adequately lit.	
Enclosed stairwells are monitored, either electronically or by security personnel,	
Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).	
Doors and locks are in good condition.	
Easy access to fire extinguishers.	
Adequate access to first aid supplies (e.g., automated external defibrillators (AEDs)).	
Class III type fire doors with crash bar capabilities and automatic activation are installed.	
Blast fragment retention film is on windows.	

CLASSROOM SECURITY

Classroom safe zones or protection areas are established.	
Classroom has access to two-way communication system.	
All areas of the classroom are visible from the classroom door.	
Classroom doors can be locked from the inside.	
Classroom doors with windows can be covered.	
Classrooms have adequate aisle space for quick exits.	
Class rosters are reviewed and updated on a regular basis.	
Faculty and staff are assigned to check that all classrooms and bathrooms are locked after the school day.	
Valuable items are secured (e.g., instruments, computers, video equipment).	
Chemicals, poisons, and flammable materials are properly secured and stored.	

Fire extinguishers are inspected on an annual basis.	
Personnel working with hazardous materials have received appropriate training.	

SCHOOL CULTURE

Faculty, students, and staff are all provided with security information and training.	
Security information and training includes information on how first responders operate to avoid hindering operations.	
Halls, common areas, and gyms are monitored for suspicious items (e.g., backpacks, briefcases, boxes).	
Security information and training includes training on how to identify suspicious packages.	
Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.	
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.	
Students do not have access to the school without direct staff supervision.	
Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills, anti-bullying, mentoring programs, character education).	
School maintains, reviews, and updates a code of conduct/school handbook.	
Code of conduct/school handbook contains standard definitions and procedures that identify school crime.	
School has a well-developed network of service providers that students can be referred to (e.g., mental health services)	
Photo identification badges are issued to all faculty, students, and staff.	

COMMUNICATION SYSTEM

Systems are installed that provide two- way communication between faculty, staff, administrators, and security personnel.	
Communication system is installed that provides communication with all people at the school, including faculty, students, staff, emergency response teams, and visitors.	
Regular communication with local law enforcement and emergency responders is established.	
Procedures are developed for communicating with public and the media regarding security issues.	
A notification protocol is developed that outlines who should be contacted in emergencies and how.	

REPORTING PROCEDURES

School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.	
The identified point of contact for reporting potential threats is available 24/7.	
There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., email, telephone, online, in-person).	
Reporting can be anonymous.	
There are clear policies in place for collecting and acting on information about a threatening or potentially threatening situation.	
Policies explain how information will be handled confidentially and appropriately.	

SECURITY EQUIPMENT

Facility has security system installed (e.g., CCTV, IP cameras, digital camera integration and intrusion detection and alarm system).	
Video security systems are connected to the building's emergency power supply.	
Alarm system is connected to local law enforcement.	
Security camera tapes or recordings are retained for an allotted time period.	
All emergency response equipment and supplies are checked on a regular basis.	
School has adequate utility service capability to meet normal and emergency needs.	
Magnetometers (metal detectors) and x-ray equipment are installed.	

CYBERSECURITY

School maintains a well-trained computer security staff.	
School faculty and staff are required to use passwords and unique login information to access electronic files.	
Students are required to use passwords and unique login information to access electronic files.	
Security plans for computer and information systems are established.	
These computer and information system security systems include both hardware and software.	
Faculty and staff are trained in safe and secure computer use.	
Students are trained in safe and secure computer use.	
Cybersafety and cyberbullying programs are provided for students.	
Computers include filters to monitor internet activity on school computers.	
Video security system is adequately protected against hackers.	

THREAT ASSESSMENT TEAM

Does your school have a threat assessment team? <i>(If no, please skip the questions in this section)</i>	
Who is on the threat assessment team? (Check all that apply)	<input type="checkbox"/> Member(s) of the faculty <input type="checkbox"/> Member(s) of the staff <input type="checkbox"/> Member(s) of the administration <input type="checkbox"/> Investigator(s) (e.g., school resource officer, other police officer assigned to the school) <input type="checkbox"/> Mental health professional(s) (e.g., school psychologist, clinical psychologist, forensic psychologist) <input type="checkbox"/> Guidance counselor(s) <input type="checkbox"/> Teachers <input type="checkbox"/> Coaches <input type="checkbox"/> Ad hoc members selected to sit on the team on a case-by-case basis because they knew the student in question <input type="checkbox"/> Other(s) (please specify)
Do members of the threat assessment team rotate?	
If yes, how often do they rotate? (Check all that apply)	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Yearly <input type="checkbox"/> Other (please specify)
Does the threat assessment team receive training?	
If yes, how often do they receive training? (Check one)	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Yearly <input type="checkbox"/> Other (please specify)
What topics are covered in threat assessment team trainings (Check all that apply)	<input type="checkbox"/> Public Awareness <input type="checkbox"/> Threat Management <input type="checkbox"/> Threat Investigations <input type="checkbox"/> Prevention <input type="checkbox"/> Mental Health Concerns <input type="checkbox"/> Legal/Policy Concerns <input type="checkbox"/> Privacy Concerns <input type="checkbox"/> Other (please specify)
How are threat assessment trainings conducted? (Check all that apply)	<input type="checkbox"/> Presentations <input type="checkbox"/> Hands on experience/role playing/scenarios <input type="checkbox"/> Other (please specify)
Does your school have a single point of contact (phone number, email address, etc.) for reporting threats, threatening behavior, or concerning behavior?	

