

Safe Schools Program

Eric Osterkamp

"By failing to prepare, you are preparing to fail." Benjamin Franklin

In this day and age schools, courts and first responders need to be working together in a manner that promotes collaboration in order to ensure the safety of our children in our school environments. Unfortunately many of the approaches provided require a substantial amount of money, so the programs never even begin. The Safe Schools program I propose below does take effort in the dedication of employees, but costs in terms of money should be minimal or can be prioritized to reduce the impact upon all those involved.

The safe schools program's mission is to utilize all reasonable measures available to increase school safety. We accomplish this mission by implementing a comprehensive approach that assists a school in preparing to identify, deter and react to on-campus violence.

Our approach is to address:

- Facility design using Crime Prevention Through Environmental Design (CPTED)
- Reporting, Early Intervention and Tracking of markers/indicators for violence
- Establishing clear standards of conduct and punishment
- Collaborative partnerships with Law Enforcement, Fire Department, and the Local Courts
- First Responder training on school properties
- Training for Staff, Administration, PTA and students in Active Shooter and Violent Intruder Response
- Providing Tools necessary to accomplish the issues addressed above

Building a Program

Initially this program and the work needed can be daunting; however most schools have addressed many of these issues requiring them only to update or bolster their existing plans. By using a collaborative team approach as shown below, schools will find this process much easier to complete.

Addressing violence in schools is more than just looking at the reactive measures in place to deal with these events. In order to comprehensively address violence schools must address prevention, protection, mitigation and responses through the use of emergency action planning. We recommend that during your emergency planning you follow the Federal Emergency Management Agency (FEMA) planning process of:

1. Forming a Collaborative Planning Team
2. Understanding the Situation
3. Determine the Goals and Objectives
4. Plan Development
5. Plan Preparation, Review and Approval

6. Plan Implementation and Maintenance

Use of this process will not only assist in completing a comprehensive program, but it will help prevent isolating information with single persons and will encourage open and honest communication.

Crime Prevention Through Environmental Design (CPTED)

CPTED is considered the best practice to ensure a school is engineered in a fashion that helps keep the occupants on school facilities safe and deters unwanted behaviors that have a negative impact on the school users. A substantial benefit of using CPTED to evaluate a facility is that it provides a priority list of concerns, which helps those making the decisions the ability to weigh changes or design considerations with a nationally accepted survey tool.

Prior to a school being built or remodeled, a CPTED certified professional should be consulted to provide architects with the best practice for the facility design. The CPTED professional should provide a worksheet that is similar to the attached School CPTED Assessment (see end of document). The purpose of this assessment is to provide guidance on the schools exterior and interior safety considerations and considerations for the overall school environment.

The School CPTED Assessment can also be used on existing school facilities in order to identify any concerns. These assessments should not be shared with the general public as they contain sensitive information. The assessment should be used as a tool to help establish a list of priorities for the school to address. These priorities should focus on what can be done to improve the safety of the users of the school facilities.

It is incumbent upon school officials to ensure that the CPTED recommendations are implemented in the final build or remodel of the facility. Ideally this would be accomplished by establishing a committee that would include the school officials, the CPTED professional, Parent Teachers Association members, City/County/State Building planner, and Fire and Police representatives.

School Reporting, Early Intervention and Tracking of markers for violence

According to the Department of Education and the Secret Service, when targeted violence occurs at schools it is rarely sudden or impulsive, rather the attackers had previously engaged in behavior that caused concern or raised flags, they had suicidal thoughts and/or felt bullied. These facts support the need to address the safety of all users of a school facility by engaging in reporting, intervention and tracking of markers for violence.

The process of establishing a protocol for reporting, intervening and tracking behavior issues associated with violence should be accomplished by the use of a committee. Utilizing a committee approach will help by promoting communication among different work groups in order to develop a well thought and coordinated response. The committee members need

to include at least these representatives; School Safety/Security representative, School Counselor, PTA member, local court prosecutor, and a law enforcement officer. Depending on the location or services you may want to consider having a contact point with local family services through the state, county, local or faith based group.

The roles of the committee should be defined, so that the members understand what tasks are expected of them. For instance, the local prosecutor or court official can provide guidance to the group on navigating the complex legal issues that might arise, and are usually a great source of information on local resources that allow counseling, treatment or deferment of criminal charges.

The goal of this committee should be to establish protocols that answer the question; "What happens if?"

For example;

What happens if a legitimate report of bullying occurs? A fight? A threat or attempted suicide? Student's use of drugs or alcohol? A threat of violence?

1. Is a record kept of the event to allow the school to track this behavior?
2. Who is notified (Parents of students involved, Police, etc...)?
3. What action is taken to prevent future behavior?
4. What services are being offered to those involved? Counseling, treatment, ...
5. Was a threat assessment used?

The response is going to be measured based on the seriousness of the issue(s) facing the committee. However, most of these responses can be pre-planned due to the repetitive and predictable nature of these types of issues. The seriousness of the issue can then dictate the degree of notification and response by the school, law enforcement and the local courts.

By providing these pre planned responses, you can now establish a policy that will provide clear direction to all those involved. These responses will ensure that a consistent procedure to address these issues is available. The school can also use these protocols to show that they support a clear and fair code of conduct and punishment.

Schools can also utilize threat assessments as a tool to help provide an unbiased analysis of the situation facing the school. Using threat assessment forms will help guide decisions on how the school should react in a measured and reasonable manner. Use of the threat assessment by schools will also ensure they are in compliance with the Family Educational Rights and Privacy Act (FERPA) by avoiding emotional responses and assumptions that are not founded in fact. You can find the Salem Keizer threat assessment in the attachment section at the end of this document.

Salem Keizer threat assessment forms provide a comprehensive documented approach to these issues. The forms provide information and cover:

- Threat Assessment Protocol

- Flow Chart with Guide
- Student, Witness and Parent Interview forms
- Parent Notification Letter
- Victim Protection Plan
- Teacher Questionnaire

Another useful tool to help report possible violence, drugs or suicidal thoughts is an anonymous Text line that gets directed to law enforcement. Programs like **Project Stand Up** help students anonymously provide tips on behavior that impacts the safety of students, staff and families. These tips can be investigated by law enforcement and shared with schools to ensure the community is kept safe.

Standards of Conduct and Punishment

In order to establish fairness and integrity it is crucial that a standard of conduct is clear and concise and provided to all students, staff and families. It should be made evident that the standard of conduct protects the rights of all students and staff. These standards provide predictable expectations to students, staff and family, which also gives a sense of stability.

Many examples of codes of conduct can be found easily and can be adapted for the specific needs of a community. Regardless of how they are adapted, they should reinforce the message that violence and discrimination are not tolerated. Schools should be careful of having a "zero tolerance" policy. This is because "zero tolerance" is never zero and sometimes special considerations need to be taken into account.

Be prepared to articulate these special considerations, such as, "child has special needs that does not allow him/her to fully understand the consequences of his/her actions", or "child recently suffered the loss of a parent, a divorce or other severe emotional event." This does not mean that the behavior is being ignored. It means that the facts of the situation are driving decision making and school resources will be used to address the issue.

Lastly, the standards of conduct and punishment should be posted and provided to students, staff and family. Ideally, a school administrator would present these to the student body in whatever fashion fits with the normal practice by that school.

Partnerships with Law Enforcement, Fire Department and Local Courts

The relationships created with law enforcement, fire personnel and local courts will pay off very large dividends in many ways. First responders and the courts have a vested interest in the schools' students and the safety of the school community. The training and experience that exists in this group is a great resource for schools and often has many secondary benefits.

Local Courts

Local courts offer resources that can help a school guide punishment, defer court charges, create a pathway to treatment for drugs, alcohol or mental issues, and assist in navigating the legal system. By establishing this relationship and input at the beginning stage the courts can help craft programs that are designed to work with the schools in the best interest of the students. The courts' partnership with schools helps ensure early intervention and prevention when dealing with student issues.

First Responders

Partnerships with first responders is a must for any school. By creating a strong relationship with fire and law enforcement professionals, a school can draw upon these resources and foster strong community bonds. First responders are already seen in communities as leaders and by having these persons work within your schools it will help provide students with positive role models.

Schools should encourage first responders to train at their facilities. This is done to increase the responders' familiarity with the buildings and grounds and provides awareness of issues that can be handled prior to their response to the school during an emergency. School staff and administrators should ask to either participate or observe the training.

During this training school staff and admin should be asking the first responders why they train the way they do? These conversations will not only help school staff and admin understand the why behind the training, but they will also provide a realistic understanding of the capabilities of the first responders.