If yes, is this point of contact for reporting potential threats available 24/7?	
What are the ways someone can reach the point of contact for reporting potential threats? (Check all that apply)	<input type="checkbox"/> Email <input type="checkbox"/> Telephone <input type="checkbox"/> In person <input type="checkbox"/> Online <input type="checkbox"/> Other (please specify)
What are the ways someone can reach the point of contact for reporting potential threats? (Check all that apply)	<input type="checkbox"/> Email <input type="checkbox"/> Telephone <input type="checkbox"/> In person <input type="checkbox"/> Online <input type="checkbox"/> Other (please specify)
If there is a central point of contact for reporting potential threats, does one person manage this point of contact or does a group manage it? (Check one)	<input type="checkbox"/> One person manages the point of contact <input type="checkbox"/> A group manages the point of contact <input type="checkbox"/> There is no central point of contact
If one person manages the point of contact for reporting potential threats, does this person rotate?	
If yes, how often does this person rotate? (Check one)	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Yearly <input type="checkbox"/> Other (please specify)
Does the threat assessment team have clear policies in place for collecting and acting on information about a threatening or potentially threatening situation?	
Does the policy about threat assessment inquiries include information on the following: (Check all that apply)	<input type="checkbox"/> Purpose and scope of the policy <input type="checkbox"/> Role of educators and threat assessment in relation to the role of law enforcement officials <input type="checkbox"/> Identity of and delegation of authority to school officials concerning determination that a threat assessment inquiry or investigation should be pursued <input type="checkbox"/> Definition of the threshold of concern for initiating inquiry or investigation <input type="checkbox"/> Types of information that can/should be gathered during a threat assessment inquiry or investigation <input type="checkbox"/> Designation of an individual or group responsible for gathering and analyzing information on groups/individuals <input type="checkbox"/> Steps or procedures that should be followed from initiation to completion of the threat assessment inquiry
Does the policy specify certain behaviors of concern or provide examples of behaviors that would merit a referral to the threat assessment team?	

<p>If yes, list those behaviors that would merit a referral to the threat assessment team</p>	
<p>What types of information are generally gathered during an inquiry: (Check all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Facts that drew attention to the student, situation, or target <input type="checkbox"/> Information about the student <input type="checkbox"/> Identifying information <input type="checkbox"/> Background information <input type="checkbox"/> Current life information <input type="checkbox"/> Information about attack related behaviors in which the student has engaged <input type="checkbox"/> The student's motives <input type="checkbox"/> The targets that are in danger of violence <input type="checkbox"/> None of the above <input type="checkbox"/> Other (please specify)
<p>How does the threat assessment team actively encourage school community members (students, parents, faculty, staff, administrators, etc.) to report knowledge of potential threats? (Check all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Public awareness campaigns (posters, announcements) <input type="checkbox"/> Student assemblies <input type="checkbox"/> In-class lectures/presentations <input type="checkbox"/> Student-teacher conferences <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Newsletters <input type="checkbox"/> Other (please specify)
<p>How does the threat assessment team make school community members (students, parents, faculty, staff, administrators, etc.) aware of the general steps and timeline of the inquiry process? (Check all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Public awareness campaigns (posters, announcements) <input type="checkbox"/> Student assemblies <input type="checkbox"/> In-class lectures/presentations <input type="checkbox"/> Student-teacher conferences <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Newsletters <input type="checkbox"/> Other (please specify)
<p>Does the threat assessment team explain how information will be handled confidentially and appropriately?</p>	

Use this area for your pictures and areas that you want to highlight



Homeland Security

The preceding checklist was developed by the Office of Infrastructure Protection, DHS, to provide information to K-12 school personnel assigned with the responsibility of assessing school security practices to foster safer and more secure school communities. The information herein is not all inclusive. This guide presents an overview of K-12 school security practices. School administrators and legal counsel should work together to ensure that these practices are employed in a manner consistent with legal requirements.

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STUDENT REUNIFICATION FORM

Please Print

Name of Student _____

Teacher _____ Grade _____

Requested By _____

Relationship to Student _____

.....

To be filled in by Verification Team Member

Proof of I.D. ____ Yes ____ No

Name on Emergency Card ____ Yes ____ No

(After identification verification, give this form to a Runner.)

.....

Teacher must maintain their own documentation of which students they have released to Runners.

.....

To be filled in by Release Team Member

Released by (signature) _____ Time _____

.....

To be filled in by Requester at the Student Release Point

Requester Signature _____

.....

Once this form is completed, the student may leave with the requester.
A Release Team Member will keep all completed Student Reunification Forms.

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Acknowledgements

Author/Editor

Jason Weber

Jason has worked in law enforcement since 1990 and has been assigned in various positions such as patrol, investigations, and community policing. Jason also serves as the Vice President of the WI Crime Prevention Practitioners Association and as a consultant/instructor to the WI Safe and Healthy Schools organization and the National Criminal Justice Training Center.

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WI Crime Prevention Practitioners Association

WI Safe and Healthy Schools

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Denver Public Schools

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