Fire Personnel

First responders can be utilized in many educational platforms that draw upon their expertise. Fire personnel can address fire safety and prevention, water safety, basic first aid, trauma care, natural disaster preparedness, safety around fallen electrical lines and many other safety concerns. If you have a developed relationship with a fire department, you can ask for instruction or guidance in areas that they have expertise.

The instruction they provide can be geared towards K-5th students with another instructional program geared towards 6th-12th students and staff. Many model programs are available that can be used for these purposes. One of the programs we recommend for 6th-12th and staff is "Stop the Bleed." This program teaches invaluable skills that may be needed in an automobile collision, earthquake or other emergency.

This instruction can also provide you with an awareness of tools that you may need in order to be better prepared for an emergency. Since some of these tools are specific to the region of the country you live in it is important to talk with fire personnel about tools and the realistic approach to using those tools in an emergency.

Law enforcement

A healthy relationship between school personnel and law enforcement is critically important. Law enforcement plays such an important role within schools that this relationship needs to be fostered in order to encourage a strong bond.

Law enforcement should be utilized as a resource for students, PTA and staff continuously in order to build the trust necessary to foster a positive relationship. This often involves small groups or individual conversations where all parties feel comfortable to have open and honest communication. Sometimes the officer may just be providing guidance or advice based on their role and the situation facing the individual. Law enforcement should be used to provide education and training to staff, administrators, students and parents. Some of the resources that may be available are:

Vehicle, Bike and Pedestrian Safety: These programs offer tips on safety for operating a vehicle in inclement weather, how to act during a traffic stop, what to expect during a collision, choosing safe routes to schools, bike safety and proper fitting of helmets.

Personal Safety: For students this may include everything from "stranger danger", safety contact methods besides calling 911(texting, social media or email), cyber crimes, sexual assault awareness, bullying, substance abuse and gang information.

Active Shooter and Violent Intruder Response Training: This should be broken down into two different programs; K-5th graders and 6th-12th, Staff, PTA(see ASVIR attachments). ASVIR is different than Lockout drills and both should be practiced and discussed.

School Resource Officer. Some school districts or law enforcement departments have the financial ability to fund full or part time school resource officers. However, many schools and law enforcement cannot fund these positions and they need to be more creative in the manner with which they build and maintain their relationships.

One way to create this relationship is to have law enforcement and fire personnel "Adopt a School." This process works by having law enforcement and/or fire personnel each pick a school that they would adopt. Then the first responders would go to the school while on duty and in uniform once or twice a month for lunch, a sports event, an assembly, a club meeting, a book reading or other school program. The purpose of this program is to create a positive and continuous relationship between students, staff, parents and first responders. See attached Adopt a School Model Policy for example.

Conclusion

Many resources are already available to schools and the building of a collaborative relationship with these groups will help provide a safer environment for students, families and staff. Once the plans are decided upon they should be shared with all of the partners involved, as well as, students and families.

Attachments

CPTED School Safety Assessment

This School Safety Template will provide you with the primary focal points which should be addressed and assessed in order to develop a clear and accurate campus survey regarding overall School Safety issues. This Template will focus on three phases of approaching your campus safety condition:

Exterior Safety Considerations

Interior Safety Considerations

Overall School Environment

The following areas of focus are presented in the context of each of the identified assessment phases for your consideration and identification according to each individual campus:

EXTERIOR SAFETY CONSIDERATIONS

Traffic Calming

- Parking areas and/or approaches to main entrance have natural surveillance by staff (Can you see avenues that approach open doors, such as, parking lot or main walkway/sidewalk. _____
- Signs posted/Road marking that clearly mark school zone _____
- Clearly marked Entrances and Exits _____
- Visitor, Student, Staff, No Parking areas clearly marked _____

Main Entrance is easily recognizable and marked _____

Controlled access posted, "Visitors Must Check in with Office" _____

Main Entrance is surveilled by multiple staff and if design allows,
staff lunch room or other common area used by staff(more eyes) _____

Parking

Are staff, student, and visitor parking clearly defined and
marked. _____

Parking areas are well lit. _____

Wayfinding is clearly marked and correct. _____

Bike storage is under cover, along a well used avenue of
approach to the building, well lit, NOT hidden, and
is under surveillance by staff or other common area. _____

Is there adequate lighting of buildings and entrances? _____

Are exterior plants / shrubbery height and coverage near entrances
obscuring visibility or creating potential hiding places? _____

Are there any barriers to the entry of school buildings? _____

Are there windows or other visual access points to the buildings? _____

Do you have quality exterior door locking hardware? _____

Have you identified of all possible entry points? _____

- Doors _____
- Windows _____
- Utility access doors / rooftop _____

Are there other possible building access points? _____

- Trees near building _____
- Perimeter fences that can be easily climbed or mounted _____

Are there out-buildings / portable classrooms? _____

- Communications with front office _____
- Types of access points and ramps _____

- Types of doors (open in or out) _____
- Types and numbers of windows _____

Are there trash receptacles / dumpsters?

- Proximity to buildings _____
- Visibility _____
- Accessibility (locked / unlocked) _____

Have you inspected;

Exterior of windows (broken or covered)? _____

Roof areas for deterioration of roofing materials / gutters)? _____

Building foundations (cracks)? _____

Crawl spaces / basement areas. Secured? _____

Condition of the sidewalks? _____

Have you inspected the condition of the playgrounds?

- Natural Surveillance, can you easily see around? _____
- Fenced or unfenced _____
- Proximity to streets or parking lots _____
- Playscape condition (splinters, unsafe equipment) _____

OVERALL SCHOOL ENVIRONMENT

Today we must take some unique aspects into consideration in the context of school safety. One of the most important steps you can make to increase your schools safety is to build good relationships with your local law enforcement, fire department, and emergency management department. These relationships will help provide education, tools and a realistic understanding of the response by first responders to issues included in this document.

One key aspect of relationship building with first responders is that the school facilities are open to these agencies for training. This allows first responders to have first hand knowledge of the school facilities before they respond to the facility for an emergency.

Environment:

Proximity of school facilities to:

- Major highways (large transport trucking) _____

- Possibility of unattended truck parking / storage _____
- Types of products shipped (HAZMAT corridor) _____
- Commercial / industrial areas _____
 - Bulk chemical storage / transport _____
- Railroads / rail yards _____
 - Types of product being shipped _____
 - Types of product stored in railcars _____
 - Hazardous Materials (Chemicals / Pesticides)? _____

- Explosive materials / military munitions? _____
- “Half-way Houses” _____
- Registered / Paroled Sex Offenders _____
- Drug treatment centers _____
- Homeless shelters or encampments _____
- Oil refineries / “Tank farms” _____
- Chemical plants / “Tank farms” _____
- Centers of “criminal density” _____
- Centers of gang activities / hostilities, etc. _____

Have you fully identified the local critical infrastructure?

- Location of nearest LE agency _____
- Location of nearest Fire Department _____
- Location of nearest EMS assets _____
- Location of nearest hospital or medical center _____

INTERIOR SAFETY CONSIDERATIONS

Does your school have Emergency Evacuation Plans and Maps? _____

Do you have specific identified Emergency Assembly Points? _____

Does your campus have emergency lighting? _____

Are ALL exits clearly marked? _____

Do you have ALL interior and exterior doors numbered? This is important for first responders in clearly identifying access or egress in emergencies. _____

Do you have the identification and specific location of all stored chemicals, pesticides, and flammable materials on campus? _____

Do you have high quality door locks (*security*) utilized to secure hazardous materials on campus? _____

Do you have immediate access to Trauma Kits(Tourniquets,

Chest Seals, blood clotting gauze) kits throughout the campus (clearly marked)? _____

Have you documented or provided medical training to personnel on campus? _____

Are all fire extinguishers clearly marked and checked annually? _____

Are the locations of all fire alarms and extinguishers clearly marked? _____

Are all Emergency Exits clearly visible and not blocked? _____

Have you checked to ensure that there are no obstructions in the hallway / passageways? _____

Is there sufficient lighting in the hallways? _____

Do you have emergency lighting and/or a power generator? _____

Are there "blind spots" in hallways or on stairwells?
Use mirrors to increase visibility. _____

Have you secured access to the main power supply? _____

Do you have Closed Circuit Television (CCTV) systems? _____

Do you have an established protocol of challenging unidentified visitors (without badge / ID)? _____

Do you maintain an accurate inventory and dissemination record for ALL keys capable of accessing facilities? _____

Do you have individual locking hardware on classroom doors? _____

Do you have locking hardware on classroom windows? _____

Campus Security Alarm System:

- Audible / Silent _____
- Direct notification to nearest LE agency _____
- Automatic activation and recording of CCTV coverage _____
- Remote feed / monitoring of CCTV system _____
- Pre-established "code" for incident _____
 - False Alarm _____
 - *Actual event* – continued threat _____

Have you ensured that ALL staff are knowledgeable of "Shelter-in-Place" procedures and protocols? _____

- Do the classroom doors have windows with visual access to the classroom interior? _____

- Do all classrooms have an emergency response supply kit which will enable the teachers to cover the windows? _____
 - Do all classrooms have the facilities to lock and barricade the door(s) to create a “safe haven” and eliminate entry by unwanted individuals? (*terrorist / violent student / etc.*) _____
 - If the classroom doesn’t have windows that open, does a nearby tool exist to break the window? _____
- How about a floor mat under window that can be draped over the ledge to reduce injury? _____

PHYSICAL CONSIDERATIONS

- Is there exposed wiring? _____
- Are there missing or loose handrails? _____
- Are there any broken windows? _____
 - Glass pane _____
 - Frame _____
- Is there deteriorated or splintered wood? _____
- Are there any physical deficiencies with the stairwells? _____
- Do you have any loose floor coverings? _____
- Do you have any identifiable problems with ceiling tiles? _____
- Do you have any problems with doors and doorways? _____
- Do you have any identifiable problems with rest rooms facilities? _____
- What are the conditions of cafeteria / library / gymnasium? _____
- Have you identified all possible accessibility to school facilities? _____
- Have you reviewed / assessed all entryways:
 - Number of external doors? _____
 - Locking protocols for all external doors? _____

ADOPT A SCHOOL MODEL POLICY

Creating and maintaining positive and continuous relationships with school staff, administrators, parents and students is an important part of our commitment to our community. Considering that many of us have children, family, or friends in our schools we have a strong desire to maintain a healthy relationship with the schools as a representative of our agency.

All commissioned officers will be strongly encouraged to Adopt a School. The school you choose to adopt can be one that you have an existing relationship with or any other school, public or private. While on duty and in uniform, you will be able to attend any school function residing within our city limits twice a month for a period that should not exceed one hour in order to limit the impact upon regular duties. This time limit can be exceeded if approval is obtained by your supervisor.

Prior to attending an event officers will inform their supervisor in advance of their desire to attend a school event. The request should be for the adopted school and will be approved unless it will have significant impact on regular assigned duties.

Officers will ensure that they are signed out at the location of the event and will be available by radio or phone.

Example of school events that officers may attend are; Sport or club events, lunches, plays, music productions, book readings, school fairs, or any other school sponsored event.

Officers should be involved with the school for a minimum of one year in order to establish a relationship and build rapport with the staff, students and family. The first line supervisors can help direct officers to schools needing to be adopted.

School Active Shooter and Violent Intruder Response (ASVIR)

Grades Kindergarten to 5th

Schools represent a complex dynamic when it comes to preparing them for an active shooter or violent intruder event ASVIR. In order to make this subject matter usable for schools and the age ranges that are represented, we have broke the material down into two groups A- K-5 and B- 6-12th including parents and staff.

Children in the K-5 age range are better able to Run and Hide, so our focus in this age group is the run and hide aspect with a fight mindset. The fight mindset is important because it mentally prepares a person to win. This mindset is also an active mindset that places survival as the highest task.

We know some parents and teachers are worried that introducing these ideas and talking with them to kids of this age may scare them. However, if you ask most of these children they will tell you that they already know about active shooters and have most likely heard conversations surrounding this issue or have seen it on a TV. Programs like Run, Hide, Fight provide education and a plan on how to react in an emergency. This reduces the fear and allows persons of all ages to act on a task that they have already considered and planned for action. An example of this is that we don't hide the danger of fires from kids, we teach them best practice on how to respond to a fire based upon fire department recommendations.

Another concern we hear is that if students run from the school we lose accountability of them. Remember we are dealing with an immediate threat to life, which requires drastic measures to ensure that loss of life and reduction of serious injury is minimal. Within a short time frame of an active shooter or violent intruder on campus a large amount of resources will be on site to help assist with accountability of students and staff. This concern only bolsters the argument for this training and preplanned rally points as we have addressed below.

Having accessible tools immediately available can help you be more successful in your response. We recommend that each classroom have a small Safety bag next to the main door. This safety bag should have a minimum of:

- Student list with parents names and numbers

- Roll of garbage bags(can be used as ponchos)
- Safety Rope. This is a length of rope wth handles attached that allow the kids to put their hands through it so they are 'attached to the rope.'
- First aid kit
- Flashlight

ASVIR Grades K to 5th

Definitions for students

Good guy: your teacher or any safe adult in charge at the moment

School staff or parent volunteer; adult wearing a school badge or sticker

Bad guy: a dangerous person

- Someone who is not wearing a school badge or sticker
- Could be a man, woman, teenager
- Report it: if you see a stranger at school who is not wearing a badge or sticker, tell a teacher/good guy

Safe area: a place to hide from danger

- A place where the bad guy cannot see you and you cannot see them

Self-defense: protecting yourself from harm

All-clear signal: an announcement made by police that it is safe to come out of hiding

Talking Points

- Schools are one of the safest places you will ever be
- How else do we practice being safe? We practice to be safe
 - Fire Drills
 - Earthquake Drills
 - Biking Safety
- What is a Lockout?
 - A bad person is inside the school and we are trying to hide and lockout the person from our rooms.
- Listening is the most important thing you can do
 - Follow the directions of your teacher
 - If you hear something on the PA you need to listen carefully(Demo a pre-recorded statement for safety for students)
 - We will practice the things I might tell you do, so you know
- Stranger Danger
 - If you think you see someone who is a bad guy, tell a teacher
 - Show kids the type of badges that volunteers and staff wear
 - If grabbed, scream, kick, fight and run away
 - Listen to your teacher

- If Law Enforcement arrives
 - Discuss that LE might come to the school. LE might have their guns out, they might be yelling orders, but they are here to keep us safe from the bad guy
 - Do not yell or scream at officers
 - Don't wave or point at officers
 - Once the situation is under control officers should be making the rounds at the school to help provide a feeling of safety and to answer questions

RUN HIDE FIGHT

Run

The goal is to escape danger. You need to listen to and follow the directions of your teachers. If you are outside, this may mean you are running somewhere else and not back to the school. If you are by yourself, maybe walking in the hall, run to the nearest classroom with a teacher.

- If you are outside on recess, the teacher might blow a whistle to get your attention & tell you to run away from the school.
- Run to safe area's that teachers have already shown you.
 - These safe areas are pre-designated rally points for staff and kids to run to that are off of property. Ensure that these rally points are in opposite directions of each other. This will help prevent students from running towards danger to get to the rally point.
 - Parents should know where these rally points are located in case they are in the school volunteering or dropping something off.
- If you run away from the school, you may need to approach a stranger to ask for help. Most strangers that you approach for help are not bad guys.

Hide

You want to stay quiet and keep out of sight from a bad guy.

- Listen to and follow your teacher's directions
- Your teacher may decide it would be safest to hide in the classroom. They will lock the door, turn off the lights, and close the blinds
 - Make sure this is practiced
 - You can have someone stand outside the room and look in to identify areas that a person cannot see. Tape can be used as a floor marked to identify a "safe line" to be behind that obscures you from sight from outside windows
 - Children should not bunch themselves together, they should spread out and "find their rabbit hole."
- Your teacher may ask you to help push desks in front of the door as a barricade to help keep the bad guy out
 - Teachers practice doing this
 - What else could you use to barricade a door?

- Where are places to hide in a school?
 - A safe area might be in a closet or storage room; behind furniture; in a bathroom
 - Show or talk about areas in the gym, lunchroom, etc...that are safe to hide
- Be quiet
- Do Not leave the safe area until the all clear signal is given.
 - This signal and directions should be clear and concise
 - It should be rehearsed and practiced so it is known to all staff and students

Fight (self-defense)

Fighting is always the last option.

- If a bad guy enters the safe area, have something to throw at them like books, stapler.
 - Teacher-you will be required to do more. Think about what that might be
- Scream and yell at the bad guy
- Run to a safe area if bad guy does not immediately leave
- Kick and bite if bad guy grabs you

School LockOut Drills

Lockout drills are different than ASVIR drills in that the threat to the staff and students is outside the structures. The lockout is used to keep that threat from entering into facilities. These drills need to be discussed among staff, students and parents and clear language should be used to avoid confusion.

Since these LockOut drills often occur due to police activity and notification, you'll want to discuss these protocols with your local law enforcement to work out the details of; How will LE notify the schools of the threat? How will LE notify the schools that the threat is over? Who will be the LE contact for the schools if other questions come up about the lockout?

Lockout is essentially the Hide portion of Run, Hide, Fight, but is applied with the knowledge that the threat is outside. You must ensure that all outside students and staff know to enter the nearest school facility to safely lockout.

Communication. Keep it simple and announce it via intercom or other broadcast system available (text, email, screen alerts). "Lockout, Lockout, Lockout. This is not a drill. Find a safe place and lockout." If time and information is available you can add, "Lockout, dangerous police activity nearby."

Once lockout is no longer needed, "School is now safe, school is now safe, school is now safe, please contact your (homeroom, teacher, etc...) immediately. Teachers will want to account for students, administrators will want to account for themselves and then check on classrooms. During and after these events accountability of students will be a challenge, so practice and change your protocols to increase your improved response.

Have a talk with students and staff about the lockout and why it was necessary. Share this information with parents via email or other communication system and make sure to point out the procedures for these events. Be sure to include that you have partnered with local law enforcement on these issues, so that parents and staff know this relationship exists and that information is being shared to keep everyone safe.

School Active Shooter and Violent Intruder Response (ASVIR)

Grades 6th and up

It is an emergency action plan that encourages people to take active roles in keeping themselves and others safe in an Active Shooter or Violent Intruder situation. The intent is that by using run, hide, fight people will reduce the amount of victims that a violent person(s) can inflict harm onto.

An important aspect of run, hide, fight is that it is not a passive program and teaches individuals to take responsibility and to act for their own safety. This means that when you are running to somewhere safe that you are thinking about possible places to hide and what to do if you have to fight, and if you are hiding then you are looking for possible directions to run and gathering weapons to fight.

A good emergency plan begins with situational awareness. This means that you need to have a good understanding of your surroundings and what is going on around you.

- If you are using your cell phone then you need to look up and scan your surrounding regularly to be aware if a threat is nearby or to recognize any issues around you.
- You should avoid blaring your music on earbuds because it takes away your ability to hear if anyone is attempting to warn you of a threat or for you to hear a dangerous
- Look and Listen to what is occurring around you
- Know your exits(doors, windows, paths) and where they lead

How to respond when an active shooter is in your vicinity

You may or may not hear gunshots, but you will almost certainly become aware that a crisis is near because of people screaming in fear. Your proximity to the threat is what primarily drives your decision to Run, Hide or Fight.

- Orient yourself to the danger
- If the shooting is in your immediate area
 - Seek cover immediately
 - If no cover is around you, crouch or drop to the ground to make yourself a smaller target

- Immediately decide, Run, Hide, Fight

RUN

- Once you orient yourself to the threat (shots, people screaming) identify an escape route
- Run away from the threat using windows, doors, or any other safe route
- Leave your belongings behind
- Help others escape if possible, but do not let other's indecision keep you from acting
- Yell at others to let them know of the threat
- Head towards a preplanned rally point
- Call 911 when you are safe

HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. This is NOT PASSIVE.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction COVER vs CONCEALMENT
- Cover will stop bullets, such as concrete foundation or wall, big tree or boulder
- Concealment is good to hide movement, but doesn't stop bullets
- Try to not limit your escape

To prevent an active shooter from entering:

- Lock the door
- Blockade the door with heavy furniture
- Use a tool to block/secure the door

If the active shooter is nearby:

- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Remain calm and quiet. Breathe.
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen
- Prepare to fight

FIGHT

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter. Most often you do this to buy you time so that you can run and it will not necessarily be used to control the shooter.

- Find a weapon (Chair, Fire extinguisher, Metal coffee pot, etc...)
- Communicate your plan to others
- Position yourself ready to strike
- Act as aggressively as possible
- Yell and scream as you attack

When law enforcement arrives on scene remember they are responding to a violent event and will be trying to identify a threat in a very chaotic situation.

Law enforcement's purpose is to stop the active shooter as soon as possible

- Officers may enter by themselves or in a group
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may shout commands, and may push individuals to the ground for their safety
- Show your hands and keep them empty(don't have your cell phone pointed at officers as you try to record the event)
- Once officers run past your location, consider running in the direction they came from because they likely didn't encounter a threat

If time allows officers may stop to ask questions in order to gain information that helps them stop the violence. Officers usually need answers to these questions:

- Location of the shooter. Use landmarks to orient officers, they probably don't know the area as well as you do
- Number of shooters
- Description of shooter(s). You will want to think; Race, Sex, Dress-head to toe
- Type of weapon- Long gun or pistol

Once you are safe text or call your family or loved ones to let them know you are ok. If an event like this occurs it can cause disruptions to cell service, so consider using simple short text as a method to communicate that you are ok, such as "k". Talk about this with your family and loved ones before it occurs, so it is understood when received.

School Active Shooter and Violent Intruder Response (ASVIR)

School Staff considerations

Create an Emergency Action Plan (EAP)

Create a committee of employees who can create this plan, DO NOT place this on one employees shoulders.

EAP should include:

- How to move to a safe location
- How to communicate a the Danger or Threat
- Designate Safe Area's within the building
- Establish Medical supplies and training.

Your EAP should be trained on a regularly scheduled basis. Include critical personnel during your training, such as first responders, school maintenance staff, PTA member and other personnel as needed.

Conduct mock or roundtable exercises during monthly or quarterly training.

- Discuss your reaction to an Active Shooter, Earthquake or other Natural Disaster. Each of these emergency responses have similarities which can help you decide your actions
- Talk about adopting the SURVIVAL MIND SET during times of crisis
 - Mentally and Physically prepare for an emergency
 - Set goals:
 - Short term- focus on what you need to do right now, Run, Hide, Fight
 - Mid term- after the initial emergency. Do you need to do something different to improve your safety
 - Long term- First responders on scene. Accountability, reunification, coordination with incident command

Moving to a safe location.

What is your EAP Evacuation Plan?

Try and have the same rally points for any emergency.

- Plan for at least Two rally points. These should be at opposite sides of the building and need to consider hazards, like, open ground, bridges, tall buildings and such, that are compromised during natural disasters

Have multiple escape routes planned (doors, windows). Point out to students that sometimes the best route of escape is behind them, so be aware of all points of egress. Use these escape routes on a regular basis if possible.

Recognize your hazards (subfloors, 2nd floors or greater) and have a plan on how to accomplish a successful evacuation.

What is your plan to assist those with physical or mental disabilities that need assistance?

Communicating the Threat

The size of the school facility, its complexity and the capabilities of systems you have will determine how you can effectively communicate the emergency to those on campus. You will need to assess these communication systems and determine if they are adequate. Ideally, these communication systems would be used on a regular basis in order to ensure that they function as intended and that staff and students know it is used to communicate important information. These systems can include, public announcements, texting, screen alerts, email, loud hailer, or others.

It is important that the danger is clearly and concisely communicated. Consider using a short, "Active Shooter Alert. Run, Hide, Fight."

Designate Safe area's

If you have the ability to conduct Lockouts then safe area's already exist and should be utilized. Make sure staff and students understand this and use these safe area's if needed. Know the safe area's capabilities and limitations and communicate these with the users.

Medical/Trauma Kits

A medical/trauma kit is not a first aid kit because it is used to save a life due to serious injury. Trauma kits can have tourniquets, chest seals, blood clotting bandages, gauze, and trauma shears. These tools are easily trained for use and can be applied in many different emergency situations, man-made or natural. Small kits can be placed inside of class rooms and near entry/exit doors. Training to use these tools can be found online or through your local first responders.

Reunification

Once the scene becomes secure the next step that the school will want to have planned is that of the reunification. This is more than just designating a place for pick-up, it requires that considerations take place in identifying where post event activity will occur.

Sites will need to be identified for reunification of students with families, locations for witness and victim interviews, area to provide notification to families who's loved one was injured and transported to hospitals, private area for death notifications, and a media staging/public information location. Since we cannot predict the scale of the emergency these sites need to be located off of the school facility property. Ideally these sites will have access to bathrooms, shelter, and multiple entrances and exits for vehicles.

Reunification of students with family members needs to be preplanned. A record and method of accountability of the reunification effort will help in preventing confusion and delay in notifying the families where their children are located.

